

**SURENDRANATH CENTENARY SCHOOL, RANCHI**

**ANNUAL PLAN (2023-2024)**

8CLASS: VI SUBJECT: English			BOOKS: The Magic Carpet -6 Essentials of English Grammar and Composition			
MON TH	CHAPTER	No of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/ PT/ T1
APRI L	<b>Lit-</b> Ch 1-The Man Who Counted Stars Ch 2- The Open Window <b>Grammar</b> Subject and Predicate(page 12,13) Subject-Verb Agreement (page22,23) <b>Writing-</b> Diary Entry <b>ASL-</b> Speaking and Listening Skills	28	<b>Ch 1- The Man Who Counted Stars</b> -Storyline, Chapter Highlights, Words in Use , Question Time <b>HOTS-</b> On matters of consequence, how did the prince’s ideas differ from those of the businessman? Explain. <b>AIL-</b> Mind Map (page 15) <b>Subject and Predicate</b> (page 12, 13)- subject in Imperative Sentence, exercises <b>Ch2- The Open Window</b> – storyline, chapter highlights, Words in Use , Question Time <b>HOTS-</b> Discuss if Vera’s plan had a good effect on Mr Nuttel, who had been advised by the doctor to avoid mental excitement? Why or why not? <b>Subject-Verb Agreement-</b> Rules, exceptions, common errors, practice questions. <b>Writing- Diary Entry</b> (page 24,25)- format, purpose, rules and explanation, sample question <b>ASL- Listening Skills-</b> Listen and Learn (page 14) <b>Speaking Skills-</b> Let’s talk (page 14)  <b>Activity:- Art Integrated Learning (Subject Integrated- Social Science) Ch 1-The Man Who Counted Stars.</b>  <b>Make a model of solar system and write a note describing your own Planet Earth. Explain how it is different from other planets.</b>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Explain how people around us influence our personality.</li> <li>➤ Explain the ways of organising ideas and highlighting important facts through a Mind Map.</li> <li>➤ Make personal connections with the text, comparing ideas and information.</li> <li>➤ Identify the subject in Imperative Sentence.</li> <li>➤ Recognise the singular and plural verbs and use it correctly as per the requirement of the subject.</li> <li>➤ Explain the purpose and format of Diary Entry.</li> <li>➤ Strengthen speaking competency and develop effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Draw from the personal experiences of The Little Prince.</li> <li>➤ Learn to make informative Mind Map</li> <li>➤ Revise subject and predicate.</li> <li>➤ Learn the correct usage of verb according to the subject of a sentence.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Learn to express feelings and opinions in form of a Diary Entry.</li> <li>➤ Strengthen listening, reading, comprehending, writing and speaking competencies</li> <li>➤ Listen and comprehend.</li> </ul>	
MAY	<b>Lit-</b> Ch 3- A Naughty Little Comet Ch-4 The Veleveeten Rabbit Becomes Real  <b>Grammar-</b> Ch 9- Articles <b>ASL-</b> Listening Skills	14	<b>Ch 3- A Naughty Little Comet-</b> - explanation of the poem, central idea; critical appreciation of the poem., synonyms, Question Time <b>Ch 9- Articles</b> –correct usage, omission and common errors <b>Ch 4- The Veleveeten Rabbit Becomes Real-</b> storyline, chapter highlights ,Words in Use, Question Time <b>HOTS-</b> Do you have a favourite toy? Why do you like it more than others? Elaborate <b>Subject Enrichment ASL- Listening Skills-</b> Listen and Learn (page 35) <b>Ref Reading:</b> Alice in Wonderland by Lewis Carroll	<ul style="list-style-type: none"> <li>➤ Read, comprehend, draw conclusions and make inferences.</li> <li>➤ Explain personification as a poetic device.</li> <li>➤ Analyse and connect with the emotions of “the boy” ( i.e. the protagonist) with respect to his toys.</li> <li>➤ List the articles and its correct usage.</li> <li>➤ Identify the common errors in the usage of articles.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Identify and pick examples of personification in the given poem.</li> <li>➤ Connect with the character of “the boy” and draw from his experiences.</li> <li>➤ Learn the correct usage of definite and indefinite articles.</li> <li>➤ Learn the usage of articles in exceptional cases.</li> </ul>	

JUNE	<p><b>Lit-</b> Ch5-The Mystery of the Cyber Friend Ch6- Rathers <b>Grammar-</b> Transitive and Intransitive Verb(page 33,34,35) <b>Writing-</b> Descriptive Paragraph <b>ASL-</b> Speaking Skills</p>	14	<p><b>Ch 5-The Mystery of the Cyber Friend</b>-Storyline,chapter highlights, Words in Use, Question Time <b>HOTS-</b> Discuss the importance of maintaining cyber ethics. <b>Ch 6- Rathers-</b> explanation of the poem, central idea; critical appreciation of the poem., Question Time, poetic device- Repetition <b>Transitive and Intransitive Verb</b>(page 33,34) - explanation, exercises <b>Writing- Descriptive Paragraph</b> (page 36)- guidelines, purpose, format, sample answer and practice question <b>ASL- Listening Skills-</b> Listen and Learn (page 44) <b>Speaking Skills</b> – Let’s Talk (page 45) <b>Activity- Experiential Learning / Art Integrated Subject Integrated- AI</b> <b>Make a comic strip on any one of the given topics:-</b></p> <ul style="list-style-type: none"> <li>• Internet Safety</li> <li>• Cyber Hygiene</li> <li>• ABCs of Information Security</li> </ul> <p><b>Refer-</b> Cyber Safety Booklet for Children by CBSE</p>	<ul style="list-style-type: none"> <li>➤ Explain the main events of the story.</li> <li>➤ Explain the advantages and disadvantages of social media with reference to the character of Shree.</li> <li>➤ Explain the poetic device- repetition</li> <li>➤ Distinguish between transitive and intransitive verb.</li> <li>➤ Explain the purpose, format and rules of writing a Descriptive Paragraph.</li> <li>➤ Strengthen speaking competency and develop effective communication skills.</li> <li>➤ Strengthen listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw real life lessons from the character of Shree.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Read the poem aloud and with expressions and comprehend its central idea.</li> <li>➤ Pick examples of repetition from the poem.</li> <li>➤ Identify verb in a sentence.</li> <li>➤ Distinguish between Transitive and Intransitive verb.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Learn to listen, infer and comprehend.</li> </ul>	
JULY	<p><b>Lit-</b> Ch 7- Yes, Women Can! Ch 8-Childhood Memories Ch 9- Nat Finds a Home <b>Grammar-</b> Pronouns and its Types(page 53,54,55) Ch 29-Direct and Indirect Speech <b>Writing-</b> Notice Writing <b>ASL-</b> Speaking and Listening Skills</p>	28	<p><b>Ch 7- Yes, Women Can!-</b> chapter highlights, Words in Use, Question Time <b>HOTS-</b> ‘Meanwhile Najju Paati is another extreme’. Justify the given statement. <b>Ch 8- Childhood Memories-</b> chapter highlights, main events, Words in Use, Question Time <b>HOTS-</b> Explain how Louisa was educated without being sent to school. <b>Ch 9- Nat Finds a Home-</b> chapter highlights, main events, Words in Use, Question Time <b>HOTS-</b> ‘Unconventional’ means ‘not following what is generally done or believed’. Mention the things Nat saw at Plumfield that made it an unconventional school. <b>Pronouns and its Types</b> (pages 53,54,55)-explanation, exercises <b>Direct and Indirect Speech</b> (page 62,63) <b>Writing- Notice Writing-</b> purpose, format, rules, guidelines, sample answer <b>ASL- Listening Skills-</b> Listen and Learn (page 55) <b>Speaking Skills-</b> Let’s Talk (page 64) <b>Activity:- Experiential Learning ( Research Work)</b> <b>Ch 7- Yes, Women Can!</b> <b>Make a pictorial Biographical Sketch of any influential women personality of India</b> <b>For Reference:</b> <b>Homai Vyarawalla</b> <b>Captain Shiva Chauhan</b> <b>Kamaljeet Sandhu</b> <b>Kiran Bedi</b></p>	<ul style="list-style-type: none"> <li>➤ Discuss the changing role of women in the society.</li> <li>➤ Elaborate the contribution of women in one’s life.</li> <li>➤ Make personal connections with the experiences of L.M. Alcott’s childhood memories.</li> <li>➤ Discuss the ways of dealing with the situation of hopelessness with special reference to the character of Nat.</li> <li>➤ Explain the main events of the story.</li> <li>➤ List the various pronouns and identify its role in a sentence.</li> <li>➤ Define Direct and Indirect Speech.</li> <li>➤ Distinguish between Direct and Indirect Speech.</li> <li>➤ List the rules of converting direct speech to indirect speech.</li> <li>➤ Explain the purpose, format and features of Notice Writing.</li> <li>➤ Strengthen speaking, listening competency and develop effective communication skills..</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw inspiration from the women in one’s life.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Make personal connections with the text, comparing ideas and information.</li> <li>➤ Read the extract aloud and with expressions and comprehend its central idea.</li> <li>➤ Draw inspiration from the character of Nat.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Learn the correct usage of pronouns.</li> <li>➤ Identify and distinguish between Direct and Indirect Speech.</li> <li>➤ Learn the rules of changing assertive sentences from Direct to Indirect Speech.</li> <li>➤ Learn to write Notice as per the given format.</li> <li>➤ Develop creative writing skills.</li> <li>➤ Learn to listen, infer and comprehend.</li> </ul>	<p>UT 1</p> <p>Lit. Ch- 1, 2,3</p> <p>Gr. Ch- 21</p> <p>Sub ject- Ver b</p> <p>Agr eem ent</p> <p>Wri ting Skil ls- Diar y Entr y</p>

<b>AUG UST</b>	<b>Lit</b> -Ch 10- Weekend Ch 11- Tarzan is Born <b>Grammar</b> - Adverb Tenses(ch 13,14,15,16,17,17) <b>Writing</b> : Dialogue Writing <b>ASL</b> - Speaking Skills	28	<b>Ch 10- Weekend</b> - Summary, understanding the poem,poetic device-personification <b>Ch 11- Tarzan is Born</b> - Chapter highlights, main events, Words in Use, Question Time <b>HOTS</b> -Elucidate how the encounter with the ape affect Alice Clayton. <b>Adverb</b> (page 70,71)- types, uses, explanation and exercises <b>Tenses</b> (Ch 13 to 14)-forms and uses, function of tense in expressing time of action, explanation, exercises <b>Tenses</b> (page 80,81)-exercises <b>Writing- Dialogue Writing</b> (page 64, 72) introduction of topic by citing examples, explanation, sample question and guided practice. <b>Subject Enrichment</b> <b>ASL- Speaking Skills</b> - Let's Talk (page 84)	<ul style="list-style-type: none"> <li>➤ Discuss the importance of "Weekends"</li> <li>➤ Explain personification as a poetic device.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Analyse the actions of 'Kala' and reason out why she adopted the 'human baby.</li> <li>➤ Make personal connections with texts, comparing ideas and information.</li> <li>➤ Identify the use of verb in expressing time of action.</li> <li>➤ Identify and use adverbs as modifiers to express time, place, manner degree and frequency.</li> <li>➤ Explain verbs, its role in a sentence and its various forms.</li> <li>➤ Explain the usage of dialogue in creative writing.</li> <li>➤ Explain the ways of writing effective</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and pick examples of personification in the given poem.</li> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Draw from the personal experiences of Clayton and Alice.</li> <li>➤ Explain the role and function of adverbs and use it correctly.</li> <li>➤ Learn the correct usage of verbs with respect to time of action.</li> <li>➤ Identify the ways in which dialogues make a narrative come alive.</li> <li>➤ Write grammatically correct dialogues.</li> </ul>	PT 1  Lit. Ch- 4 ,5,6, 7  Gr. Ch- 9 Arti cles  Ch- 21 Sub
<b>SEPT EMB ER</b>	Lit- Spotlight 1 Lit- Revision Grammar- Revision Writing- Revision	14	Spotlight 1-homophones.homographs,collocations,sensory words, omission of 'very' Lit, Grammar & Writing- Revision Spotlight 1-homophones.homographs,collocations,sensory words, omission of 'very' Lit, Grammar & Writing- Revision	<ul style="list-style-type: none"> <li>➤ Learn more about usage of Language in day-to-day life.</li> <li>➤ Acquaint students with question paper pattern.</li> <li>➤ Help students analyse their preparation and focus on weaker areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop command over English Language.</li> <li>➤ Develop understanding of Question Paper and application of past learning in form of various questions.</li> <li>➤ Be prepared for exams.</li> </ul>	T1  Lit- Ch 1 to 11
<b>SEPT EMB ER</b>	<b>Lit</b> - Ch 12- Fables <b>Grammar</b> - Adjectives <b>Writing</b> - Story Writing <b>ASL</b> - Speaking Skills	14	<b>Ch 12- Fables</b> - About famous fables of the world-Panchtantra, Aesop's Fables , Words in Use, Question Time <b>HOTS</b> -Discuss how the lessons learnt from the given fables are going to benefit oneself. <b>Adjectives</b> (page 96,97,98)- explanation, usage, order of adjectives, exercises <b>Story Writing</b> - introduction, guidelines, elements of a story, guided practice <b>ASL- Speaking Skills</b> - Let's Talk(page 96)  <b>Activity:- Art Integrated Learning (Ch 12- Fables)Read any fable and represent it through famous Sahroi art of Jharkhand.</b>	<ul style="list-style-type: none"> <li>➤ Acquaint children with popular collection of fables like Panchtantra, Hitopadesh, Aesop's Fables.</li> <li>➤ Demonstrate life skills through the characters of the fables.</li> <li>➤ Explain the role of "describing words" in a sentence.</li> <li>➤ Identify the need and ways of using adjectives in a correct order in a sentence.</li> <li>➤ Explain the key elements of a story.</li> <li>➤ Discuss the important guidelines for writing an effective story.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connect with the characters and situation and draw lessons from the characters of the fables.</li> <li>➤ Develop skills like problem solving, critical thinking.</li> <li>➤ Use adjectives correctly.</li> <li>➤ Describe the correct order of adjectives in a sentence.</li> <li>➤ Learn to write a readable story based on hints.</li> </ul>	

OCT OBE R	<b>Lit-</b> Ch 13- Whistles and Shaving Bristles Ch 14- The Sounds in the Evening <b>Grammar-</b> Ch 26- Preposition Ch 24-Conjunction <b>Writing-</b> Article Writing <b>ASL-</b> Listening Skills	28	<b>Ch 13- Whistles and Shaving Bristles-</b> chapter highlights, central idea, Words in Use, Question Time <b>HOTS-</b> Explain why Mr Gilbreth, despite being a strict taskmaster at home, never tolerated any criticism at home. <b>Ch 14- The Sounds in the Evening-</b> Summary, rhyming words, Question Time, poetic device-onomatopoeia <b>Grammar-Prepositions-</b> types of prepositions and its use; practice questions; common errors. <b>Conjunctions--</b> types, usage, common errors, practice questions <b>Writing- Article Writing-</b> introduction, features, guidelines, purpose and guided practice <b>ASL- Listening Skills-</b> Listen and Learn (page 108) <b>Activity :- Experiential Learning</b> <b>Ch 13- Whistles and Shaving Bristles</b> <b>Parents Involvement</b> <b>Interview And Shoot a video of three family members or relatives and ask them a self -prepared questionnaire about their hobbies, favourite sports, food etc.</b>	<ul style="list-style-type: none"> <li>➤ Develop understanding of the responsibilities shouldered by a father through the character of Mr Gilbreth.</li> <li>➤ Explain the central idea of the poem.</li> <li>➤ Explain the poetic device onomatopoeia.</li> <li>➤ Make personal connections with the text, comparing ideas and information.</li> <li>➤ Identify the rhyme scheme of the given verse.</li> <li>➤ Explain the correct usage of preposition and conjunction.</li> <li>➤ Explain the features and purpose of writing an article.</li> <li>➤ Explain the rules and guidelines of writing an article.</li> <li>➤ Strengthen listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connect with text and analyse the indispensable role of one's father.</li> <li>➤ Develop gratitude towards parents and strengthen bond with the family members.</li> <li>➤ Learn to summarise the given poem.</li> <li>➤ Pick examples of onomatopoeia in a poem.</li> <li>➤ Explain the rhyme scheme of a given verse.</li> <li>➤ Learn the correct usage of conjunctions and prepositions.</li> <li>➤ Describe the guidelines and rules of writing an article.</li> <li>➤ Write an article for the school magazine.</li> <li>➤ Develop listening and comprehending skills.</li> </ul>	
NOV EMB ER	<b>Lit-</b> Ch 15- Whodunnits: The World of Detective Fiction Ch 16- A Mysterious Guest <b>Grammar-</b> Determiners <b>Writing-</b> Informal Letter and Application <b>ASL-</b> Speaking skills	28	<b>Ch-Whodunnits: the World of Detective Fiction-</b> about famous fiction detectives –Hercule Poirot, Sherlock Holmes, Byomkesh Bakshi, Feluda,etc,Question Time, Words in Use <b>HOTS-</b> Describe Miss Jane Marple:how she looked,what people thought of her and how she found the real culprits. <b>Ch 16- A Mysterious Guest-</b> chapter highlights, main events, Words in Use, Question Time <b>HOTS-</b> Discuss the qualities possessed by Sherlock Holmes which attribute to his success as a detective. <b>Grammar-</b> Determiners (page 128,129)- explanations, types and examples of determiners, exercises, practice questions <b>Writing- Informal Letter and Application-</b> purpose, rules, format, guidelines, guided practice <b>ASL- Speaking Skills-</b> Let's Talk(page131) <b>Activity:- Subject Enrichment</b> <b>Speaking Skills:- Conversation</b> <b>You watched a horror movie last night, discuss about it with your friend who is scared of watching horror movies.</b> <b>Please say:</b> <b>What was it about?</b> <b>When and Where did you watch it?</b> <b>Did you like it? Why?</b> <b>Describe the characters.</b>	<ul style="list-style-type: none"> <li>➤ Compare and Contrast the famous fiction detectives discussed in the text.</li> <li>➤ Explain the main events of the story.</li> <li>➤ Make personal connections with texts, comparing ideas and information.</li> <li>➤ Explain the difference between determiner and adjective.</li> <li>➤ Identify the noun qualified by the determiner.</li> <li>➤ Explain the types of determiners.</li> <li>➤ Explain the purpose and format of Informal Letter.</li> <li>➤ Explain the purpose format of writing an Application.</li> <li>➤ Strengthen listening and speaking competency.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw from the experiences of the given characters.</li> <li>➤ Amke a comparative study of the various characters.</li> <li>➤ Identify and appreciate the qualities of one's favourite detective.</li> <li>➤ Distinguish between an adjective and determiner.</li> <li>➤ Learn the correct usage of different types of determiners.</li> <li>➤ Identify the different types of determiners.</li> <li>➤ Learn to write Informal Letter by following the correct format and rules.</li> <li>➤ Learn to write Application following the correct format.</li> </ul>	

<b>DECEMBER</b>	<b>Lit-</b> 17- Poem Pair Ch 18- Savitribai and Jyotirao Phule <b>Grammar-</b> Ch 30- Integrated Grammar <b>Writing-</b> Descriptive Paragraph <b>ASL-</b> Listening Skills	28	<b>Ch 17- Poem Pair-</b> Understanding the poem, Critical Appreciation of the poem, summary, Comparison(similarities and differences) <b>Ch 18- Savitribai and Jyotirao Phule-</b> chapter highlights,, character study, Words in Use, Question Time, Idioms <b>HOTS-</b> Elaborate on why the Phules considered education as important. <b>Grammar- Integrated Grammar-</b> application of grammar through exercises <b>Descriptive Paragraph-</b> revision of format, rules and guidelines, practice question <b>ASL- Listening Skills-</b> Listen and Learn (page 131)	<ul style="list-style-type: none"> <li>➤ Read, comprehend, draw conclusions and make inferences.</li> <li>➤ Learn to compare and contrast the ideas given in the poem.</li> <li>➤ Demonstrate the qualities of Savitribai Phule and Jyotirao Phule.</li> <li>➤ Analyse the achievements of the Phules.</li> <li>➤ Learn the correct usage and application of grammar.</li> <li>➤ Revise the format and guidelines of writing a descriptive paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the extracts aloud and with expressions and comprehend its central idea.</li> <li>➤ Compare the nature and character of the spiders discussed in the two different poems</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Draw from the personal experiences of Savitribai Phule.</li> <li>➤ Explain the importance of education in building a nation.</li> <li>➤ Learn to describe a place, person or event in an organised and effective manner.</li> </ul>	U T 2  Lit- Ch 12,1 3,14  Gr- Ch 7,27  W.S :- 8
<b>JANUARY</b>	<b>Lit-</b> Ch 19- A Question of Grammar, Spotlight-2 <b>Grammar-</b> Ch 29 Direct and Indirect Speech <b>Writing-</b> Diary entry <b>ASL-</b> Speaking Skills	28	<b>Ch 19-A Question of Grammar-</b> understanding the plot, main characters, role play, Word in Use, Question Time <b>HOTS-</b> ‘Cook had long looked forward to this day.’ Justify. <b>Grammar- Direct and Indirect Speech-</b> Revision and practice exercises <b>Diary Entry-</b> Revision of format , practice question <b>ASL- Speaking Skills-</b> Let’s Talk (page 155) <b>Spotlight 2-</b> Punctuation and Capitalisation	<ul style="list-style-type: none"> <li>➤ Read, comprehend, draw conclusions and make inferences.</li> <li>➤ Comprehend the plot through a role play.</li> <li>➤ Analyse the character of William.</li> <li>➤ List the various punctuation marks.</li> <li>➤ Revise the rules of changing a sentence from Direct to Indirect Speech.</li> <li>➤ Revise the format of Diary Entry.</li> <li>➤ Explain the use of different punctuation marks.</li> <li>➤ Describe the usage of punctuation marks and capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw from the experiences of William.</li> <li>➤ Learn the art of ‘Dialogue-delivery’</li> <li>➤ Learn new words and infer their meanings.</li> <li>➤ Transform sentences from Direct to Indirect speech.</li> <li>➤ Write an effective Diary Entry.</li> <li>➤ Recall and list the different punctuation marks.</li> <li>➤ Describe the usage of punctuation marks and capital letters.</li> </ul>	PT 2  Lit- Ch 15,1 6,17 ,18 Gr- Ch 24, Det erm
<b>FEB</b>	<b>Lit- Revision</b> <b>Grammar-Revision</b>	12	<b>Lit- Revision</b> <b>Gr- Revision</b> <b>Writing- Revision</b>	<ul style="list-style-type: none"> <li>➤ Learn more about usage of Language in day-to-day life.</li> <li>➤ Acquaint students with question paper pattern.</li> <li>➤ Help students analyse their preparation and focus on weaker areas.</li> </ul>	<p>Develop command over English Language.</p> <p>Develop understanding of Question Paper and application of past learning in form of various questions.</p> <p>Be prepared for exams.</p>	T2 Lit- Ch 1, 12, 13,1 4,15 , 16,1 7,18 ,19  Gr- Ch 7, 9, 24, 26 W.S :- Stor

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**ANNUAL PLAN (2023-2024)**

CLASS: VI SUBJECT: HINDI			Book- प्रत्युष, बाल रामायण, व्याकरण भारती,			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	<p>प्रत्युष :-</p> <p>1. • शत्-शत् प्रणाम।</p> <p>2. • नंगे पैर।</p> <p>रामायण:-</p> <p>अवधपुरी में राम, जंगल और जनकपुर।</p> <p>व्याकरण:-</p> <p>भाषा, बोली, लिपि, और व्याकरण, वर्ण-विचार और उच्चारण अशुद्धियाँ,</p> <p>औपचारिक पत्र, अनुच्छेद, अपठित काव्यांश।</p>	18	<p>● व्याकरण:- औपचारिक पत्र ( अपनी बड़ी बहन के विवाह हेतु वैवाहिक कार्यक्रमों में भाग लेने के लिए प्रधानाचार्य को 5 दिनों का अवकाश देने हेतु पत्र।)</p> <p>अनुच्छेद लेखन:- विद्यार्थी और अनुशासन</p> <p><b>Art Integrated learning:-1</b></p> <p>पाठ-2. छात्र चार्ट पेपर द्वारा लिफाफा बनाना सीखेंगे तथा उसके माप को लिखेंगे।</p> <p><b>Experimental learning:-1.</b> पाठ-2. आपने अपने जीवन में किसी जरूरतमंद की सहायता की हो तो उस घटना को अनुच्छेद द्वारा लिखें।</p>	<p>● छात्र राष्ट्रीय भावना देश प्रेम त्याग एवं बलिदान का ज्ञान प्राप्त कर सकेंगे।</p> <p>● छात्र भारतीय सेना के शौर्य साहस एवं पराक्रम से रूबरू हो सकेंगे।</p> <p>● छात्रों में माननीय प्रेम एवं दया व करुणा का भाव विकसित कर सकेंगे।</p> <p>● छात्र सामाजिक जिम्मेदारी एवं परस्पर सहयोग की भावना सीख सकेंगे।</p> <p>● छात्रों में गुरु के प्रति समर्पण की भावना जागृत होना।</p> <p>● अज्ञानता में किसी भी कार्य को ना करना।</p>	<p>● छात्र राष्ट्रीय भावना देश प्रेम त्याग एवं बलिदान का ज्ञान प्राप्त कर पाए।</p> <p>● छात्र भारतीय सेना के शौर्य साहस एवं पराक्रम से रूबरू हो पाए।</p> <p>● छात्रों में माननीय प्रेम एवं दया व करुणा का भाव विकसित कर पाए।</p> <p>● छात्र सामाजिक जिम्मेदारी एवं परस्पर सहयोग की भावना सीख पाए।</p> <p>● छात्रों में गुरु तथा बड़ों के प्रति समर्पण की भावना जागृत हो पाई।</p> <p>● अज्ञानता में किसी भी कार्य को ना करने की</p>	

			<b>Skills:</b> स्व- लेखन की कला विकसित करना।			
MAY	प्रत्युष:- 3. शिष्टाचार रामायण:- दो वरदान। व्याकरण:- संज्ञा, शब्द विचार विलोम शब्द, अनौपचारिक पत्र, निबंध।	12	<b>ACTIVITY-</b> विलोम शब्द:- (1) अग्रज से (24)उत्थान तक अनौपचारिक पत्र:- अपनी नई कक्षा के बारे में बतलाते हुए नानी जी को पत्र । निबंध:- समय का महत्व <b>Subject Enrichment:-</b> कॉपी में चित्रों के द्वारा संज्ञा तथा उसके भेदों को समझाएं। <b>Skills:</b> शब्दकोश की वृद्धि होना।	● छात्र सामाजिक गुणों एवं नैतिक मूल्यों का विकास कर सकेंगे। ● छात्र नैतिक चिंतन एवं कर्म के प्रति छात्र कर्तव्यनिष्ठ रहना सीखेंगे । ● छात्र अपने माता-पिता तथा बड़ों का सम्मान करना सीख सकेंगे। ● छात्र विभिन्न अस्त्र-शस्त्र ,शिव धनुष तथा प्रकृति के नियमों को जान सकेंगे।	● छात्र सामाजिक गुणों एवं नैतिक मूल्यों का विकास कर पाए। ● छात्र नैतिक चिंतन एवं कर्म के प्रति जिम्मेदार हो पाए। ● छात्र अपने माता-पिता तथा बड़ों का सम्मान करना सीख पाए। ● छात्र विभिन्न अस्त्र-शस्त्र, शिव धनुष तथा प्रकृति के नियमों को जान पाए।	
JUNE	प्रत्युष :- 4.घोंसला बना रहेगा रामायण:- राम का वन गमन:- व्याकरण:- कारक पर्यायवाची,	11	औपचारिक पत्र :- (अपने क्षेत्र की साफ-सफाई हेतु नगर निगम के स्वास्थ्य अधिकारी को पत्र) पर्यायवाची:- (1) अंधेरा से (24) देवता। अनेकार्थक शब्द:- (1) अंक से (15) घन तक।	● छात्र पर्यावरण से संबंधित समसामयिक ज्ञान अर्जित कर सकेंगे। ● छात्र मानव जीवन में पशु पक्षी के सहायक होने की चेतना विकसित कर सकेंगे। ● छात्र कर्तव्यनिष्ठ रहना सीखेंगे । ● छात्र अपने माता-पिता, बड़ों के आदेशों का सम्मान करना	● छात्र पर्यावरण से संबंधित समसामयिक ज्ञान अर्जित कर पाए। ● छात्र मानव जीवन में पशु पक्षी के सहायक होने की चेतना विकसित कर पाए। ● छात्र कर्तव्यनिष्ठ रहना सीख पाए ।	<b>UT - 1</b> प्रत्युष :- 1. शत-शत प्रणाम। 2. नंगे पैर। रामायण:- 1. अवधपुरी में राम

	अनेकार्थक शब्द औपचारिक पत्र।		SDG:- थलिय जीवों की सुरक्षा <b>Skills:-</b> पढ़ाई के साथ वन्य प्राणी का ज्ञान होगा।	सीख सकेंगे तथा लालच से दूर रहेंगे।	● छात्र अपने माता-पिता तथा बड़ों के आदेश का सम्मान कर	2. जंगल और जनकपुर। व्याकरण:- 1. भाषा, बोली, लिपि, और व्याकरण 2. वर्ण- विचार और उच्चारण अशुद्धियाँ।
JULY	प्रत्युष:- 5. मेरी भी आभा है। 6. हमारा सुरक्षा कवच। रामायण:- चित्रकूट में भरत, दंडक वन में दस वर्ष। व्याकरण:- संधि, लिंग अनेक शब्दों के लिए एक शब्द, निबंध, अपठित गद्यांश।	22	अनेक शब्दों के लिए एक शब्द:- (1) से (22) तक। निबंध लेखन:- परीक्षा का पहला दिन <b>Subject Enrichment</b> 1. छात्र कॉपी में धरती पर ओजोन परत को दर्शाएंगे। SDG:- लोगों के लिए स्वास्थ्य और आरोग्यता। <b>Skills:</b> 1. हिंदी पढ़ाई के द्वारा भूगोल विषय का ज्ञान। 2. भाई से अगाध प्रेम को दर्शना। SDG:- भूमि पर जीवन।	● छात्रों में प्राकृतिक सौंदर्य का आकलन तथा प्राकृतिक सौंदर्य में मानव समाज की भागीदारी को समझ सकेंगे। ● छात्र पर्यावरण चिंतन के प्रति जागरूक हो सकेंगे। ● छात्र समसामयिक मुद्दे ग्लोबल वार्मिंग के बारे में चिंतन कर सकेंगे। ● छात्र संवाद शैली में पर्यावरण परिवर्तन के विभिन्न चुनौतियों तथा अंतर विषय ज्ञान से परिचित हो सकेंगे। ● छात्रों में अपने भाई के प्रति समर्पण का भावना जागृत होंगे। ● छात्र प्राकृतिक रहन-सहन जानेंगे छात्र चित्रकूट, पंचवटी कुटिया, जटायु शूर्पणखा के बारे में जानेंगे तथा मायावी	● छात्रों में प्राकृतिक सौंदर्य का आकलन तथा प्राकृतिक सौंदर्य में मानव समाज की भागीदारी को समझ पाए। ● छात्र पर्यावरण चिंतन के प्रति जागरूक हो पाए। ● छात्र समसामयिक मुद्दे ग्लोबल वार्मिंग के बारे में चिंतन कर पाए। ● छात्र संवाद शैली में पर्यावरण परिवर्तन के विभिन्न चुनौतियों तथा अंतर विषय ज्ञान से परिचित हो पाए। ● छात्रों में अपने भाई के प्रति समर्पण का भावना जागृत हो पाई। ● छात्र प्राकृतिक रहन-सहन जानेंगे छात्र चित्रकूट, पंचवटी कुटिया, जटायु शूर्पणखा के बारे में	



				राक्षसों से मुनियों की रक्षा करना सीख सकेंगे।	जानेंगे तथा मायावी राक्षसों से मुनियों की रक्षा करना सीख	
<b>AUGUST</b>	<p>प्रत्युष :- 7.अंजनी की सफ़ाई सेना। रामायण:- सोने का हिरण व्याकरण:- उपसर्ग, प्रत्यय, श्रुतिसमभिन्नार्थक शब्द, मुहावरे ,अनौपचारिक पत्र ,अनुच्छेद।</p>	23	<p>श्रुतिसमभिन्नार्थक शब्द:- (1)अनु से (18) तरंग तक। मुहावरे:- (1)से (42)तक। अनौपचारिक पत्र:- (अपने मित्र को चित्रकला प्रतियोगिता में प्रथम स्थान प्राप्त करने हेतु बधाई पत्र)  अनुच्छेद लेखन:- इंटरनेट की उपयोगिता  SDG:- लोगों के लिए स्वास्थ्य और आरोग्यता।  <b>Poster making:-</b> विभिन्न स्वतंत्रता सेनानियों तथा उनके नारे दर्शाते हुए। A4 साइज पेपर द्वारा बुकलेट तैयार करें।</p>	<p>● छात्र बुनियादी स्वास्थ्य एवं सुरक्षा हो सकेंगे। ● छात्र 'गणतंत्र दिवस' के महत्व को समझ सकेंगे। ● छात्र सामाजिक जिम्मेदारी उत्तरदायित्व एवं सरोकार का ज्ञान कर सकेंगे। ● छात्रों में सोचने की क्षमता जागृत हो। ● बिना सोचे समझे कोई भी कार्य ना करने की भावना जागृत होगी।</p>	<p>● छात्र बुनियादी स्वास्थ्य एवं सुरक्षा हो पाए। ● छात्र 'गणतंत्र दिवस' के महत्व को समझ पाए। ● छात्र सामाजिक जिम्मेदारी उत्तरदायित्व एवं सरोकार का ज्ञान कर पाए। ● छात्रों में सोचने की क्षमता जागृत हो पाई। ● बिना सोचे समझे कोई भी कार्य ना करने की भावना जागृत हो पाई।</p>	<p><b>PT-1</b> प्रत्युष:- 4.घोंसला बना रहेगा। 5.मेरी भी आभा है। 6.हमारा सुरक्षा कवच। रामायण:- 5.चित्रकूट में भरत 6. दंडक वन में दस वर्ष व्याकरण:- 3.संधि 9.अनेक शब्दों के लिए एक शब्द 14. लिंग औपचारिक- अनौपचारिक पत्र , अपठित गद्यांश।</p>
<b>SEPTEMBER</b>	<p>पुनरावृत्ति  प्रत्युष:-</p>	9	<p>●औपचारिक पत्र:-लाउडस्पीकर की तेज शोर की शिकायत करते हुए थानाध्यक्ष को पत्र।  <b>Experimental learning:-</b></p>	<p>● छात्र प्रकृति के सौंदर्य से रूबरू हो सकेंगे एवं भौगोलिक ज्ञान प्राप्त कर सकेंगे। ● छात्र वैज्ञानिक चेतना का विकास अनुभव आत्मज्ञान</p>	<p>●छात्र प्रकृति के सौंदर्य से रूबरू हो सकेंगे एवं भौगोलिक ज्ञान प्राप्त कर पाए। ● छात्र वैज्ञानिक चेतना का विकास अनुभव आत्मज्ञान एवं</p>	<p><b>TERM - 1</b> प्रत्युष:- 1.शत-शत प्रणाम 2.नंगे पैर 3. शिष्टाचार 4. घोंसला बना रहेगा 5. मेरी भी आभा है 6. हमारा सुरक्षा कवच,</p>

	<p><b>9. सूरज चमके आधी रात</b></p> <p>रामायण :-सीता की खोज</p> <p>व्याकरण:- सर्वनाम औपचारिक पत्र</p>		<p>छात्र कक्षा में सौर्य मंडल के बारे में परिचर्चा करेंगे।</p> <p><b>Skills:-</b></p> <p>छात्र हिंदी पढ़ाई के माध्यम से भौतिक विज्ञान के बारे में जानेंगे।</p>	<p>एवं पर्यावरण का ज्ञान व चिंतन कर सकेंगे।</p> <p>● छात्र जीवन के अंतिम घड़ी तक मित्रता निभाने की भावना जागृत कर सकेंगे।</p>	<p>पर्यावरण का ज्ञान व चिंतन कर पाए।</p> <p>● छात्र के अंतिम घड़ी तक मित्रता निभाने की भावना जागृत कर पाए।</p>	<p>7. अंजनी की सफाई सेना। रामायण:-</p> <p>3.दो वरदान</p> <p>4.राम का वन गमन</p> <p>5.चित्रकूट में भरत</p> <p>6.दंडक वन में दस वर्ष</p> <p>9.राम और सुग्रीव</p> <p>10.लंका में हनुमान व्याकरण :-</p> <p>5.पर्यायावाची 6.विलोम शब्द</p> <p>7.अनेकार्थक शब्द 10.उपसर्ग,</p> <p>11.प्रत्यय 13.संज्ञा</p> <p>14.लिंग 16.कारक</p> <p>अपठित गद्यांश, काव्यांश, पठित गद्यांश, काव्यांश औपचारिक, अनौपचारिक पत्र, निबंध।</p>
<b>OCTOBER</b>	<p>प्रत्युष :-</p> <p><b>10.कुछ लोग,</b></p> <p><b>11.साप्ताहिक धमाका</b></p> <p>रामायण:- राम और सुग्रीव</p> <p>व्याकरण:-</p> <p>विशेषण, काल</p> <p>अनेक शब्दों के लिए एक शब्द,</p> <p>अनौपचारिक पत्र</p> <p>अपठित काव्यांश</p> <p>अनुच्छेद</p>	16	<p>अनौपचारिक पत्र:-</p> <p>परीक्षा में अच्छे अंक प्राप्त करने के लिए मन लगाकर पढ़ने की सलाह देते हुए छोटी बहन को पत्र।</p> <p>अनेक शब्दों के लिए एक शब्द:- (23) से (44) तक।</p> <p>अनुच्छेद:-जन्मदिन का उत्सव</p> <p><b>Art integrated learning:</b></p> <p>विशेषण के विभिन्न भेदों के उदाहरण को चित्रों के माध्यम से कॉपी पर दर्शाए।</p> <p><b>Skills:-</b></p>	<p>● छात्र अहंकार ,आलस्य का त्याग करना सीखेंगे।</p> <p>● छात्र गलतियों की सीख लेना एवं सुकून व आनंददायी जीवन जीना सीख सकेंगे तथा नैतिक मूल्यों की सीख ले सकेंगे।</p> <p>● छात्र मीडिया कौशल संबंधी ज्ञान अर्जित कर सकेंगे।</p> <p>● छात्र पत्रकारिता के विभिन्न क्षेत्रों से जुड़ी जानकारी ग्रहण कर सकेंगे। समस्या समाधान शैली वितरित कर सकेंगे।</p>	<p>● छात्र अहंकार ,आलस्य का त्याग करना सीख पाए।</p> <p>● छात्र गलतियों की सीख लेना एवं सुकून व आनंददायी जीवन जीना सीख पाए तथा नैतिक मूल्यों की सीख ले पाए।</p> <p>● छात्र मीडिया कौशल संबंधी ज्ञान अर्जित कर पाए।</p> <p>● छात्र पत्रकारिता के विभिन्न क्षेत्रों से जुड़ी जानकारी ग्रहण पाए। समस्या समाधान शैली वितरित कर पाए।</p>	<p><b>UT2</b></p> <p>प्रत्युष :-</p> <p><b>10.कुछ लोग,</b></p> <p><b>11.साप्ताहिक धमाका</b></p> <p>रामायण:-</p> <p><b>9.राम और सुग्रीव</b></p> <p>व्याकरण:-</p> <p><b>9.अनेक शब्दों के लिए एक शब्द।</b></p> <p><b>18.विशेषण</b></p> <p><b>20. काल</b></p>

			भाषा की पकड़ मजबूत होगी।	● छात्र दोस्ती के प्रति निष्ठावान बने रहने की भावना जागृत कर सकेंगे।	● छात्र दोस्ती के प्रति निष्ठावान बने रहने की भावना जागृत कर पाए।	
<b>NOVEMBER</b>	<p>प्रत्युष:-  <b>13.</b>आए पंछी दूर देश से  <b>14.</b>बातूनी।</p> <p>रामायण:-  लंका में हनुमान व्याकरण:-  क्रिया, वचन</p> <p>विलोम शब्द,  पर्यायवाची शब्द  अपठित ,निबंध।</p>	18	<p>विलोम शब्द:- (25) उदार से (46) हित तक</p> <p>पर्यायवाची:- (26) धन से (50) हृदय तक।</p> <p>निबंध लेखन:- वसंत ऋतु</p> <p><b>Experimental Learning:-</b></p> <p>छात्र अपने अनुभव से पंछी जीवन के बारे में एक अनुच्छेद लिखेंगे।</p> <p>SDG:- थलिय जीवों की सुरक्षा।</p> <p><b>Skills:-</b></p> <p>स्व लेखन कला मजबूत होगी।</p>	<p>● छात्र वन्यजीव एवं अभयारण्य संबंधी ज्ञान अर्जित कर सकेंगे प्राकृतिक सौंदर्य एवं पर्यावरण के बारे में कोई जानकारी प्राप्त कर सकेंगे।</p> <p>● छात्र पक्षियों को भौगोलिक ज्ञान एवं निवास के बारे में जान सकेंगे।</p> <p>● छात्र और न्याय के लिए जीवन के अंतिम क्षण तक लड़ते रहने की भावना जागृत हो सकेंगी।</p>	<p>● छात्र वन्यजीव एवं अभयारण्य संबंधी ज्ञान अर्जित कर सकेंगे प्राकृतिक सौंदर्य एवं पर्यावरण के बारे में कोई जानकारी प्राप्त कर पाए।</p> <p>● छात्र पक्षियों को भौगोलिक ज्ञान एवं निवास के बारे में जान पाए।</p> <p>● छात्र और न्याय के लिए जीवन के अंतिम क्षण तक लड़ते रहने की भावना जागृत हो पाई।</p>	
<b>DECEMBER</b>	<p>प्रत्युष :-  <b>15.</b> नीति के दोहे</p> <p>रामायण:- लंका विजय</p> <p>व्याकरण:- वाक्य, विराम चिह्न  लोकोक्ति</p>	19	<p>निबंध लेखन:- प्रदूषण</p> <p>लोकोक्ति:- (1) से (23) तक।</p> <p>श्रुतिसमभिन्नार्थक शब्द:- (19) तरणी से (36) हँस तक।</p> <p>Subject Enrichment:-</p>	<p>● छात्र नैतिक चिंतन एवं कर्म के महत्व को समझ सकेंगे।</p> <p>● छात्र सामाजिक ज्ञान की विभिन्न नीतिगत बातें समझ सकेंगे।</p>	<p>● छात्र नैतिक चिंतन एवं कर्म के महत्व को समझ पाए।</p> <p>● छात्र सामाजिक ज्ञान की विभिन्न नीतिगत बातें समझ पाए।</p>	

	श्रुतिसमभिन्नार्थक शब्द , औपचारिक पत्र निबंध		छात्र पाठ नीति के दोहे के अतिरिक्त बिहारी लाल के दो-दो दोहे कक्षा में सुनाएंगे। औपचारिक पत्र:-('बालहंस' के संपादक को वार्षिक सदस्यता प्राप्त करने के लिए पत्र)	● छात्र बुराई पर सच्चाई की जीत निश्चित रूप से होती है समझ सकेंगे।	● छात्र बुराई पर सच्चाई की जीत निश्चित रूप से होती है समझ पाए।	
<b>JANUARY</b>	प्रत्युष:- <b>16.</b> बालक चंद्रगुप्त रामायण:-राम का राज्याभिषेक व्याकरण:- वाक्य रचना की अशुद्धियां अनौपचारिक पत्र ,अनुच्छेद।	19	अनौपचारिक पत्र:- पिताजी से रुपए मांगने के लिए पत्र लिखें। अनुच्छेद:- पुस्तकें— हमारे अभिन्न मित्र <b>Speaking Skills:-</b> छात्र अपनी रुचि के अनुसार किसी एक महापुरुष के कथन को प्रस्तुत करेंगे।	● छात्र भारत के ऐतिहासिक ज्ञान एवं परंपरा से परिचित हो सकेंगे। ●छात्र वीरता ,बुद्धिमत्ता ,स्वाभिमानी एवं स्वावलंबी गुणों को सीख सकेंगे। ●छात्र श्रीराम के जैसा धैर्यवान बनना सीख सकेंगे।	●छात्र भारत के ऐतिहासिक ज्ञान एवं परंपरा से परिचित हो पाए। ●छात्र वीरता ,बुद्धिमत्ता ,स्वाभिमानी एवं स्वावलंबी गुणों को सीख पाए। ●छात्र श्रीराम के जैसा धैर्यवान बनना सीख पाए।	<b>PT-2</b> प्रत्युष :- <b>13.</b> आए पंछी दूर देश से , <b>14.</b> बातूनी, <b>15.</b> नीति के दोहे। रामायण:- <b>10.</b> लंका में हनुमान, <b>11.</b> लंका विजय व्याकरण:- <b>5.</b> पर्यायवाची <b>6.</b> विलोम शब्द <b>15.</b> वचन <b>19.</b> क्रिया <b>27.</b> विराम चिन्ह औपचारिक ,अनौपचारिक पत्र।
	पुनरावृत्ति					<b>TERM-2</b> प्रत्युष:- <b>9.</b> सूरज चमके आधी रात,

FEBRUARY						<p> <b>10.</b> कुछ लोग  <b>11.</b> साप्ताहिक धमाका  <b>13</b> आए पंछी दूर देश से  <b>14.</b> बातूनी  <b>15.</b> नीति के दोहे, बालक चंद्रगुप्त।  रामायण:-  <b>8.</b> सीता की खोज  <b>9.</b> राम और सुग्रीव  <b>10.</b> लंका में हनुमान  <b>11.</b> लंका विजय  <b>12.</b> राम का राज्याभिषेक।  व्याकरण:-  <b>5.</b> पर्ययावाची <b>6.</b> विलोम  <b>8.</b> श्रुतिसमभिन्नार्थक शब्द,  <b>9.</b> अनेक शब्दों के लिए एक शब्द  <b>15.</b> वचन <b>17.</b> सर्वनाम  <b>18.</b> विशेषण <b>19.</b> क्रिया  <b>20.</b> काल <b>27.</b> विराम चिन्ह  अपठित गद्यांश, काव्यांश  पठित गद्यांश काव्यांश,  निबंध, औपचारिक,  अनौपचारिक पत्र । </p>
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**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024) TERM I - II**

CLASS: VI SUBJECT: SANSKRIT			BOOKS: संस्कृत मित्रम् - 1			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	1.वर्ण- विचार: 2. संस्कृत शब्द- परिचय:	8	<ul style="list-style-type: none"> <li>•स्वर वर्ण ,मात्रा</li> <li>• व्यञ्जनवर्ण, संयुक्त-व्यञ्जनवर्ण</li> <li>• वर्ण संयोजन</li> <li>• वर्ण विच्छेद</li> <li>• पुल्लिङ्ग शब्द</li> <li>• स्त्रीलिङ्ग, नपुंसकलिङ्ग</li> </ul> <p><b>Ex.Lr.(अनुभवजन्य शिक्षण)</b></p> <p>विद्यालय परिसर में स्थित वस्तुओं के नाम तीनों लिङ्गों में।</p> <p><b>Skill :</b> वाचन-श्रवण कौशल विकास</p>	<ul style="list-style-type: none"> <li>•वर्ण परिचय</li> <li>•मात्रा - ज्ञान</li> <li>•शब्द निर्माण ( वर्ण संयोजन)</li> </ul>	<ul style="list-style-type: none"> <li>•संस्कृत वर्णमाला जानने में निपुण•</li> <li>•मात्रा के शुद्ध प्रयोग में सक्षम।</li> <li>• शब्द निर्माण में पारंगत।</li> </ul>	
MAY	3. संस्कृत धातु- परिचय:	4	<ul style="list-style-type: none"> <li>•अपरिवर्तनीय धातुएँ</li> <li>• परिवर्तनशील धातुएँ</li> </ul> <p><b>Sub.Enr.(अनुभवजन्य शिक्षण)</b></p> <p>चित्र पर आधारित क्रिया के रूप लिखना।</p>	<ul style="list-style-type: none"> <li>•अपरिवर्तनीय एवं परिवर्तनीय धातुरूप रूपों से परिचित कराना।</li> <li>•संस्कृत में क्रिया पर लिङ्ग का कोई प्रभाव नहीं पड़ता।</li> <li>•भिन्न-भिन्न क्रियाओं के लिए भिन्न-भिन्न धातुओं एवं उनके रूप बताना।</li> </ul>	<ul style="list-style-type: none"> <li>•छात्र अपरिवर्तनीय एवं परिवर्तनीय धातु के रूप को जानने में सक्षम।</li> <li>•संस्कृत में कर्ता के लिङ्ग का क्रिया पर कोई प्रभाव नहीं पड़ता का ज्ञान-बोध।</li> <li>• परिवर्तनशील धातुओं का रूप लट् लकार( वर्तमान काल) में बदल जाता है किंतु लृट् लकार (भविष्यत काल) में नहीं।</li> </ul>	

<b>JUNE</b>	<b>4.</b> एषःविद्यालयः।	4	<ul style="list-style-type: none"> <li>•एतत् (यह), तत् (वह) सर्वनाम तीनों लिङ्गों - वचनों में।</li> <li>• पाठ द्वारा विभिन्न स्थानों का संस्कृत शब्द ज्ञान।</li> </ul> <b>Art.Int.</b> चित्रानुसार वाक्यानि रचयत।  <b>Critical thinking</b>	<ul style="list-style-type: none"> <li>•संस्कृत सर्वनाम का सम्यक ज्ञान।</li> <li>•पाठ से विद्यालय- परिसर के प्रमुख क्षेत्रों का संस्कृत में शब्द-ज्ञान।</li> </ul>	<ul style="list-style-type: none"> <li>•लिङ्ग अनुसार सर्वनाम - प्रयोग में सक्षम।</li> <li>• संस्कृत शब्द भंडार में वृद्धि।</li> <li>•वाक्य रचना में पारंगत।</li> </ul>	
<b>JULY</b>	<b>5.</b> त्वं दूरभाषः। <b>7.</b> प्रातःभविष्यति।	8	<ul style="list-style-type: none"> <li>•युष्मद् (तुम), अस्मद् ( मैं ) सर्वनाम का ज्ञान तीनों वचनों में।</li> <li>• जनसंचार के साधनों का संस्कृत शब्द-ज्ञान।</li> <li>•लृट् लकार (भविष्यत् काल के लिए) में तीनों पुरुष और तीनों वचनों में धातुरूप।</li> </ul> <b>रचनात्मक कौशल :</b> सृजनात्मकता (Pg. 43,59)	<ul style="list-style-type: none"> <li>•सर्वनाम शब्दों के साथ क्रियापदों का सही समायोजन।</li> <li>•संस्कृत शब्द ज्ञान भंडार में वृद्धि।</li> <li>•धातुरूप को लृट् लकार में लिखने- बोलने में दक्ष।</li> </ul>	<ul style="list-style-type: none"> <li>•मध्यम पुरुष व उत्तमपुरुष का सम्यक ज्ञान-बोध।</li> <li>•दैनिक प्रयोग में आने वाले तकनीकी संसाधनों का संस्कृत शब्द-ज्ञान वृद्धि।</li> </ul>	<b>1st UT</b> पाठ 1,2,3
<b>AUGUST</b>	<b>8.</b> त्वं वृक्षः भविष्यसि। <b>9.</b> कृषि कार्यम् करिष्यामि ।	8	<ul style="list-style-type: none"> <li>•युष्मद् शब्द के साथ धातुरूप का मध्यमपुरुष का प्रयोग।</li> <li>•अस्मद् शब्द के साथ धातुरूप का उत्तमपुरुष का प्रयोग।</li> </ul> <b>SDG. 6</b> <b>स्वास्थ्य पर प्रभाव</b>	<ul style="list-style-type: none"> <li>•लृट् लकार (भविष्यत्काल) में धातुरूप को लिखने- बोलने में दक्ष।</li> <li>•पाठ के अन्तर्गत प्राकृतिक परिवर्तन के अवलोकन की क्षमता का विकास।</li> <li>•अनुवाद, वाक्य रचना का ज्ञान।</li> </ul>	<ul style="list-style-type: none"> <li>•कर्तृपद व क्रियापद का मेल।</li> <li>•शुद्ध वाक्य निर्माण में दक्ष।</li> <li>•अनुवाद कार्य में कुशल ।</li> </ul>	
<b>SEPTEMBER</b>	पुनरावृत्ति	4	<ul style="list-style-type: none"> <li>•पठित पाठों की पुनरावृत्ति (अभ्यास कार्य)</li> </ul>	<ul style="list-style-type: none"> <li>•विभिन्न अभ्यास कार्यों का समयनियोजन के अन्तर्गत अभ्यास</li> </ul>	<ul style="list-style-type: none"> <li>•स्वतः प्रश्नोत्तर कर पाने में सक्षम।</li> <li>•समय प्रबंधन की समझ।</li> </ul>	<b>1st.PT</b> पाठ 1,2,3,4 <b>Term 1</b> 3,4,5,7,8,9
<b>OCTOBER</b>	<b>11.</b> सा ज्ञानं यच्छति। <b>12.</b> यानेन जन्तुशालां चलायामः	6	<ul style="list-style-type: none"> <li>•प्रथमा, द्वितीया विभक्ति( कर्तृपद कर्मकारक) का प्रयोग।</li> <li>•साथ ही दैनिक जीवन में काम आने वाले सहायकों की जानकारी।</li> <li>•करण कारक व तृतीया विभक्ति का प्रयोग।</li> </ul> <b>Sub. Enr.(विषय संवर्धन गतिविधयः)</b> व्याकरण Pg. 80,81,82	<ul style="list-style-type: none"> <li>•वाक्य के अन्तर्गत छात्र कर्तृपद व क्रियापद को जानने में सक्षम। सहायक कर्मियों की जानकारी।</li> <li>• तृतीया विभक्ति के अन्तर्गत साधन(माध्यम) की पहचान करने व साधन में तृतीया विभक्ति का प्रयोग करने में दक्ष होंगे।</li> </ul>	<ul style="list-style-type: none"> <li>•करण कारक व तृतीया विभक्ति का ज्ञान-बोध ।</li> <li>•अनुवाद कार्य में सुदक्ष।</li> </ul>	



<b>NOVEMBER</b>	12. यानेन जन्तुशालां चलामः 13. वृक्षाय नमः		<ul style="list-style-type: none"> <li>• तृतीया व चतुर्थी विभक्ति।</li> <li>नये संस्कृत शब्द</li> </ul> <b>Art.Int.(कलासमेकित शिक्षण)Page 88,89</b>  चित्र पर आधारित 5 वाक्य <b>Sub.Enr. Page 94</b>	<ul style="list-style-type: none"> <li>• तृतीया व चतुर्थी विभक्ति का ज्ञान व प्रयोग।</li> <li>• विभिन्न यानों के नाम संस्कृत में।</li> <li>• शुद्ध वाचन कौशल, वाक्य रचना</li> </ul>	<ul style="list-style-type: none"> <li>• विभक्ति प्रयोग का समुचित ज्ञान-बोध।</li> <li>• नए संस्कृत शब्द-ज्ञान में क्षमतावान।</li> <li>• शुद्ध वाचन कौशल निपुण ।</li> <li>• स्वतः अभ्यास कार्य करने में सक्षम।</li> </ul>	<b>2nd UT</b> पाठ 11
<b>DECEMBER</b>	14. हिमालयात् निःसरति गंगा	6	<ul style="list-style-type: none"> <li>• गंगा की महत्ता , अपादान कारक (पंचमी विभक्ति)।</li> </ul> <b>Sub.enr. /Ex.lr. Page 100</b>	<ul style="list-style-type: none"> <li>• गंगा की महत्ता और इसकी उपजाऊ शक्ति बताते हुए अपादान कारक (पंचमी विभक्ति) का प्रयोग सीखाना।</li> </ul>	<ul style="list-style-type: none"> <li>• शब्दों में पंचमी विभक्ति का प्रयोग करने में सक्षम व नदियों के महत्व व शक्ति का ज्ञान-बोध।</li> </ul>	
<b>JANUARY</b>	15. वचनामृतम् 16. वसन्तऋतुः	8	<ul style="list-style-type: none"> <li>• शुद्ध श्लोक वाचन , अमृत श्लोकों का महत्व ।</li> <li>• संबन्ध कारक षष्ठी विभक्ति ।</li> <li>• अधिकरण कारक सप्तमी विभक्ति ।</li> </ul>	<ul style="list-style-type: none"> <li>• शुद्ध श्लोक वाचन व जीवन में अमृत श्लोकों का महत्व बताना।</li> <li>• संबन्ध कारक षष्ठी विभक्ति का प्रयोग</li> <li>• अधिकरण कारक सप्तमी विभक्ति का प्रयोग</li> </ul>	<ul style="list-style-type: none"> <li>• अमृत श्लोकों से प्रभावित होकर जीवन की कठिनाइयों को दूर करने में सक्षम।</li> <li>• षष्ठी व सप्तमी विभक्तियों का उचित प्रयोग कर पाने में दक्ष।</li> <li>• छात्र स्वतः अभ्यास कार्य को स्पष्ट रूप से कर पाने में सक्षम हुए।</li> </ul>	<b>2nd PT</b> पाठ 11,12,13
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>• अभ्यास प्रश्न पत्रम्</li> <li>• पुनरावृत्ति</li> </ul>	4	अभ्यास प्रश्न पत्र <b>रचनात्मक कौशल</b> वाक्य रचना page 112  <ul style="list-style-type: none"> <li>• पठित पाठों की पुनरावृत्ति।</li> </ul>	अभ्यास प्रश्न पत्र के अन्तर्गत विभिन्न प्रकार के प्रश्नों को हल कर पाने की जानकारी देना।	<ul style="list-style-type: none"> <li>• छात्र स्वयं भिन्न-भिन्न प्रकार से अभ्यास-कार्य कर पाने में सक्षम हुए।</li> </ul>	<b>TERM II</b> पाठ 12,13,14,15,16 , अभ्यास प्रश्न पत्र

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024)**

CLASS: VI SUBJECT: MATHEMATICS						
			TEXT BOOK -NCERT MATHS Rachna Sagar			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	<b>REVISION Number System</b>	18	<b>RECALL:(NumberSystem)</b> Revision based on previous topics.. <ul style="list-style-type: none"> <li>Indian and International System of Numeration comparing numbers,large number in practise,</li> <li>shifting digits, place value and face value, using brackets</li> </ul> <b>SDG : Quality Education.</b> <b>ACTIVITY-1</b> To make large numbers using flash cards and write their number names	<ul style="list-style-type: none"> <li>Find the place value of the digit and list total numbers</li> <li>List the total numbers which can be made from the given digits and know the place value of the digit in the number.</li> <li>Arrange the digits of a given number and make smaller or bigger number.</li> <li>Add 1 to the greatest 1 digit,2-digit, 3-digit number and so on and get the smallest next digit number.</li> <li>Expand the given number and know the place value of a given digit in a particular number. Write the 6 digits number in expanded form and write its number name.</li> <li>Add and subtract one from number and find predecessor and successor of a given number.</li> <li>Add bigger digits numbers and understand the situations dealing with larger numbers.</li> <li>Use places of the digits of a particular number and read it easily.</li> </ul>	The students will be able to <ul style="list-style-type: none"> <li>Illustrate the place value of different numbers according to Indian system of numeration and international system of numeration.</li> <li>compare the different numbers according to their face value.</li> <li>Find the successor /predecessor of any number.</li> <li>Arrange the different numbers in ascending &amp; descending order.</li> </ul>	
MAY	<b>2.Whole numbers</b>	10	<ul style="list-style-type: none"> <li>Successor and predecessor of numbers.</li> <li>comparision of numbers on number line.</li> </ul>	<ul style="list-style-type: none"> <li>Represent the Numbers on Number line and perform number operation.</li> <li>Use the understanding of the predecessor of one and know the whole number.</li> <li>Explain the whole number and know the predecessor of 1 and the subtraction of the two same number.</li> <li>Draw the Number line and represent the whole number.</li> <li>Draw a number line and find the predecessor and successor of a given number</li> </ul>	The students will be able to <ul style="list-style-type: none"> <li>arrange the different natural numbers on number lines.</li> <li>Write the successor and predessor of whole numbers.</li> </ul>	
JUNE	<b>3.Playing with numbers .</b>	14	<ul style="list-style-type: none"> <li>Test for divisibility of numbers, common factors and multiples, Prime factorization HCF and LCM.</li> <li>Application of HCF and LCM.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of divisibility and find the factors of a number quickly.</li> <li>Factors of number through prime factorization and list the primes factors</li> </ul>	3.Identify number pattern through factorization in order to recognise and appreciate the broad classification of number as even, odd and prime. <ul style="list-style-type: none"> <li>To apply the different divisibility rules to determine whether the numbers are divisible by 2,3,4,5,6,8,9,10,11.</li> </ul>	



<b>AUGUST</b>	<b>6.Integer</b>	21	<ul style="list-style-type: none"> <li>Representation of integers on the number line ,ordering of integers.</li> <li>Addition and Subtraction of Integers on the number line.</li> </ul> <p><b>Activity-4</b></p> <p><b>SUBJECT ENRICHMENT: (Lab Activity 3)</b>Addition of integers by paper cutting and pasting method</p>	<p>To represent the integer on number line entertainment disposition with respect to other integers.</p> <ul style="list-style-type: none"> <li>determine one more and One Less of a given integer and find its predecessor and successor.</li> <li>determine the order of integers and represent them on a number line and draw comparison between them.</li> <li>represent integer on number line and perform automatic operations on them.</li> <li>use the rules to perform arithmetic operations on integers.</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract the different positive and negative integers and solve the real life problems by using the addition and subtraction rules involving positive and negative integers</li> </ul>	
<b>SEPTEMBER</b>	<b>Revision</b>  <b>Chapter-3&amp;4</b>   <b>Revision</b> <b>First Term</b> <b>Chapter-1,2,3,4,5,&amp; 6</b>	8	Revision Playing with numbers Basic geometrical IdeaS  Revision	Revision	Revision	1st PT Chapter-3&4 Playing with numbers. Basic geometrical ideas  1 <sup>st</sup> Term Chapter-1,2,3,4,5 & 6
<b>OCTOBER</b>	<b>7-Fractions</b>	16	<ul style="list-style-type: none"> <li>Introduction , A fractions on the number line, Types of fractions.</li> <li>Simplest form of fractions, like and unlike fractions.</li> </ul> <p><b>EXPERIENCIAL LEARNING</b> Cutting and distributing pieces of cake</p>	<p>Represent a number as a part of whole and determine the fraction.</p> <ul style="list-style-type: none"> <li>Determine part and whole and level numerator and denominator of a fraction.</li> <li>Draw equal parts between the whole numbers and represent fractions on a number line.</li> </ul>	<ul style="list-style-type: none"> <li>calculate fractions and decimals in different real life situations in order to identify the appropriate quantity of the money length temperature etc.</li> </ul>	

	8 Decimals	<p><b>SDG: Quality Education</b></p> <p>Addition of fractions, subtraction of fractions</p> <p>Concept of tenth,hundredth , thousandths, comparing decimals.</p> <p><b>SUBJECT ENRICHMENT -</b> Addition of decimals by activity using graph paper.</p> <p>Life skills -Decision making and problem solving..</p>	<ul style="list-style-type: none"> <li>➤ Write proper fractions and deduce that day are always less than one / numerator is less than denominator.</li> <li>➤ Write the improper fraction in the form of mixed fraction and represent it as a combination of whole and a part.</li> <li>➤ Determine the LCM of the unlike fractions and compare them</li> <li>➤ Solve (addition /subtraction )the numerator and retain the denominator of like fractions and perform addition and subtraction on the given fraction.</li> <li>➤ Convert the given fractions into its equivalent fractions and perform addition and subtraction on them.</li> <li>➤ Write rupees and Paisa in decimal form and know the meaning and relevance of dot point.</li> <li>➤ Represent number in its unit and tenth part in order to write it in decimal form.</li> <li>➤ Determine the place value of decimal numbers up to tenth and right the number in expanded form.</li> <li>➤ Divide the number into 10 equal parts and represent decimal numbers up to tenth place</li> <li>➤ Represent number in its unit and hundredth path and write in decimal form.</li> <li>➤ Determine the place value of decimal numbers up to hundredth and write the number in expanded form.</li> <li>➤ Determine the place of the digits of a decimal number and write it in words</li> <li>➤ Compare the units and parts of decimal numbers and compare them as a hole.</li> <li>➤ Represent/ convert the money length and weight into small units and represent it into decimal form..</li> </ul>	<ul style="list-style-type: none"> <li>•Add and subtract fractions .</li> <li>•compare proper fractions , improper fractions , like fractions and unlike fractions .</li> </ul> <p>Addition and subtraction of decimal numbers and implement it to solve real life problems</p> <p>Comparison of decimal numbers.</p>	



				<ul style="list-style-type: none"> <li>• Introduce a variable and form a rule for the given pattern.</li> <li>• Use variable with different operations and generalise a given situation.</li> <li>• Use variables with different operation.</li> <li>• Change the given algebraic expression In the statements and describe the situation in ordinary language.</li> <li>• Use trial and error and find the solution of the given equation.</li> <li>• Evaluate the given values of variable as possible solution of the equation.</li> </ul>	•Change the given algebraic expression In the statements and describe the situation in ordinary language.	
<b>JANUARY</b>	<b>Ch-12 Ratio and proportion</b>	19	<ul style="list-style-type: none"> <li>•Comparision of two quantities.</li> <li>•Equivalent ratios.</li> <li>•Quantities in proportion.</li> </ul>	<p>Represent two quantities in same unit and compare them.</p> <ul style="list-style-type: none"> <li>➤ Compare two quantities and find their ratio</li> <li>➤ Multiply /divide numerator and denominator by the same number and find equivalent ratio.</li> <li>➤ Compare ratio and determine whether they are in proportion</li> <li>➤ solve the proportion an find out the missing terms</li> </ul>	<p>The students will be able to compare two quantities and can determine their ratios</p> <ul style="list-style-type: none"> <li>•The students will be able to compare the ratios and can find out whether they are in proportion or not.</li> <li>•solve daily life problem based on ratio and proportion.</li> </ul>	<p>2<sup>nd</sup> PT</p> <p>Chapter-9&amp;10</p> <p>Data handling</p> <p>Mensuration</p>
<b>FEBRUARY</b>	Revision Final Exam Chaptee- 7,8,9,10,11&12		Revision	Revision	Final Exam	Final Exam Chapter- 7,8,9,10,11& 12

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024)**

	CLASS-6 SUB-PHYSICS	TEXT BOOK -1.NCERT 2.SCIENCE (PRACHI)				
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	CHAPTER-7 MOTION AND MEASUREMENT OF DISTANCES  SDG- quality education	8	<ul style="list-style-type: none"> <li>➤ Story of transport, distances.</li> <li>➤ Standard units of measurements.</li> <li>➤ Correct measurement of length.</li> <li>➤ measuring the length of a curved line .</li> </ul> <p><b>ACTIVITY- 1</b>  <b>Experiential Learning:</b>            To measure the length of the table with hand span and scale and understand the importance of standard unit of measurement .            skills-applying and analysing, problem solving and critical thinking skills</p> <p><b>ACTIVITY- 2</b>            to know a correct position of eye for the proper measurement of length.</p> <p><b>ACTIVITY -3</b>  <b>SUBJECTENRICHMENT-</b> How to measure the length of a curved line with the help of thread , divider and ruler.</p> <p>skills-applying and analysing, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> <li>•Sequence different modes of transport from earliest to the most recent in order to suggest possible modification occurring over the period of time</li> <li>•Construct a device by choosing appropriate materials in-order to measure length of given objects.</li> <li>•Hypothesize reasons for utilisation/usage of Standard units of measurement</li> <li>•Summarize the rules associated with the measurement of length.</li> <li>•Identify to find any errors associated with finding measurements using standard measurement devices</li> <li>•Compare the measurement of length for an object using a scientific instrument and an ascientific instrument in order to differentiate between standard and non-standard units of measurement.</li> <li>•Apply scientific inquiry to measure the length of an object in order to approximate the length of a curved line</li> </ul>	<ul style="list-style-type: none"> <li>•students will be able to list out the various modes of transportation used in ancient times as well as in the modern age.</li> <li>•students will be able to measure the length of different objects using the standard units of measurement.</li> <li>•students will be able to differentiate between the standard units and non standard units of measurement and hence they can illustrate the importance of standard units of measurement.</li> </ul>	
MAY	CHAPTER 7 MOTION AND MEASUREMENT OF DISTANCES	4	<ul style="list-style-type: none"> <li>• Motion-difference between motion and rest</li> <li>• Types of motion(rectilinear and circular motion)</li> <li>• <b>ACTIVITY4-</b> To observe the circular motion of a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between rest and motion</li> <li>• objects in motion or at rest.</li> <li>•Types of motion -rectilinear &amp; circular motion</li> </ul>	<ul style="list-style-type: none"> <li>•Students will be able to classify the objects in motion or in rest</li> <li>•students will be able to describe rectilinear motion and circular motion and will be able to relate it by giving suitable practical examples.</li> </ul>	
JUNE	CHAPTER 7 MOTION AND MEASUREMENT OF DISTANCES	6	<ul style="list-style-type: none"> <li>➤ Periodic and rotational motion</li> <li>➤ Types of motion (contd.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Differentiate between Periodic and rotational motion</li> <li>Find out the similarities and differences between the two objects based on the types of motion</li> </ul>	<ul style="list-style-type: none"> <li>•students will be able to illustrate periodic motion and rotational motion by giving examples from the real life.</li> </ul>	



JULY	CHAPTER 8 LIGHT SHADOWS AND REFLECTIONS	8	<ul style="list-style-type: none"> <li>• Introduction,sources of light,luminous and non- luminous objects</li> <li>• Transparent, translucent and opaque objects</li> <li>• Characteristics of light</li> <li>• Shadows</li> </ul> <p><b>ACTIVITY 5- Experiential Learning</b> To determine the variation of shape and size of a shadow according to the change in position of the source of light .</p>	<ul style="list-style-type: none"> <li>➤ Distinguishes objects based on the emission of light by them and visibility through them.</li> <li>➤ Concludes that there should be a source of light, opaque object and a surface for shadows to form.</li> <li>➤ Evaluates criteria for formation of shadows and makes judgment about situations like, shadow of an airplane flying at a higher altitude and shadow of a bird flying nearer to the ground</li> </ul>	<p>•Students will be able to illustrate the different sources of light.</p> <p>•Students will be able to point out the luminous sources and non luminous sources of light.</p> <p>•Students will be able to list out the characteristics of light and the conditions required to form shadows.</p>	1 <sup>st</sup> UT  Chapter -7 Motion and measurement of distances.
AUGUST	CHAPTER 8 LIGHT SHADOWS AND REFLECTIONS	8	<ul style="list-style-type: none"> <li>➤ Pinhole camera</li> <li>➤ Reflection of light,image of an object</li> <li>➤ Plane mirror and characteristics of image formed by it</li> <li>➤ Periscope</li> </ul> <p><b>ACTIVITY - 6 ART INTEGRATED:-</b> To make and design sliding pinhole camera and understand the properties of light.</p> <ul style="list-style-type: none"> <li>➤ skills-creativity, problem solving and critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Represent working of a pinhole camera diagrammatically</li> <li>➤ Summarizes the characteristics of image formed by a pinhole camera</li> <li>➤ Makes conclusion about the nature of reflection shown by a plane mirror.</li> <li>➤ Distinguish between shadows &amp; reflections.</li> </ul>	<p>•<b>students will be able to illustrate the</b> working, use and importance of pinhole camera.</p> <p>•students will be able to describe the reflection of light buy a plane mirror.</p> <p>•students will be able to list illustrate the importance and use of periscope .</p>	1stPT Chapter-8 Light , shadows and Reflections
SEPTEMBER	REVISION  Chapter-7& 8 Motion and measurement of distances Light shadows and Reflections	4	Revision	REVISION	REVISION (First term )	First term Chapter-7& 8 Motion and measurement of distances. Light shadows and Reflections

OCTOBER	CHAPTER 9 ELECTRICITY AND CIRCUITS	4	<ul style="list-style-type: none"> <li>➤ Introduction- Electric cell</li> <li>➤ Dry cell</li> <li>➤ A bulb connected to an electric cell (internal structure of torch bulb.)</li> <li>➤ Electric circuit(open and closed circuit)</li> </ul> <p><b><u>ACTIVITY- 7</u></b></p> <p><b><u>Experiential Learning:</u></b></p> <p>To make an electric circuit and understand open and closed circuit.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ skills-applying and analysing, problem solving and critical thinking skills</li> </ul>	<p>Explain electricity and the appliances working with electricity. Describe the structure and function of the electric cell</p> <p>Analyse the flow of current in a simple electric circuit with battery, bulb and wires to identify necessary condition to ensure flow of current.</p> <ul style="list-style-type: none"> <li>➤ Distinguish between complete and incomplete circuit with a well labelled figure</li> </ul>	<p>•Students will be able to illustrate the use and importance of electricity in our daily life. •students will be able to describe the function of electric cell .</p> <p>Students will be able to draw labelled diagram of electric bulb and hands they can describe the different parts of electric bulb along with its use.</p> <p>•Children will be able to illustrate open and closed circuit. Students will be able to draw the diagrams of circuit along with it's different components .</p>	
NOVEMBER	CHAPTER 9 ELECTRICITY AND CIRCUITS	8	<ul style="list-style-type: none"> <li>➤ Switch and its importance</li> <li>➤ Conductors and insulators</li> <li>➤ to check whether a material is a conductor or insulator</li> <li>➤ Importance of conductors and insulators</li> </ul> <p><b><u>ACTIVITY -8</u></b> To make a simple switch</p> <p><b><u>ACTIVITY -9</u></b> <b><u>SUBJECT ENRICHMENT-</u></b> To check whether a material is a conductor or insulator</p> <p><b>Skills:</b> skills-applying and analysing, critical thinking skills</p>	<ul style="list-style-type: none"> <li>➤ Make a simple working model of an electric switch with easily available materials</li> <li>➤ Test items to classify them as conductor and insulator in order to examine the role of conductors and insulators in day-to-day life.</li> </ul> <p>Infer why metals like copper and aluminium are used for making wires for domestic &amp; industrial purposes</p>	<p>•students will be able to point out the uses of switch in the electric circuit.</p> <p>•Students will be able to illustrate conductors and insulators by giving suitable examples.</p> <p>•students will be able to point out the importance of conductors and insulators and its uses.</p> <p>•students will be able to make simple switch.</p>	2 <sup>nd</sup> UT Chapter -9 Electricity and circuits.
DECEMBER	CHAPTER 10 FUN WITH MAGNETS	6	<ul style="list-style-type: none"> <li>➤ Magnet –Introduction, type of magnet, how magnet were discovered</li> <li>➤ Magnetic and non- magnetic materials Activity related to <u>magnetic and non-magnetic materials</u></li> <li>➤ Poles of a magnet.</li> </ul> <p><b><u>ACTIVITY 10</u></b> <b><u>ART INTEGRATED LEARNING-</u></b> To make chart of magnetic and non- magnetic materials &amp; to show the poles of magnet with the help of diagram.</p> <ul style="list-style-type: none"> <li>➤ skills-creativity, problem solving and critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Outline the events responsible for the discovery of natural magnets.</li> <li>➤ Classify given substances as magnetic &amp;non-magnetic based on their ability to be attracted by magnets</li> <li>➤ Suggest an activity to determine the poles of a magnet</li> </ul>	<p>•students will be able to illustrate the discovery of natural magnet.</p> <p>•Students will be able to point out the different magnetic and nonmagnetic substances and hence can differentiate magnetic and non magnetic materials.</p> <p>•students will be able to show the poles of magnet using suitable diagrams.</p>	

<b>JANUARY</b>	CHAPTER10 FUN WITH MAGNETS	8	<ul style="list-style-type: none"> <li>➤ Finding direction</li> <li>➤ Make your own magnet</li> <li>➤ Attraction and repulsion between magnets, Precautions in handling magnets</li> <li>➤ how to store magnets properly, Uses of magnets</li> </ul> <p><b><u>ACTIVITY11</u></b> <b><u>EXPERIENTIAL LEARNING-</u></b> Activities related to properties of magnet and to test for a magnet</p> <p>skills-applying and analysing, problem solving and critical thinking skills</p> <p><b><u>ACTIVITY 12</u></b> <b><u>ART INTEGRATED LEARNING-</u></b>  To make your own magnet</p> <p>skills-creativity, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> <li>➤ Create a set up using magnet in order to find the direction.</li> <li>➤ Make a magnet in order to demonstrate how artificial magnets can be created.</li> <li>➤ Analyse what happens when two magnets are placed together in order to conclude the property of magnet.</li> <li>➤ How magnets can be stored and the different uses of magnets.</li> </ul>	<p>•students will be able to illustrate how to find the direction using a bar magnet</p> <p>•students will be able to describe how to make our own magnet .</p> <p>•students will be able to point out the different characteristics of magnet as well as the use of magnets .</p> <p>•students will be able to list out the precautions needed to handle a magnet .</p> <p>•students will be able to illustrate how to store magnets .</p>	<p>2<sup>nd</sup> PT</p> <p>Chapter-10</p> <p>Fun with magnets</p>
<b>FEBRUARY</b>	REVISION CHAPTER-9 & 10 Electricity and circuits Fun with magnets.			REVISION	REVISION	Final Exam CHAPTER-9 & 10 Electricity and circuits Fun with magnets.

**SURENDRANATH CENTENARY SCHOOL, RANCHI**

**ANNUAL PLAN (2023-2024) TERM I**

CLASS: VI SUBJECT: CHEMISTRY			BOOKS: NCERT Science Text Book for Class VI SCIENCE (PRACHI PUB.)			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
<b>APRIL</b>	CH: 4 Sorting materials into groups.	4	Object around us, classification of objects, Basis of classification of objects on the basis of living and nonliving	<ul style="list-style-type: none"> <li>➤ List the object around us in order to analyse the materials they are made of</li> <li>➤ Observe the appearance of materials in order to differentiate them as lustre and non Lustre material</li> <li>Plan and conduct an investigation in order to classify different kinds of materials by their observable properties</li> </ul>	<ul style="list-style-type: none"> <li>➤ To be able to differentiate the materials off which the fabric is made up for and differentiate them as lustrous and non lustrous material.</li> </ul>	

MAY	<p>CH: 4 Sorting materials into groups.</p> <p>SDG- 3 Good health and well being</p>	4	<p>Classification on the basis of plants and animals, classification of non living objects</p> <p>Materials and properties of materials, classification of materials on the basis of appearance, hardness and softness, heaviness and lightness, transparency, translucency and opaque. Activity- Students will play Dumb Shiraj in the class showing characteristics of different types of materials and others will identify.</p>	<ul style="list-style-type: none"> <li>➤ Examine the materials by compressing or scratching them in order to categorise them as hard and soft materials</li> <li>➤ Observe the change in the shape of object added to water in order to categorise them as soluble and insoluble material</li> <li>➤ Plan and conduct an investigation for various objects to classify them based on whether the object sink or float in water</li> <li>➤ See through the object in order to classify them into opaque, transparent and translucent</li> </ul>	<ul style="list-style-type: none"> <li>➤ Able to classify Substances as hard and soft material, soluble and insoluble material, transparent, translucent and opaque materials.</li> </ul>	
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JUNE	CH: 3 Fibre to fabric  SDG-4 Quality education	8	<ul style="list-style-type: none"> <li>• Variety in fabric, what are fabric made of</li> <li>• Fibres and types of fibres., some plant fibres</li> <li>• Fibres and types of fibres., some plant fibres</li> <li>• Fibres and types of fibres., some plant fibres</li> </ul> <p><b>ACTIVITY- 1</b> <b>Experiential Learning:</b> Subject Enrichment -To collect different types of plant fibres and write their properties. <b>Skills: Curiosity and critical thinking</b></p> <p><b>ACTIVITY-2</b> Write the characteristics of different types of plant fibres in the form of short poems. <b>Skills: Critical thinking and curiosity</b></p>	<ul style="list-style-type: none"> <li>➤ Examine various fabrics in order to predict what they are made of</li> <li>➤ Classify the given fabric as natural or synthetic based on their sources</li> <li>➤ Describe the processing of jute and cotton fibres into yarn in order to conclude the required conditions to grow them,</li> <li>➤ Outline the history of textile industry in our country</li> </ul>	To be able to distinguish between different types of plant fibres, Processing of jute and cotton and outline the history of textile industry in our country.	
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JULY	CH: 5 Separation of substances	8	<ul style="list-style-type: none"> <li>● Mixture, types of mixture, Reason for separation of mixture into their components</li> <li>● Methods of separation of mixture. Threshing, winnowing, handpicking, sieving</li> <li>● Methods of separation of mixture. Threshing, winnowing, handpicking, sieving</li> <li>● Filtration, evaporation, distillation</li> </ul> <p><b>Group discussion-</b></p> <p><b>ACTIVITY-1</b> Need for classification in our life</p>	<ul style="list-style-type: none"> <li>➤ Identify the properties of given items and select the property that would help them easily separate the items from each other fast</li> <li>➤ Arrives at logical conclusion that certain specific methods can be employed to separate solid mixture based on the size colour on weight of the components</li> <li>➤ Examine the solubility of salts in water in certain conditions in order to differentiate the solution as saturated and unsaturated</li> <li>➤ Carries out some of the improvised procedures of separation of insoluble solid from liquid in a given situation</li> <li>➤ Explain how multiple processes can be employed when the mixture has a soluble and insoluble component</li> </ul>	<p>They are able to identify their properties of given substances and select the property that would help them to separate items from each other. They are also able to separate substances using multiple methods of separation. They are also able to differentiate between saturated and unsaturated solutions.</p>	<ul style="list-style-type: none"> <li>● UT-1 CH: 4- Sorting Materials into Groups.</li> </ul>
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<b>AUGUST</b>	CH: 5 Separation of substances  SDG 4 Quality education	8	<p>Separation of mixture by using more than one method</p> <p>Saturated solution and unsaturated solution</p> <p>Effect of heating and cooling on a saturated solution</p> <p>Effect of heating and cooling on a saturated solution</p> <p>Activity- Class demonstration of preparing saturated and unsaturated solution using salt and water</p>	<ul style="list-style-type: none"> <li>➤ Outlines methods that can be adapted in everyday life situations suggest separation of husk from grains, separation of fine sand from coarse sand</li> <li>➤ Arrives at logical conclusions that certain specific methods can be employed to separate solid mixtures based on the size, colour or weight of the components</li> </ul>	They are able to specify certain specific methods which are employed to separate solid mixtures based on size, colour or weight of the components.	<p>PT-1</p> <ul style="list-style-type: none"> <li>● CH:5-Separation of Substances</li> </ul>
<b>SEPTEMBER</b>	CH: 6 Changes around Us	4	<ul style="list-style-type: none"> <li>● Changes and classification of changes</li> <li>● Reversible change and irreversible change</li> </ul> <p><b>ACTIVITY- 1</b></p> <p>Students to be asked to demonstrate Some reversible and irreversible change in the class</p> <p><b><u>Experiential Learning:</u></b></p> <p><b>Skills: Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>➤ Classifies these changes based on interpretation into reversible and irreversible change</li> <li>➤ Organises the observation to make generalizations about various changes</li> </ul>	The are able to describe what a change is and classify changes based on interpretation into reversible and irreversible change.	<p>TERM 1</p> <ul style="list-style-type: none"> <li>● CH:4- Sorting Materials into Groups</li> <li>● Ch:5-Separation of Substances</li> </ul>



OCTOBER	<p>CH:6 Changes around Us and CH: Symbols of 1to 20 Elements</p> <p>SDG-4 Quality education</p>	8	<ul style="list-style-type: none"> <li>● Reversible and irreversible changes involving same materials</li> <li>● Physical and chemical changes, slow and fast change, exothermic and endothermic change</li> </ul> <p>ACTIVITY -2 Burning of magnesium ribbon to be demonstrated in the class to show chemical change Chemical change to be shown with the help of copper sulphate and iron filings <b>Skills:</b></p>	<ul style="list-style-type: none"> <li>➤ Illustrates with examples of changes to find out the factors that can bring about specific changes</li> <li>➤ checks the effect of various factors on materials with the help of simple activities</li> </ul>	<p>The are able to find out the factors that can bring about specific changes and check the effect of various factors on materials with the help of simple activities.</p>	
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NOVEMBER	CH-14 Water  SDG 7- Affordable and clean energy	8	<ul style="list-style-type: none"> <li>• Uses of water, where do we get water from?</li> <li>• States of water, evaporation, transpiration, condensation.</li> <li>• Importance of water cycle and water cycle in nature</li> <li>• Flood, draught, rainwater harvesting</li> </ul> <p><b>ACTIVITY-</b> Poster making on water conservation.</p>	<ul style="list-style-type: none"> <li>➤ List down all the resources of water in order to conclude the major source of water</li> <li>➤ Predict what will happen if rain doesn't happen in order to explain the significance of rain</li> <li>➤ Argue the important role played by trees or plants in water cycle</li> <li>➤ Create a model of water cycle in order to explain the processes that takes place during water cycle</li> <li>➤ Compute the amount of water required per person annually</li> <li>➤ Attribute the natural calamities like drought and flood to disturbance in water cycle</li> <li>➤ Infer the problem may arise due to heavy rainfall in order to suggest possible measures that can be taken</li> <li>➤ Predict what will happen if rain doesn't happen in order to explain the significance of rain</li> <li>➤ Evaluate the uses of groundwater.</li> </ul>	<p>They are able to list down all the resources of water and explain the significance of rain, significance of groundwater and the effects of drought and flood on living organisms.</p>	<ul style="list-style-type: none"> <li>• UT-2 CH:15-Air Around Us</li> </ul>
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DECEMBER	CH: 15 Air around us.  SDG 7 Affordable and clean energy	6	<ul style="list-style-type: none"> <li>● Definition of air and properties of air</li> <li>● Composition of air and importance of each component of air</li> <li>● Different activities to show the presence of air and also the composition of air</li> <li>● How does oxygen become available to the animals and plants living in water?</li> </ul> <p><b>ACTIVITY- 1</b> Subject Enrichment: Preparing a model of composition of air using a pi- chart.</p> <p><b>ACTIVITY - 2</b> Art Integrated: To make the model of windmill 2 demonstrate the uses of wind energy for production of electricity.</p> <p><b>Skills:</b> Creative Thinking</p>	<ul style="list-style-type: none"> <li>➤ Conducts experiment in order to prove the presence of air around us</li> <li>➤ Execute an improvised plan to test the presence of carbon dioxide, oxygen, water vapour, nitrogen, dust and smoke in air.</li> <li>➤ Prove the presence of air in water and in soil in order to explain how oxygen becomes available to animals and plants</li> <li>➤ Outline the causes and effects of air pollution</li> </ul> <p>Prove the presence of air involved in soil in order to explain how oxygen becomes available to animals and plants</p>	<p>They are able to proof the presence of air around us with simple experiments And also explain how oxygen becomes available to plants and animals. They are able to explain about air pollution and the effect of air pollution on plants and animals.</p>	
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<b>JANUARY</b>	CH- 15 Air around us  SDG-4 Quality education	8	<ul style="list-style-type: none"> <li>• How is oxygen in air replaced?</li> <li>• Uses of air</li> <li>• Activities related to different components of air</li> <li>• Uses of air</li> </ul> <p><b>Group discussion-</b></p> <p><b>ACTIVITY-1</b> How is the balance of oxygen and carbon dioxide maintained in the earth?</p>	critique the importance of Air for sustains of life on earth. Composition of air and uses of each component.	They are able to explain the importance of different components of air.	<p>PT-2</p> <ul style="list-style-type: none"> <li>• CH: 15-Air Around Us</li> <li>• Symbols of 1to 20 Elements</li> </ul>
<b>FEBRUARY</b>	Revision of chapter 5,15 and Symbols of 1 to 20 Elements.	6		Revision	Revision	<p>TERM 2</p> <ul style="list-style-type: none"> <li>• CH: 5-Separation of Substances</li> <li>• CH: 15-Air Around Us</li> <li>• Symbols of 1 to 20 Elements</li> </ul>

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024)**

CLASS:VI SUBJECT: BIOLOGY				BOOKS: 1.NCERT SCIENCE 2. SCIENCE(PRACHI)		
MONTH	CHAPTE R	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	CH:1Comp onents of food  SDG3- Good health and well being	8	<ul style="list-style-type: none"> <li>What do different food item contain - Carbohydrate, Fats, Protein, vitamins and minerals</li> <li>Functions of Carbohydrate, Fats, Protein, vitamins and minerals</li> <li>The various Deficiency diseases-symptoms and its sources of food</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the function of each nutrient in order to discuss the importance of nutrients in good health.</li> <li>➤ Relate processes and phenomenon with causes, e.g., deficiency diseases with diet</li> <li>➤ Improvise an activity to test the nutrients present in the given food items &amp; critique their utility in adequate, inadequate &amp; excess proportions.</li> <li>➤ Design a balance diet plan in order to provide body sufficient nutrients it need to function properly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Applies learning of scientific concepts in day-today life, e.g., selecting food items for a balanced diet</li> <li>➤ Relates processes and phenomenon with causes, e.g., deficiency diseases with diet;</li> <li>➤ Makes efforts to protect environment, e.g., minimising wastage of food</li> <li>➤ Able to design a balanced diet depending on age ,sex and occupation</li> </ul>	

<b>MAY</b>	CH- 2: Component s of food	4	<ul style="list-style-type: none"> <li>• What do different food item contain - Carbohydrate, Fats, Protein, vitamins and minerals</li> <li>• Functions of Carbohydrate, Fats, Protein, vitamins and minerals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design a balance diet plan in order to provide body sufficient nutrients it need to function properly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the nutrients present in different food items</li> <li>➤ Design a balance diet plan in order to provide body sufficient nutrients it need to function properly</li> </ul>	
<b>JUNE</b>	CH-2: Component s of food SDG 3- Good health and well being	4	<ul style="list-style-type: none"> <li>• Test of presence of carbohydrates, Proteins</li> <li>• Importance of water and roughage in our Diet</li> <li>• Balanced Diet-Factors on which balanced diet depends</li> </ul> <p><b>ACTIVITY: Subject Enrichment:</b> Test the presence of Nutrients in some common food item <b>Skill:</b> Scientific Skill, Observational</p>	<ul style="list-style-type: none"> <li>➤ Improvise an activity to test the nutrients present in the given food items &amp; critique their utility in adequate, inadequate &amp; excess proportions..</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summarize the different types of deficiency diseases</li> <li>➤ State the symptoms of deficiency diseases</li> </ul>	

<b>JULY</b>	<p>CH-7 Getting to know plants</p> <p><b>SDG:15 Life on Land</b></p>		<ul style="list-style-type: none"> <li>• Classification of plants into Herbs, Shrubs, Trees creepers and climbers</li> <li>• Parts of plants- Roots: Tap roots and Fibrous roots. Basic functions of Stem</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare the features of Herbs, Shrubs &amp; Trees in order to classify them considering their physical features / appearance</li> <li>➤ List the characteristics of plants with weak stems in order to classify them into creepers and climbers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the plants and categorize into of Herbs, Shrubs &amp; Trees</li> <li>➤ Enlist characteristics features of weak plants</li> <li>➤ Identify the plants on the basis of tap root and fibrous roots</li> </ul>	<p>UT:03.07.23 CH:1,2</p>
<b>AUGUST</b>	<p>CH-4 Getting to know plants</p> <p><b>SDG:15 Life on Land</b></p>		<ul style="list-style-type: none"> <li>• Structure of a typical leaf Venation-Parallel and Reticulate Functions of Leaf –Photosynthesis and Transpiration Flowers and its functions</li> <li>• Basic structure of flowers-stamens and pistils Flowers and its functions-formation of fruits and seeds</li> </ul> <p><b>ACTIVITY-1 Experiential Learning</b>-Dissection of a flower to study the parts of a flower petals, sepals, stamens and pistils to analyse its functions</p> <p><b>Skills: Curiosity and observational</b></p>	<ul style="list-style-type: none"> <li>➤ Analyse the parts of a plant and their function to in order to classify them into root and shoot system.</li> <li>➤ Recognize patterns on leaves of different plants in order to classify them into reticulate venation and parallel venation.</li> <li>➤ Compare the roots of different plants in order to classify them into tap roots and fibrous roots.</li> <li>➤ Deduce the leaf venation and the types of roots in a plant in order to identify the types of roots without pulling it out.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize the pattern made in leaves</li> <li>➤ Relate the tap root and fibrous root on the basis of venation</li> <li>➤ Represent the structure of a typical flower</li> </ul>	<p>PT:31.08.23 CH:1,2</p>

<p><b>SEPTEMBER</b></p>	<p>CH-5 Body movements</p>	<p>8</p>	<ul style="list-style-type: none"> <li>• Types of body movements Skeleton-framework of bones and its functions Endoskeleton and Exoskeleton</li> <li>• Human body and its movements-Skull bones, Backbone, ribcage, Shoulder bones, Hip bones, Bones of limbs, Cartilage</li> <li>• Joints, Types of joints-hinge, ball and socket, pivot, fixed joints Contraction of muscles ,Biceps and triceps</li> <li>• Gaits of animals- movement in Cockroach, Birds, Earthworm and fish</li> </ul> <p><b>ACTIVITY - 1 Art Integration-:</b> Project on representation of angles in various yoga postures- Interdisciplinary project (Maths and Science) Skill: Creativity</p>	<ul style="list-style-type: none"> <li>• Identify the type of joints in human body &amp; their extent of movement /motion</li> <li>• Predict the classes those different organisms belong based on their movement</li> <li>• Compare the characteristics features of body movements of various organisms</li> <li>• Predict the possible reasons for animals showing different gaits</li> <li>• Compare and contrast between bones in different parts of human body</li> <li>• Identify the structure and function of skeletal system.</li> </ul>	<ul style="list-style-type: none"> <li>• State the types of joints in human body and their extent of motion</li> <li>• Identify the classes of organisms on the basis of movement</li> <li>• Enlist the reasons for different gait of animals</li> <li>• Identify the bones and joints in human skeletal system</li> <li>• State the structure and functions of human skeletal system</li> </ul>	
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<b>OCTOBER</b>	CH-6 Living organisms and their surroundings	4	<ul style="list-style-type: none"> <li>Habitat, Biotic and abiotic, Adaptations in organisms</li> <li>Terrestrial habitat-Desert, Mountain and</li> </ul> <p>ACTIVITY 1-Experiential Learning: Virtual trip to various Habitat Skill: Observational skill</p>	<ul style="list-style-type: none"> <li>Differentiate between the terrestrial &amp; aquatic habitats based on their abiotic factors.</li> <li>Summarize the key features of living organisms that contribute to their survival in their habitats</li> </ul>	<ul style="list-style-type: none"> <li>State the differences between terrestrial and aquatic habitat</li> <li>Enlist the characteristics features of organism living in a specific habitat</li> </ul>	TERM 1 CH:1,4,5
<b>NOVEMBER</b>	CH-6 Living organisms and their surroundings	8	<ul style="list-style-type: none"> <li>Adaptations in plants and animals to terrestrial Habitat</li> <li>Aquatic Habitat-Ocean and ponds</li> <li>Lakes and rivers</li> <li>Adaptation in Plants and animals to aquatic Habitat and acclimatisation</li> </ul> <p><b>ACTIVITY 1:</b> Subject Enrichment: Virtual trip to sea and forest to learn the adaptive features of plants and animals living <b>Skills: Observation and Critical Thinking Skill</b></p>	<ul style="list-style-type: none"> <li>Infer reasons for effects produced on inhabitants, as an extension of their features meant for survival in their habitats</li> <li>Critique the idea that the absence of any one feature characteristic of a habitat, might not affect the balance of the habitat</li> <li>Structure evidence of features contributing towards diversity of life within a single habitat,</li> </ul>	<ul style="list-style-type: none"> <li>State the adaptive features of plants and animals living in a particular surrounding</li> <li>Summarize the characteristics of living organisms</li> <li>Enlist the characteristics of living things</li> </ul>	UT-26.11.23 CH:6

<b>DECEMBER</b>	CH-6 Living organisms and their surroundings	8	<ul style="list-style-type: none"> <li>• Living Things and Non-Living-Characteristics of living Things</li> <li>• Characteristics of living Things-Food, growth and movement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply knowledge of life processes in studying a living thing</li> <li>➤ specimen for signs of life</li> <li>➤ Identify the function of a living things</li> <li>➤ Correlate the characteristics features of living things and compare it with plants and animals around us</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summarize the characteristics of living organisms</li> <li>➤ Enlist the characteristics of living things</li> </ul>	
<b>JANUARY</b>	CH-6 Living organisms and their surroundings	6	<ul style="list-style-type: none"> <li>• Characteristics of living Things-Respiration and Excretion</li> <li>• Reproduction and life -span</li> </ul> <p><b>ACTIVITY 2:</b> Experiential learning: Activity to show the ways we respond to Stimuli by experiencing sudden change in the surrounding Skill: Observation and Critical thinking</p>	<ul style="list-style-type: none"> <li>➤ State the Definition of Respiration</li> <li>➤ Enlist the process of respiration happening in plants</li> <li>➤ Summarise the process of respiration happening in animals-Simple and complex organisms</li> </ul>	<ul style="list-style-type: none"> <li>➤ State the key points of the process of respiration in plants</li> <li>➤ State the key points of the process of respiration in animals</li> </ul>	PT:2 31.1.24 CH:6
<b>FEBRUARY</b>	Revision			Revision	Revision	TERM 2

**SURENDRANATH CENTENARY SCHOOL, RANCHI**

**ANNUAL PLAN (2023-2024)**

**CLASS: VI**  
**SUBJECT: GEOGRAPHY**

**GEOGRAPHY: THE EARTH OUR HABITAT (NCERT)**

MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	CH-1- The Earth in the solar system  SDG-Life on Land	12	<ul style="list-style-type: none"> <li>Discuss key words, like- Full moon, new moon, celestial bodies Introduction of solar system Explanation about Planets</li> <li>The sun, Planets, Orbit, Dwarf planet The Moon (natural satellite), distance from earth, its rotation and revolution time The Earth- Discuss shape of earth and why earth is called unique planet</li> <li>Satellite (Natural Satellite and Artificial Satellite) Human made satellite or Artificial Satellite</li> </ul> <p><b>ACTIVITY- 1</b> <b>Subject Enrichment:</b> Model of Solar System Skills: Creative thinking <b>Experiential Learning</b> -Discussion on amazing facts related to Planet, Earth and Solar System.</p>	<ul style="list-style-type: none"> <li>➤ Explore their knowledge about universe, galaxy, stars, solar system and planets with the help of diagrams.</li> <li>➤ Critically analyses about various celestial bodies</li> <li>➤ Compare planets and dwarf planets</li> <li>➤ Define phases of the moon like full moon and new moon.</li> <li>➤ Explore and describe unique place of the Earth in the Solar System, which provides ideal conditions for all forms of life, including human beings.</li> </ul>	Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between	
MAY	CH-2-Globe: latitudes and longitudes	6	<ul style="list-style-type: none"> <li>Globe (Miniature form of Earth) Parallels of latitudes Important parallels of latitude</li> <li>Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle Diagram of parallels of Latitudes</li> <li>Importance of latitudes and longitudes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand Latitudes and Longitudes, Heat Zones of the earth and the relationship between time and longitude</li> <li>➤ To Critically analyses heat zones on the basis of Latitudes</li> </ul>	Identifies latitudes and longitudes, e.g., poles, equator, tropics, states /UTs of India and other neighbouring countries on globe and the world map	

<b>JUNE</b>	CH- 2- Globe: latitudes and longitudes	6	<ul style="list-style-type: none"> <li>Heat zones of the Earth Torrid Zone, Temperate Zone and Frigid Zone</li> <li>Effect of Heat Zones of Earth</li> <li>What are Longitudes Longitudes and time Why do we have Standard Time</li> </ul> <p>ACTIVITY1  <b>Subject Enrichment:</b> Diagram of Important Latitudes and Heat Zones            ACTIVITY –2  <b>Art Integrated:</b>Diagram of Latitude and longitudes  <b>Skills:</b>Creative Thinking</p>	<ul style="list-style-type: none"> <li>➤ Collaboratively locate places on globe with the help of latitudes and longitudes. To identify relationship between longitude and time</li> <li>➤ To clarify difference between the standard time and local time.</li> <li>➤ Appreciate the relationship between longitude and time</li> </ul>	Identifies latitudes and longitudes, e.g., poles, equator, tropics, states /UTs of India and other neighbouring countries on globe and the world map	
<b>JULY</b>	CH- 3- Motions of the Earth  <b>SDG-</b> Life on Land	12	<ul style="list-style-type: none"> <li>Rotation and Revolution Orbital Plane and Circle of Illumination Inclination of the Earth's axis and the orbital plane</li> <li>Rotation of the Earth and it's effect Revolution of the Earth and Seasons Diagram of Revolution of Earth and Seasons</li> </ul> <p>ACTIVITY  <b>Group discussion-</b> Time Meridians of different countries</p>	<ul style="list-style-type: none"> <li>➤ Student will be able to understand the concept of day and night.</li> <li>➤ Critically analyses the concept of day and night.</li> </ul>	Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats.	<b>UT-I CH-1</b>

<b>AUGUST</b>	CH- 3- Motions of the Earth	12	<ul style="list-style-type: none"> <li>• Revision –Chapter 1,2</li> <li>• Winter solstice Summer solstice Longest day, Shortest day and reason behind</li> <li>• Equinox Leap year</li> </ul> <p>ACTIVITY <b><u>ART INTEGRATED LEARNING-</u></b>Chart work on Revolution and change of seasons</p>	<ul style="list-style-type: none"> <li>➤ Enable the students to describe the terms – Orbital plane, Axis, Rotation, Equinox, etc. collaboratively</li> </ul>	Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats	<b>PT-I CH-1 and 2</b>
<b>SEPTEMBER</b>	CH-3,4  CH-4- Map	9	<ul style="list-style-type: none"> <li>• Revision- Ch- 3, 4</li> <li>• Discuss Definitions Types of maps(Physical Map, Political Map and Thematic Map)</li> <li>• Distance, Scale- small scale map and large scale map Direction –Cardinal Points i.e. East, West, North and South</li> </ul> <p>ACTIVITY <b><u>Subject Enrichment :</u></b>Locates directions on the flat surface; and continents and oceans on the world map</p>	<ul style="list-style-type: none"> <li>➤ Understand function and concept of map</li> <li>➤ Know about the importance of map with the help of globe.</li> <li>➤ Develop their analyzing skills using their understanding of directions Design Creative methods to make a plan of their own house or school</li> </ul>	Draws a neighbourhood map showing scale, direction, and features with the help of conventional symbols Locates directions on the flat surface; and continents and oceans on the world map	<b>FIRST TERM EXAM CH-1, 2 and 3</b>

OCTOBER	CH-4- Map  CH-5 Major Domains of Earth	6	<ul style="list-style-type: none"> <li>• Symbols, Conventional Symbols Sketch –Rough drawing without scale Plan</li> <li>• Lithosphere Continents (Asia, Europe, and Africa) Continents (North America, South America, Australia and Antarctica)</li> </ul> <p>ACTIVITY <b><u>Experiential Learning:</u></b>Make sketch of route from home to Surendranath Centenary School</p> <p>ACTIVITY <b><u>Experiential Learning:</u></b>Find out about source of fresh water in ranchi</p>	<ul style="list-style-type: none"> <li>➤ Students will be aware of the importance of lithosphere.</li> <li>➤ Critically analyses the seven major continents and the four major Oceans of The World collaboratively.</li> <li>➤ To enable the students to differentiate between lithosphere, hydrosphere, atmosphere, biosphere</li> </ul>	Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.	
NOVEMBER	CH-5 Major Domains of Earth  CH-6 Our Country India	12	<ul style="list-style-type: none"> <li>• Hydrosphere ( Distribution of Water on Earth) Oceans- Major part of hydrosphere</li> <li>• Atmosphere and layers of Atmosphere Biosphere- The major domain of life Human Activities causing damage to Biosphere Global Warming</li> <li>• Locational Setting of India Time difference in eastern and western part of India India's Neighbours</li> </ul> <p><b><u>Subject Enrichment:</u></b> Students will Present in front of the class the refined knowledge about mountains and plateaus amongst themselves by discussing /communicating. Skills: Various dimensions of learning like critical thinking, analytical, comparative, creative etc</p>	<ul style="list-style-type: none"> <li>➤ Able to collect the information about oceans and they are the major part of the hydrosphere</li> <li>➤ Critical analysis of the layers of atmosphere</li> <li>➤ Understand about global warming</li> <li>➤ Explore their knowledge about Indian standard time and its importance.</li> <li>➤ .</li> </ul>	Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.	

<b>DECEMBER</b>	CH- 6 Our Country India	9	<ul style="list-style-type: none"> <li>Political and Administrative Division of India Political Map of India States, Union Territories and Capital</li> <li>Physical Division of India The Himalaya and its Division(Great Himalaya, Himachal Himalaya and Shiwalik) The Northern Plains or The Ganga Brahmaputra Plains The Great Indian Desert</li> </ul> <p>➤ <b>Subject Enrichment:</b> Locates physical features of India such as– mountains, plateaus, plains, rivers, desert, etc. on the map of India in order to compare and describe them .</p>	<p>➤ Critically analyse various geographical fact about India collaboratively</p> <p>➤ Know more about India in terms of locational setting, neighbours, all the major physical features and how they are complementary to each other.</p>	locates important historical sites, places on an outline map of India	<b>UT-II CH-5</b>
<b>JANUARY</b>	CH- 6 Our Country India	9	<ul style="list-style-type: none"> <li>Peninsular Plateau (Vindhya, Satpuras, Western Ghats/Sahyadri and Eastern Ghats,etc) Coastal Plains (Eastern Coastal Plains and Western Coastal Plains) Islands( Andaman and Nicobar Islands and Lakshadweep Island)</li> </ul> <p>➤ <b>Subject Enrichment: :</b> Model of India showing physical features of India such as– mountains, plateaus, plains, rivers, desert, etc</p>	<p>➤ Know about different plateaus of India and specific features of peninsular plateau.</p> <p>➤ Know coastal plains of India and difference between eastern coastal plains and western coastal plains.</p> <p>➤ Know about two different island groups.</p>	locates important historical sites, places on an outline map of India	<b>PT-II CH-5 and 6</b>
<b>FEBRUARY</b>	REVISION					<b>FINAL TERM EXAM CH-4, 5 and 6</b>

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024) TERM I**

CLASS: VI SUBJECT: History/ civics			BOOKS: OUR PAST –I SOCIAL AND POLITICAL LIFE-I			
MONTH	CHAPTER	No. of Periods	LEARNING OBJECTIVES	LEARNING OUTCOMES	TOPICS	UT/PT/T1
APRIL	What Where How and When  Understandin g Diversity  From Hunting Gathering to Growing Food  SDG 4 – Quality Education	12	To understand the importance of archaeological sources to reconstruct history  To understand the importance of maps while studying past  Differentiate between inscription and manuscript  Students will analyse how diversity enhances their life  Critically analyse various activities of early human  Various reasons why hunter gatherer moved from place to place	Identifies different types of sources (archaeological, literary etc,) and describes their use in reconstruction of history of this period.  Develops a healthy attitude towards various kinds of diversity around her/him.  Recognise various forms of discrimination and understand the nature and sources of discrimination.  Locate important historical sites, places on an outline map of India.	<ul style="list-style-type: none"> <li>Where did people live Name of land Finding out about Past</li> <li>Sources of History</li> <li>Making Friend</li> <li>Diversity in India</li> <li>The Earliest people Early occupation</li> <li>Choosing a place to live The beginning of farming and herding</li> </ul> ACTIVITY- 1 <u>Art Integrated Learning:</u> Card making on ‘Unity in Diversity’ <b>Skills:</b> Creative thinking	



<b>MAY</b>	From Hunting Gathering to Growing Food	06	<p>Students will learn about the major habitation sites during which stone age people lived in India</p> <p>Diversity and discrimination</p> <p>Students will be able to understand the importance of stone tools and techniques used to make stone tools</p>	Explains broad developments during the ancient period, and relates the developments occurring in one place with another.	<ul style="list-style-type: none"> <li>• Towards a settled life</li> <li>• Difference and Prejudice</li> </ul> <p>Creating stereotype</p>	
<b>JUNE</b>	<p>Diversity and Discrimination on SDG 10- Reduced Inequalities</p> <p>In the Earliest Cities</p>	6	<p>Critical analysis on difference and prejudice</p> <p>To know the several reasons of inequalities and discrimination</p> <p>Develop the idea of citizenship by making them visualise the Indus Valley Civilisation</p> <p>Appreciate the planning of Indus Valley</p> <p>Discuss the importance of Great Bath</p> <p>Understand the town planning of harappan types of government</p>	<p>Recognise various forms of discrimination and understands the nature and sources of discrimination.</p> <p>Differentiate between equality and inequality in various forms to treat them in a healthy way.</p> <p>Locates important historical sites places on an outline map of India.</p>	<ul style="list-style-type: none"> <li>• Striving for equality</li> <li>• The story of Harappa House, drains and street Life in city</li> </ul> <p><b>ACTIVITY1</b>  <b>Experiential Learning:</b>  Mapwork on Harappan cities  <b>Skills:</b>  Critical Thinking</p>	

JULY	<p>What is Government ?</p> <p>Kingdoms, kings and Early Republic</p> <p>Key Elements of a Democratic Government</p> <p><b>SDG 4:</b> Quality Education</p>	12	<p>Understand the meaning of government</p> <p>Analyse why democracy is the best form of government</p> <p>Students will understand and appreciate the freedom to choose <b>the rulers today</b></p> <p><b>Importance of performing yajnas by the kings/rulers</b></p> <p><b>Know the important janapadas and mahajanapadas</b></p> <p><b>Critical think and figure out the factors that change janapadas</b> into mahajanapadas</p> <p>Students will know how people participation dents will explain about</p> <p>racial discrimination</p>	<p>Identifies various levels of government local, state and union.</p> <p>Describes the implications of India's contacts with regions outside India in the fields of religions, art, architecture, etc.</p> <p>Locate physical features of India such as Mountains, plateaus, plains, rivers, desert, etc. on the map of India.</p>	<ul style="list-style-type: none"> <li>• In search of raw material Harappan Towns Division of harappan city</li> <li>• Different problems solved by the government Different types of government</li> <li>• Levels of government</li> <li>• How some men become rulers Janapadas and Mahajanapadas Taxes</li> <li>• Apartheid in South Africa Participation</li> <li>• Need to resolve conflict Equality and justice</li> </ul> <p><b>ACTIVIY -1</b> <b>Subject Enrichment:</b> Concept map on types of government</p>	<p>UT-1 HISTORY – CH 2</p> <p>CIVICS – CH 2</p>
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<b>AUGUST</b>	<p>New Questions and Ideas</p> <p>Panchayat Sources of funds for the panchayat Three levels of panchayat</p> <p><b>ACTIVITY</b> <b><u>Subject Enrichment</u></b> <b>Pyramid chart on three levels of Panchayat</b></p>	12	<p>Understand the importance of religion Buddhism</p> <p>Explain the importance of Upanishads</p> <p>Understand the importance of religion Jainism, its concept and life of Mahavira</p> <p>Know the importance of gram sabha in making the Gram panchayat</p> <p>Know about the different sources of funds for Gram panchayat</p>	<p>Analyses basic ideas and values of various religions and systems of thought during ancient period.</p> <p>Describe the role of government, especially at the local level in order to understand its complexity.</p>	<ul style="list-style-type: none"> <li>• The story of Buddha Upanishads Jainism</li> <li>• Gram Sabha and Gram Panchayat</li> <li>• Sources of funds for the panchayat</li> <li>• Three levels of panchayat</li> </ul> <p><b>ACTIVITY – 1</b> <b><u>Subject Enrichment:</u></b> <b>Pyramid chart on three levels of Panchayat</b></p>	<p>PT-1</p> <p><b>HISTORY-CH 3,4</b> <b>CIVICS- CH 3</b></p>
<b>SEPTEMBER</b>	<p>Ashoka The Emperor Who Gave UP war</p>	6	<p>Students will understand and appreciate the kind of ruler Ashoka was and his transformation as a human being</p> <p>Appreciate the need for putting a ban on war</p> <p>Discuss the importance of having a ruler like Ashoka now</p>	<p>Lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc,</p>	<ul style="list-style-type: none"> <li>• Types of states Ruling the Empire</li> <li>• The war of Kalinga What was Ashoka's dhamma?</li> </ul>	<p><b>TERM I EXAM</b> History – ch 2, 3, 5, 6 Civics- 1, 2, 3, 4</p>

OCTOBER	<b>Rural Administration</b>  <b>Vital villages and Thriving Towns</b>	12	<p>Understand the functioning and responsibility of police</p> <p>Analyse how landlords, moneylenders exploit ignorant farmer</p> <p>Analyse the government action in securing equality</p> <p>Explain the increased use of iron tools for the benefit of agriculture</p> <p>Different agriculture process for intensification of agricultural yield</p>	<p>Describes the functioning of rural local government body in sectors like health and education,</p> <p>Outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.</p>	<ul style="list-style-type: none"> <li>• Work of police station Area of police station</li> <li>• Maintenance of land records Role of different officials at different levels</li> <li>• Iron tools and agriculture Who lived in villages?</li> <li>• Coins Use of different types of metal</li> </ul> <p><b>ACTIVITY- 1</b>  <b>Experiential Learning:</b>  <b>Mindmap on rural administration</b></p>	
NOVEMBER	<b>Urban Administration</b>	12	<p>Understand the functions of municipal corporation</p> <p>Will know about different sources of money of municipal corporation</p> <p>Students will learn about the need for traders to explore sea routes</p> <p>Will know about new kingdoms along the coast</p> <p>Creatively generate ideas on why kings tried to control silk route</p>	<p>Describes the functioning of Urban local government body in sectors like health and education.</p> <p>Analyses basic ideas and values of various religious and systems of thought during ancient period.</p>	<ul style="list-style-type: none"> <li>• Ward elections The ward Councillor</li> <li>• Types of problem in the city Community Protest</li> <li>• Trade and traders New kingdoms along the coast</li> <li>• The story of Silk Route The Beginning of Bhakti</li> </ul> <p>ACTIVITY1  <b><u>Subject Enrichment: Mapwork on important cities</u></b></p>	UT-2 HISTORY- CH 7 CIVICS- CH 6

<b>DECEMBER</b>	<b>New Empires and Kingdoms</b>  <b>Rural Livelihood</b>	12	<p>To know about Gupta Dynasty</p> <p>Students will know and understand what are prashastis and what they tell us</p> <p>Understand the social structure in Indian villages</p> <p>Will be able to differentiate between farming and non-farming activities</p> <p>Suggest the measures to improve the conditions of rural people</p>	<p>Synthesis information related to various historical developments.</p> <p>Describes factors responsible for availability of different occupations undertaken in rural and urban areas.</p>	<ul style="list-style-type: none"> <li>Prashastis</li> <li>Types of Kingdoms and states</li> <li>Different Dynasties</li> <li>Ordinary man in the kingdom</li> <li>The reason for debt cycle</li> <li>Occupations of people of Kalpatu Village</li> <li>Economic status of the people</li> </ul> <p>ACTIVITY-1</p> <p><b><u>Art Integrated –Chartwork on Rural Livelihood</u></b></p>	
<b>JANUARY</b>	<b>Urban Livelihood</b>	12	<p>Understand the challenges faced by street vendors</p> <p>Analyse the miserable situation of factory workers</p> <p>Will be able to differentiate between permanent and casual employee</p>	<p>Describes factors responsible for availability of different occupations undertaken in rural and urban areas.</p>	<ul style="list-style-type: none"> <li>Working on street, vendors, hawkers</li> <li>In the factory workshop</li> <li>Areas in the office</li> <li>Permanent and casual workers</li> </ul>	PT-2 HISTORY CH-8 CIVICS-CH 7,8
<b>FEBRUARY</b>	History/ Civics	6			Revision of Q/Ans, case study, mapwork	<b>FINAL TERM</b> <b>Hist- 7, 8, 9,</b> <b>Civics- 5, 6, 7, 8</b>

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2023-2024)**

CLASS: VI SUBJECT: Computer Science			BOOKS: AI and YOU			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	Ch 1: Computer Language	8	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> and 2<sup>nd</sup> generation language</li> <li>• 3<sup>rd</sup> and 4<sup>th</sup> generation language</li> <li>• 5<sup>th</sup> generation language, Translators.</li> <li>• Practical Lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss the importance of using a common language to exchange the information.</li> <li>➤ Explain the need for different generations of computer language</li> <li>➤ Find the advantages and disadvantages of each language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn the significance of language in exchanging information</li> <li>➤ Classify the languages used in different generations.</li> <li>➤ Compare the advantages and disadvantages of each language.</li> </ul>	UT1 Ch 1,2
MAY	Ch 2: Excel as a database	4	<ul style="list-style-type: none"> <li>• Using a form to enter data</li> <li>• Searching and deleting record, Sorting and filtering data, data validation</li> <li>• Practical Lab</li> </ul> <p>ACTIVITY- 1  <u>Subject Enrichment Activity -</u>  Worksheets / Crossword Puzzle</p>	<ul style="list-style-type: none"> <li>➤ Explain the concept of database using real life examples</li> <li>➤ Demonstrate the use of Form feature</li> <li>➤ Discuss the utility of sorting and filtering feature</li> <li>➤ Discuss the importance of data validation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relate and apply the concept in real life situations.</li> <li>➤ Make use of Forms to enter, edit and display data.</li> <li>➤ Apply sorting and filtering feature in a table.</li> <li>➤ Validate data by applying conditions</li> </ul>	
JUNE	Ch 3: Brainstorming and Mind maps	4	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Mind maps, Advantages and limitations of mind maps</li> <li>• Practical Lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the key terms</li> <li>➤ Encourage to follow the rules in all brainstorming activities</li> <li>➤ Create mind maps</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participate in brainstorming activities.</li> <li>➤ Follow rules</li> <li>➤ Design mind maps.</li> </ul>	
JULY	Ch 4: Algorithm and Flowchart	6	<ul style="list-style-type: none"> <li>• Algorithm</li> <li>• Flowchart</li> <li>• Different flowchart symbols and their functions.</li> <li>• Practical Lab</li> </ul> <p><u>Art Integrated Learning</u>  Prepare a mind map  (Pg 42 - B)</p>	<ul style="list-style-type: none"> <li>➤ Discuss various real-life scenarios where step by step thinking is used to solve problems</li> <li>➤ Differentiate between algorithm and flowchart</li> <li>➤ Write algorithm and prepare flowchart for various problems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare algorithm and flowchart.</li> <li>➤ Simplify the problem by writing algorithm.</li> <li>➤ Create flowcharts using the correct symbols</li> </ul>	PT1 Ch 3, 4

<b>AUGUST</b>	Ch 5: Introduction to HTML 5	8	<ul style="list-style-type: none"> <li>• Introduction, Features, Tools required</li> <li>• HTML tags, elements and attributes</li> <li>• HTML document structure and rules for writing codes</li> <li>• Practical lab</li> </ul> <p><b><u>Experiential Learning :</u></b> Lab Activity (Pg 53 – B &amp; C)</p>	<ul style="list-style-type: none"> <li>➤ Explain HTML</li> <li>➤ Show how to write HTML document, create and save web pages.</li> <li>➤ Demonstrate the use of different HTML tags to create web pages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn the concept of HTML and compare with other programming languages or word processors.</li> <li>➤ Design web page using the tags, elements, attributes</li> </ul>	
<b>SEPTEMBER</b>	Revision		Practical Test / Oral Test/ Revision			T1 Ch 1 - 5
<b>OCTOBER</b>	Ch 6: Introduction to CSS	3	<ul style="list-style-type: none"> <li>• Different methods to apply Cascading Style Sheets</li> <li>• Inline style</li> <li>• CSS Properties</li> <li>• Practical Lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the concept of Cascading Style Sheets</li> <li>➤ Show different style sheets</li> <li>➤ Demonstrate to create style sheets</li> </ul>	➤ Learn to create different Style sheets.	UT2 Ch: 6, 7
	Ch 7: Artificial Intelligence	3	<ul style="list-style-type: none"> <li>• Introduction, History, Needs and types</li> <li>• AI domains</li> <li>• Uses of AI and future potential of AI</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain AI</li> <li>➤ How it can help in everyday life.</li> <li>➤ Classify the different types based on functionalities and capabilities.</li> <li>➤ Play few games involving AI technology in order to explain the domains of AI</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define AI</li> <li>➤ Relate the concept with real life applications</li> <li>➤ Identify the examples in their surroundings.</li> <li>➤ Categorize the types of AI</li> </ul>	
<b>NOVEMBER</b>	Ch 8: Introduction to Python	6	<ul style="list-style-type: none"> <li>• Introduction, translator</li> <li>• Downloading and Installing, IDLE</li> <li>• Modes of python</li> <li>• Variables, operators, data types</li> <li>• Assignment operator and print function</li> </ul> <p><b><u>Experiential Learning :</u></b> Lab Activity (Pg 112 – A, B &amp; C)</p>	<ul style="list-style-type: none"> <li>➤ Explain the concept of Python programming language</li> <li>➤ Differentiate the mode of python</li> <li>➤ Demonstrate the use of variables, operators and data types</li> <li>➤ Write simple python programs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare Python with other programming language.</li> <li>➤ Compare the benefits and limitations of Modes of python.</li> <li>➤ Write simple Python programs.</li> </ul>	

<b>DECEMBER</b>	Ch 9: Internet and Netiquette	6	<ul style="list-style-type: none"> <li>• Internet, common types of internet connection.</li> <li>• Google Drive, Netiquette</li> <li>• Social Media practices and digital citizenship</li> </ul> <p><b><u>Subject Enrichment Activity –</u></b> Pg 135 – Qus 3</p>	<ul style="list-style-type: none"> <li>➤ Explain the concept of netiquette</li> <li>➤ Function of Google drive</li> <li>➤ Follow the netiquettes mentioned for work online.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the internet in responsible and safe manner.</li> <li>➤ Upload and share files using Google Drive.</li> <li>➤ Compose E mail following Courtesies.</li> </ul>	
<b>JANUARY</b>	Ch 10: Digital Footprint and Cyber Security	8	<ul style="list-style-type: none"> <li>• Digital footprints – impact and effect</li> <li>• Advantages and disadvantages</li> <li>• Cyber safety, cyber bullying, cybercrime</li> <li>• Online etiquettes.</li> </ul> <p><b><u>Art Integrated Learning</u></b> Lab Activity (Pg 84 – A)</p>	<ul style="list-style-type: none"> <li>➤ Explain the terms</li> <li>➤ Enlist the advantages and disadvantages of digital footprints</li> <li>➤ Follow rules while surfing the internet</li> <li>➤ Differentiate between cyberstalking and cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn to deal with cyberstalking and cyberbullying</li> <li>➤ Learn to do privacy settings of social media.</li> <li>➤ Apply safety measures to be followed while surfing internet.</li> </ul>	PT2 Ch: 8, 9
<b>FEBRUARY</b>	Revision		Practical Test / Oral Test/ Revision			T2 Ch 4, 6 - 10