

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION 2026-27**  
**CLASS VI**  
**ANNUAL PEDAGOGICAL PLAN**

| CLASS VI<br>SUB: ENGLISH |                                                                                                                                                                                                                                                                                                                                                                                                 | BOOKS: SPARKLE multiskill reader 6<br>COLLINS ENGLISH GRAMMAR AND COMPOSITION |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| MONTH                    | CHAPTER                                                                                                                                                                                                                                                                                                                                                                                         | PERIODS                                                                       | TOPICS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | LEARNING OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | LEARNING OUTCOME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| APRIL                    | <b>VOCABULARY VOYAGE</b><br><b>PROGRAM:</b><br>Parts of speech<br>Punctuation<br>Homophones<br>Idioms and Proverbs<br>Vocabulary enrichment<br>Listening skill<br>Speaking skill<br>Poem writing & recitation<br><b>LITERATURE:</b><br>1. HOME<br>2. CHILDREN WHO ARE WANTED EVERY HOUR (POEM)<br><b>GRAMMAR:</b> Subject and Predicate, Subject Verb agreement.<br><b>WRITING:</b> Diary entry | 21                                                                            | <b>VOCABULARY VOYAGE PROGRAMME:</b><br>Vocabulary enrichment activities (Homophones, Phrasal verbs)<br>Composing and reciting poems<br>Writing and narrating stories<br>Listening and speaking<br>Unseen passage<br><b>Ch1: Home</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br>HOTS: Why was Suraj feeling rebellious when his father was reading his report?<br><b>Ch2- Children who are wanted every hour.</b> (explanation of the poem Central Idea critical appreciation of the poem synonym question time).<br>HOTS: What are some qualities that children should cultivate?<br><b>GRAMMAR:</b> SUBJECT VERB AGREEMENT RULES EXCEPTIONS COMMON ERRORS AND PRACTICE QUESTIONS.<br>SUBJECT AND PREDICATE IN ASSERTIVE SENTENCE IMPERATIVE SENTENCE AND EXERCISE.<br>, DIARY ENTRY FORMAT, PURPOSE, RULES AND EXPLANATION SAMPLE QUESTIONS. | <b>VV P:</b><br><b>Learning Objectives (LO)</b><br>To sharpen linguistic precision through the study of homophones and phrasal verbs.<br>To explore creative expression through the rhythmic and structural elements of poetry.<br>To develop structured narrative skills and the ability to engage an audience through storytelling.<br>To enhance real-time auditory comprehension and spontaneous verbal fluency.<br>To build critical reading skills for extracting and inferring meaning from unfamiliar texts.<br><br><b>1. Home (Ruskin Bond)</b> Learning Objective: To understand the dynamics of family relationships, the nature of teenage rebellion, and the importance of home.<br><br><b>2. Children Who Are Wanted Every Hour (Poem)</b> Learning Objective: To identify the virtues of perseverance, willpower, and a positive "can-do" attitude.<br><b>SUBJECT PREDICATE:</b> Learning Objectives<br>Define and Distinguish: To understand that every complete sentence consists of two parts: the Subject (who or what the sentence is about) and the Predicate (what the subject is or does).<br>Sentence Completeness: To recognize that a sentence is incomplete if either the subject or the predicate is missing.<br><b>Contextual Application:</b> To analyze how authors like Ruskin Bond or R.K. Narayan use different subject-predicate structures | Students will be able to analyze how impulsive decisions like running away often stem from a lack of communication and how physical needs (like hunger) eventually lead back to the safety of home.<br><br>Students will explain the difference between a "whining drone" and an active contributor and describe how individual effort shapes a nation's destiny.<br><br>Identification: Students will be able to underline the subject and circle the predicate in sentences taken directly from the text.<br><br>Construction: Students will be able to write their own sentences about the characters (e.g., Swami, Suraj, or Dr. Kalam) with clearly defined subjects and predicates.<br><br>Structural Analysis: Students will demonstrate the ability to identify compound subjects (e.g., "Nandita and Lavanya") or compound predicates within a story.<br><br>Error Detection: Students will be able to identify and correct subject-verb agreement errors in their own writing and in provided passages.<br><br>Syntactic Accuracy: Students will demonstrate the ability to write complex sentences where the subject and verb are separated by phrases or clauses while maintaining correct |
| MAY                      | <b>LITERATURE:</b> CH3- Tolerance<br><b>GRAMMAR:</b> Nouns                                                                                                                                                                                                                                                                                                                                      | 14                                                                            | <b>CH3- Tolerance</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>GRAMMAR: Nouns</b> (types, gender, proper, common,, abstract, concrete, collective)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>3. Tolerance (Saint Eknath)</b><br>Learning Objective: To define tolerance and recognize its necessity in a diverse society like India.<br><br>Identify and Define: To recognize a noun as a word that names a person, place, animal, thing, or abstract idea.<br>Classify Nouns: To distinguish between different types of nouns, including Proper, Common, Collective, Abstract, and Material nouns.<br>Contextual Usage: To understand how nouns function as subjects or objects within a narrative.Singular and Plural Forms: To master the rules for changing nouns from singular to plural based on the text (e.g., "boy" to "boys").                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students will be able to discuss how practicing patience in the face of provocation can reform others and maintain social harmony.<br><br>Categorization: Students will be able to extract nouns from a story and sort them into the correct categories (e.g., "Darjeeling" as Proper, "hills" as Common).<br>Abstract Reasoning: Students will be able to identify nouns representing feelings or qualities, such as "tolerance," "rebellion," or "pride".<br>Structural Precision: Students will demonstrate the ability to use appropriate collective nouns (e.g., a "herd" of elephants or "bands" of travelers).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| JUNE | <b>LITERATURE:</b> CH5- MY CHILDHOOD<br>CH6- THE SCHOOL BOY<br><b>GRAMMAR:</b> PRONOUN                                                                               | 14 | <b>CH5- MY CHILDHOOD</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>CH6- THE SCHOOL BOY</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>GRAMMAR:</b> PRONOUN (definition, types, examples, activities, newspaper reading)                                                                                                    | <b>5. My Childhood (Dr. A.P.J. Abdul Kalam)</b><br>Learning Objective: To learn about the early life of Dr. Kalam and the role of secularism and family values in personal growth.<br><b>6. The School Boy (William Blake)</b><br>Learning Objective: To contrast the joy of nature with the perceived confinement of formal education.<br><br>Define and Identify: To recognize a pronoun as a word that takes the place of a noun to avoid repetition.<br><br>Distinguish Types: To differentiate between various types of pronouns, including Personal, Possessive, Demonstrative, Interrogative, and Reflexive.<br><br>Ensure Agreement: To understand that a pronoun must match the noun it replaces in terms of number (singular/plural) and gender.<br><br>First, Second, and Third Person: To identify the perspective of the speaker (I/We), the listener (You), and the subject being discussed (He/She/It/They).                                                                                                                   | Students will identify key historical contexts (WWII) and social challenges (religious segregation) that influenced Kalam's development into a leader.<br><br>Students will analyze metaphors like the "bird in a cage" to describe a child's feelings of dismay in a rigid classroom.<br><br>Substitution: Students will be able to replace nouns with appropriate pronouns in a sentence (e.g., replacing "The wasp" with "he").<br><br>Perspective Analysis: Students will demonstrate the ability to identify if a story is told in the first person (using "I") or third person (using "He/She").<br><br>Clarity in Writing: Students will be able to use pronouns effectively to ensure their writing is concise and clear, avoiding "noun fatigue".                                                                                                                                                                                                                                                                                                  |
| JULY | <b>LITERATURE:</b> CH7- THE MAN WHO DREW FACES<br>CH8- "ONE, TWO, THREE" POEM<br><b>GRAMMAR-</b> ADJECTIVES, ACTIVE PASSIVE VOICE.<br><b>WRITING-</b> NOTICE WRITING | 28 | <b>CH7- THE MAN WHO DREW FACES</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>CH8- "ONE, TWO, THREE" POEM</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>GRAMMAR-</b> ADJECTIVES, ACTIVE PASSIVE VOICE. (definition, types, examples, activity, exercise)<br><br><b>WRITING-</b> NOTICE WRITING (format, samples, exercise) | <b>7. The Man Who Drew Faces (Enid Blyton)</b><br>Learning Objective: To understand how life experiences and character are reflected in one's physical appearance.<br><b>8. "One, Two, Three!" (Henry Cuyler Bunner)</b><br>Learning Objective: To appreciate the emotional bond between the elderly and children through the power of imagination.<br><br>To introduce the function of adjectives in enhancing sentence detail.<br><br>To explain the different types of adjectives (e.g., descriptive, quantitative, demonstrative).<br><br>To teach the correct order of adjectives in a series (e.g., size before color).<br>To define the structural differences between active voice (Subject + Verb + Object) and passive voice (Object + auxiliary \ verb + past \ participle + by + Subject).To demonstrate when it is stylistically appropriate to use passive voice (e.g., when the actor is unknown or the action is more important than the actor).To illustrate the transformation of verb tenses from active to passive forms. | Students will reflect on how their own actions and attitudes (joy, worry, kindness) can affect the well-being and "lines" on the faces of those around them.<br><br>Students will describe how physical disabilities (a twisted knee) can be transcended through creative play and companionship.<br><br>Identify adjectives within a complex paragraph or authentic text.<br><br>Apply the "Order of Adjectives" rule to correctly sequence multiple modifiers (e.g., "the big, old, red barn" vs. "the red, big, old barn").<br><br>Enhance basic sentences by replacing generic nouns with vivid, specific imagery using descriptive adjectives.<br><br>Distinguish between active and passive sentences in a variety of writing styles (journalism vs. creative writing).<br><br>Convert sentences from active to passive voice (and vice versa) while maintaining the original tense.<br><br>Evaluate a piece of writing to determine if the voice used is appropriate for the target audience (e.g., using passive voice in a scientific lab report). |

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| AUG | <b>LITERATURE:</b> CH9- PHAETHON<br>CH10- THE COOKIE THIEF<br><b>GRAMMAR:</b> ARTICLES, VERBS, TRANSITIVE INTRANSITIVE VERB.<br>STORY WRITING | 28 | <b>CH9- PHAETHON</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>CH10- THE COOKIE THIEF</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>GRAMMAR:</b> ARTICLES, VERBS, TRANSITIVE INTRANSITIVE VERB.<br>STORY WRITING | <b>9. Phaethon (Greek Myth)</b><br>Learning Objective: To analyze the consequences of stubbornness and the dangers of disregarding wise counsel.<br><b>10. The Cookie Thief (Valerie Cox)</b><br>Learning Objective: To examine the dangers of jumping to conclusions and the importance of self-reflection.<br>To explain the difference between definite (the) and indefinite (a, an) articles.<br>To teach the phonetic rules for using a versus an (consonant sounds vs. vowel sounds).<br>To identify cases where no article is required (zero article).<br>To define verbs as words that express actions or states of being.<br>To introduce the concept of subject-verb agreement.<br>To provide an overview of basic tense structures (Past, Present, Future).<br>Learning Objectives<br>To clarify the requirement of a Direct Object for Transitive verbs.<br>To demonstrate that Intransitive verbs can stand alone or be followed by adverbs/prepositions, but never a direct object.<br>To show how some verbs can function as both depending on context. | Students will explain the concept of cause and effect by detailing how Phaethon’s reckless desire led to global destruction.<br>Students will learn to check their assumptions and understand the embarrassment of misjudging others.<br>Select the correct indefinite article based on the initial sound of the following word (e.g., a university vs. an hour).<br><br>Differentiate between general references and specific references in a narrative context.<br>Correct errors in article usage within a given text to improve grammatical accuracy.<br><br>Identify the main verb in any given sentence.<br>Conjugate verbs correctly to match the subject in number and person.<br><br>Construct original sentences that accurately reflect a specific timeframe using appropriate verb endings.<br><br>Categorize a list of verbs as either Transitive or Intransitive based on their usage in sentences.<br>Identify the direct object in sentences containing Transitive verbs.<br>Compose sentences using Intransitive verbs that effectively convey a complete thought without an object (e.g., "The sun rose"). |
| SEP | <b>LITERATURE</b> - CH11- THE QUEEN OF THE HILLS. CH12- A FISHY STORY.<br><b>GRAMMAR:</b> TENSES (14,15,16,17)<br>WRITING: FORMAL LETTER      | 28 | <b>CH11- THE QUEEN OF THE HILLS.</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>CH12- A FISHY STORY.</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>GRAMMAR:</b> TENSES (14,15,16,17)<br>WRITING: FORMAL LETTER    | <b>11. The Queen of the Hills (Darjeeling)</b><br>Learning Objective: To acquire geographical and historical knowledge of Darjeeling and its significance in India.<br><b>12. A Fishy-Story (Jerome K. Jerome)</b><br>Learning Objective: To identify humor through irony and the human tendency to boast or exaggerate.<br>Conceptual Clarity: To help students understand the fundamental concept of "Time" (Past, Present, Future) and how it dictates verb forms.<br><br>Identification: To enable students to identify the three main tenses and their simple and continuous forms in various sentences.<br><br>Structural Accuracy: To teach the specific auxiliary verbs (is, am, are, was, were, will, shall) and verb endings (-ed, -ing) associated with each tense.<br><br>Application: To encourage the correct use of tenses in everyday writing, such as diary entries, short stories, and descriptive paragraphs.                                                                                                                                       | Learning Outcome: Students will be able to extract facts regarding the toy train (a World Heritage Site), the tea industry, and key engineering marvels like the Batasia loop.<br><br>Learning Outcome: Students will analyze the plot twist and discuss the moral implications (or lack thereof) in "tall tales".<br><br>Apply the Subject-Verb Agreement rules correctly within different tenses (e.g., "He plays" vs. "They play").<br><br>Convert a sentence from one tense to another accurately (e.g., changing "I eat an apple" to "I ate an apple").<br><br>Practical Usage<br>Write a short paragraph about their daily routine using the Simple Present Tense.<br><br>Narrate a past event or a story using the Simple Past Tense with correct irregular verb forms (e.g., went, saw, bought).                                                                                                                                                                                                                                                                                                                     |

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| OCT | <p><b>LITERATURE:</b> CH13- THE BRAVE LITTLE KITE. CH14- CLOSE ENCOUNTER OF THE JUMBO KIND.</p> <p><b>GRAMMAR:</b> ADVERBS<br/>Kinds of Sentences<br/>WRITING: ARTICLE WRITING</p> | 20 | <p><b>CH13- THE BRAVE LITTLE KITE.</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.</p> <p><b>CH14- CLOSE ENCOUNTER OF THE JUMBO KIND.</b>(storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.</p> <p><b>GRAMMAR:</b> ADVERBS<br/>Kinds of Sentences<br/>WRITING: ARTICLE WRITING</p> | <p><b>13. The Brave Little Kite (Katherine Pyle)</b><br/>Learning Objective: To build self-confidence and the courage to take the "first step".</p> <p><b>14. Close Encounter of the Jumbo Kind (C.T. Belliappa)</b><br/>Learning Objective: To understand how fear can distort perception and lead to comical misunderstandings.</p> <p>Definition: To introduce the adverb as a "modifier" that enhances verbs, adjectives, and other adverbs.</p> <p>Functional Variety: To categorize adverbs based on the specific questions they answer (How? When? Where? How often? To what extent?).</p> <p>Placement: To demonstrate the flexible positioning of adverbs within a sentence compared to adjectives.</p> <p>Purpose of Communication: To explain that we use different sentence structures depending on whether we are sharing facts, asking questions, giving orders, or expressing emotions.</p> <p>Structural Patterns: To teach the specific word order (syntax) for each type, especially the inversion in Interrogative sentences.</p> <p>Punctuation Mastery: To reinforce the relationship between sentence type and terminal marks (periods, question marks, exclamation points).</p> | <p>Students will illustrate the psychological shift from fear ("I never can do it") to triumph ("how happy I am").</p> <p>Students will identify the situational irony in mistaking a road-roller for a wild elephant.</p> <p>Identification: Students will be able to underline adverbs in a given text and identify which word they are modifying.<br/>Classification: Students will successfully categorize adverbs into Manner, Place, Time, Frequency, and Degree.<br/>Vocabulary Expansion: Students will be able to convert adjectives into adverbs using suffix rules (e.g., heavy-heavily).<br/>Creative Writing: Students will be able to rewrite a "plain" paragraph by adding adverbs to make the description more vivid.</p> <p>Differentiation: Students will be able to label sentences as Assertive (Declarative), Interrogative, Imperative, or Exclamatory.</p> <p>Transformation: Students will be able to convert an Assertive sentence into an Interrogative or Negative sentence without changing the core meaning.</p> <p>Punctuation Accuracy: Students will correctly apply end-punctuation based on the "tone" and "intent" of the sentence.</p> |
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| NOV | <b>LITERATURE:</b> THE WASP AND THE BEE, ROBOTS NEVER LOSE PATIENCE.<br><b>GRAMMAR:</b> PREPOSITION, CONJUNCTION.<br>WRITING: INFORMAL LETTER.<br>CH 29. THE HAPPY PRINCE | 25 | <b>THE WASP AND THE BEE</b> , (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><b>ROBOTS NEVER LOSE PATIENCE</b> .(storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><b>GRAMMAR:</b> PREPOSITION, CONJUNCTION.<br>WRITING: INFORMAL LETTER.<br>CH 29. THE HAPPY PRINCE | <b>16. The Wasp and the Bee (Jane Taylor)</b><br>Learning Objective: To distinguish between superficial beauty and the value of a person's (or creature's) utility and character.<br><b>17. Robots Never Lose Patience (Dilip M. Salwi)</b><br>Learning Objective: To explore the concept of Artificial Intelligence (AI) and the ethical boundaries established by the "Laws of Robotics"<br>Relationship Mapping: To help students understand how prepositions establish relationships of place, time, and direction between a noun/pronoun and the rest of the sentence.<br><br>Structural Connectivity: To introduce conjunctions as essential tools for combining ideas, reducing redundancy, and creating compound structures.<br><br>Logical Cohesion: To demonstrate how the choice of a conjunction (e.g., because vs. although) changes the logical relationship between two thoughts.<br><br>Sentence Synthesis: To encourage students to move from short, choppy sentences to more complex, fluid writing using these connectors.                                      | Students will be able to explain why the bee is "loved so much better" for being "busy and good-natured" while the wasp's "elegant shape" is overlooked due to its tendency to "sting on every trifling pretence".<br><br>Students will be able to define Isaac Asimov's Laws of Robotics—specifically that a robot can never harm a human being—and contrast mechanical "infinite patience" with human emotional reactions like anger and defeat.<br>.<br>Differentiate between the two: Students will understand that prepositions connect a noun to the sentence, while conjunctions connect ideas or clauses.<br><br>Edit and Refine: Students will be able to identify and correct "connector errors" in their own writing to improve clarity. |
| DEC | <b>LITERATURE:</b> CH18- FATHER'S HELP. CH19- THE FIELDMOUSE (POEM).<br><b>GRAMMAR-</b> DIRECT INDIRECT SPEECH.<br>DESCRIPTIVE PARAGRAPH                                  | 25 | <b>CH18- FATHER'S HELP</b> .(storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>CH19- THE FIELDMOUSE (POEM)</b> .(storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>GRAMMAR-</b> DIRECT INDIRECT SPEECH.<br>DESCRIPTIVE PARAGRAPH                           | <b>18. Father's Help (R.K. Narayan)</b><br>Learning Objective: To examine the "tangled web" of lying and the internal conflict that arises when one's imagination leads to unintended real-world consequences.<br><b>19. The Fieldmouse (Cecil Frances Alexander)</b><br>Learning Objective: To observe the life cycle and habits of a fieldmouse while understanding the concept of coexistence with human agriculture.<br><br>Conceptual Distinction: To help students distinguish between the actual words spoken (Direct Speech) and the reported version of those words (Indirect Speech).<br><br>Punctuation Mastery: To teach the specific mechanics of Direct Speech, including the use of quotation marks, commas, and capital letters.<br><br>Transformation Logic: To introduce the systematic changes required when moving from Direct to Indirect speech, specifically regarding tenses, pronouns, and time markers.<br><br>Narrative Flow: To encourage students to use reported speech to make their creative writing and storytelling more professional and fluid. | Students will be able to analyze Swami's transition from a "perjurer" to someone with a "bleeding heart," identifying how his attempt to skip school backfired into a situation where he risked ruining a teacher he actually liked.<br><br>Students will be able to describe the fieldmouse's habitat and diet (acorns, berries, nuts) and discuss the poet's warning for the creature to stay away from the farmer's "stacked treasure" to remain "harmless".<br><br>Convert simple assertive sentences from Direct to Indirect speech and vice versa.<br><br>Report simple questions or commands accurately (e.g., changing "Sit down" to "He told me to sit down").                                                                             |

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| JAN | <b>LITERATURE:</b> CH20- AT SALEM HOUSE<br><b>Grammar:</b> Ch8-GRAMMAR ON THE GO, TEST 1, TEST 2, TEST 3.<br>WRITING: REVISION<br>ASL | 25 | <b>CH20- AT SALEM HOUSE</b> (storyline chapter highlights word meaning). Comprehension Questions, HOTS, Life skills and values.<br><br><b>Grammar:</b> Ch8-GRAMMAR ON THE GO, TEST 1, TEST 2, TEST 3.<br>WRITING: REVISION<br>ASL | <b>20. At Salem House (Charles Dickens)</b><br><br>Learning Objective: To understand the psychological effects of public shaming and the atmosphere of a strict 19th-century boarding school.<br>Identification: To introduce determiners as words that "determine" or limit the noun that follows.<br><br>Categorization: To distinguish between Articles (A, An, The), Demonstratives (This, That), Possessives (My, Your), and Quantifiers (Some, Much, Many).<br><br>Precision: To teach the subtle differences in meaning (e.g., the difference between "a few" and "the few").<br>Holistic Application: To move students from learning "topics" to understanding "language" by mixing tenses, prepositions, and determiners in a single exercise.<br><br>Error Detection: To develop a "proofreading eye" where students can spot grammatical inconsistencies in a passage.<br><br>Syntactic Logic: To teach students how to arrange jumbled words into coherent, grammatically correct sentences. | <b>Learning Outcome:</b> Students will be able to describe the "forlorn and desolate" environment of Salem House and explain the extreme mental "suffering" David endured from wearing a "TAKE CARE OF HIM. HE BITES" placard.<br>Correct Usage: Students will be able to apply the rules of Articles (a, an, the) correctly, including the use of 'the' for unique objects and 'an' before vowel sounds.<br>Contextual Selection: Students will be able to choose the correct Quantifier based on whether a noun is countable or uncountable (e.g., many apples vs. much water).<br>Demonstrative Accuracy: Students will use \$this/these\$ and \$that/those\$ correctly to indicate physical or temporal distance                                                                                                              |
| FEB | REVISION.                                                                                                                             | 12 | Literature Revision,<br>Grammar Revision<br>Revision<br>Writing-Revision                                                                                                                                                          | Synthesis of Concepts: To help students connect individual grammar topics (like Tenses, Adverbs, and Determiners) into a unified understanding of English syntax.<br><br>Pattern Recognition: To familiarize students with the exam format, question patterns (Editing, Omitting, Gap-filling), and marks distribution.<br><br>Clarification of Doubts: To provide a platform for addressing persistent misconceptions or "grey areas" in grammar and literature.<br><br>Time Management: To train students to allocate their time effectively between the Reading, Writing, and Grammar sections.                                                                                                                                                                                                                                                                                                                                                                                                       | Recall and Apply: Retrieve grammar rules (e.g., Active/Passive Voice, Direct/Indirect Speech) instantly without referring to textbooks.<br><br>Execute Integrated Tasks: Solve "Mixed Bag" exercises where multiple grammar concepts are tested within a single paragraph.<br><br>Textual Literacy: Summarize key themes, character traits, and backgrounds for all poems and stories in the syllabus. Encourage students to maintain a small "Error Log" during revision. Every time they get a tense or a preposition wrong in a practice paper, they write it down. By the day of the exam, they have a personalized list of "What NOT to do," which is often more valuable than a list of rules.<br><br>Would you like a "Final Revision Checklist" or a sample "Integrated Grammar Mock Sheet" to hand out to your students? |

# SURENDRANATH CENTENARY SCHOOL, RANCHI

SESSION – 2026 – 27

ANNUAL PEDAGOGICAL PLAN

CLASS VI

**Subject-** हिंदी

**Book-** सारांश, व्याकरण भारती और रामायण (संक्षिप्त)

| Months   | Chapter                                                                                                                                                                                                                                                                                                                     | No. of periods | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning Objectives                                                                                                                                                                                                                                                                                                  | Learning Outcome                                                                                                                                                                                                                                                                                           |
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| April'26 | <p><b>सारांश:-</b></p> <ol style="list-style-type: none"> <li>चिर महान</li> <li>लाला जी</li> </ol> <p><b>व्याकरण:-</b><br/>औपचारिक पत्र, निबंध, अपठित काव्यांश<br/>भाषा,बोली,लिपि और व्याकरण,<br/>वर्ण- विचार,उच्चारण<br/>अशुद्धियाँ</p> <p><b>रामायण:-</b><br/>महर्षि वाल्मीकि को रामायण लिखने की प्रेरणा<br/>आदि कांड</p> | 21             | <p><b>व्याकरण:-</b> औपचारिक पत्र<br/>(अपनी बड़ी बहन के वैवाहिक कार्यक्रम में भाग लेने के लिए प्रधानाचार्य को 5 दिनों के अवकाश देने हेतु पत्र)<br/><b>निबंध:-</b> मेरा जीवन लक्ष्य<br/><b>रामायण:-</b><br/>अयोध्या वर्णन से मिथिला की ओर प्रस्थान</p> <p><b>Art Integrated Learning:-</b><br/>छात्र चार्ट पेपर द्वारा लिफाफा बनाना सीखेंगे तथा उसके माप को लिखेंगे।</p> <p><b>Experiential Learning:-</b><br/>आपने अपने किसी जरूरतमंद की सहायता की है तो उस घटना पर एक अनुच्छेद लिखें।</p> | <ul style="list-style-type: none"> <li>विश्व कल्याण की भावना का विकास करना।</li> <li>भेदभाव का विरोध करने के लिए प्रेरित करना।</li> <li>भाईचारे की भावना विकसित करना।</li> <li>अंधविश्वास का विरोध कर पाने की क्षमता बढ़ाना।</li> <li>परोपकार की भावना जागृत करना।</li> <li>आत्मविश्वास में बढ़ोतरी करना।</li> </ul> | <ul style="list-style-type: none"> <li>विश्व कल्याण की भावना का विकास कर सकेंगे।</li> <li>भेदभाव का विरोध करने की क्षमता विकसित कर सकेंगे।</li> <li>भाईचारे की भावना विकसित कर सकेंगे।</li> <li>अंधविश्वास का विरोध करने का भाव विकसित कर सकेंगे।</li> <li>परोपकार की भावना का विकास कर सकेंगे।</li> </ul> |

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| May'26  | <p><b>सारांश:—</b><br/>4. अपराजिता</p> <p><b>व्याकरण:—</b><br/>संज्ञा, शब्द—विचार, विलोम शब्द, अनौपचारिक पत्र, निबंध</p> <p><b>रामायण:—</b><br/>आदि कांड</p>                             | 10 | <p><b>विलोम शब्द:—</b> (1) अग्रज से (24) उत्थान तक<br/><b>अनौपचारिक पत्र:—</b> अपनी नई कक्षा के बारे में बतलाते हुए नानी जी को पत्र<br/><b>निबंध:—</b> समय का महत्व<br/><b>Subject Enrichment:—</b><br/>काँपी में चित्रों के द्वारा संज्ञा तथा उसके भेदों को समझाएं<br/><b>Skills:-</b><br/>शब्दकोश में वृद्धि होना<br/><b>रामायण:—</b><br/>अहल्या उद्धार से राम विवाह</p>     | <ul style="list-style-type: none"> <li>● आत्मनिर्भर बनने की सीख प्रदान करना।</li> <li>● कार्य के प्रति उनकी दक्षता को बढ़ाना।</li> <li>● धैर्यवान एवं साहसी बनने की प्रेरणा देना।</li> <li>● जीवन को पूरे उत्साह के साथ जीने के लिए प्रेरित करना।</li> </ul> | <ul style="list-style-type: none"> <li>● आत्मनिर्भर बनने की सीख प्राप्त कर सकेंगे।</li> <li>● किसी कार्य के प्रति अपने को दक्ष बना सकेंगे।</li> <li>● धैर्यवान एवं साहसी बन सकेंगे।</li> <li>● जीवन को पूरे उत्साह के साथ जीने की सीख प्राप्त कर सकेंगे।</li> </ul> |
| June'26 | <p><b>सारांश:—</b><br/>5. रहीम के दोहे</p> <p><b>व्याकरण:—</b><br/>कारक, पर्यायवाची, अनेकार्थक शब्द, औपचारिक पत्र</p> <p><b>रामायण:—</b><br/>अयोध्या कांड</p>                            | 12 | <p><b>औपचारिक पत्र:—</b><br/>(अपने क्षेत्र की साफ—सफाई हेतु नगर—निगम के स्वास्थ्य अधिकारी को पत्र)<br/><b>पर्यायवाची:—</b>(1) अग्रज से (24)देवता तक<br/><b>अनेकार्थक शब्द:—</b> (1) अंक से (15) घन तक<br/><b>Subject Enrichment:-</b> छात्र अन्य कवियों के दोहों को कक्षा में प्रस्तुत करेंगे।<br/><b>रामायण:—</b> राम के राजतिलक की तैयारियों से राम की वन जाने की तैयारी</p> | <ul style="list-style-type: none"> <li>● दूसरों को सम्मान देने की सीख देना।</li> <li>● परोपकार की भावना जागृत करना।</li> <li>● प्रकृति से सीख प्राप्त करने के लिए प्रेरित करना।</li> <li>● शिष्टाचार की सीख प्रदान करना।</li> </ul>                          | <ul style="list-style-type: none"> <li>● दूसरों को सम्मान देना सीख सकेंगे।</li> <li>● परोपकार की भावना जागृत कर सकेंगे।</li> <li>● प्रकृति से सीख प्राप्त कर सकेंगे।</li> <li>● शिष्ट आचरण करना सीख सकेंगे।</li> </ul>                                              |
| July'26 | <p><b>सारांश:—</b><br/>6. जामुन का पेड़</p> <p><b>व्याकरण:—</b><br/>संधि, लिंग, अनेक शब्दों के लिए एक शब्द, निबंध, अपठित गद्यांश</p> <p><b>रामायण:—</b><br/>अयोध्या कांड, अरण्य कांड</p> | 22 | <p><b>अनेक शब्दों के लिए एक शब्द:—</b><br/>(1) जो ईश्वर में विश्वास रखता हो से (22) जो आंखों से परे हो तक<br/><b>निबंध:—</b> परीक्षा का पहला दिन<br/><b>SDG:-</b> वृक्षों का महत्व<br/><b>रामायण:—</b> वन के लिए प्रस्थान से शरभंग और सुतीक्ष्ण मुनियों से भेंट</p>                                                                                                            | <ul style="list-style-type: none"> <li>● असहाय व्यक्तियों की मदद करना सीखाना।</li> <li>● भ्रष्टाचार का विरोध करने के लिए प्रेरित करना।</li> <li>● सूझ—बूझ से काम लेना सीखाना।</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>● असहाय व्यक्तियों की मदद करना सीख सकेंगे।</li> <li>● भ्रष्टाचार का विरोध करना सीख सकेंगे।</li> <li>● सूझ—बूझ से काम लेना सीख सकेंगे।</li> </ul>                                                                             |

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| August'26    | <p><b>सारांश:—</b><br/>7. तारों की दुनिया</p> <p><b>व्याकरण:—</b><br/>उपसर्ग, प्रत्यय,<br/>श्रुतिसमभिन्नार्थक शब्द, मुहावरे,<br/>अनौपचारिक पत्र, निबंध</p> <p><b>रामायण:—</b><br/>अरण्य कांड</p>                      | 20 | <p><b>श्रुतिसमभिन्नार्थक शब्द:—</b> (1) अनु से (18) तरंग तक<br/><b>मुहावरे:—</b> (1) अंधे की लाठी से (42) हवाई किले बनाना तक<br/><b>अनौपचारिक पत्र:—</b> अपने मित्र को चित्रकला प्रतियोगिता में प्रथम स्थान प्राप्त करने हेतु बधाई पत्र।<br/><b>निबंध:—</b> विज्ञान वरदान या अभिशाप</p> <p><b>Poster Making:—</b> विभिन्न स्वतंत्रता सेनानियों तथा उनके नारे दर्शाते हुए A4 साइज पेपर द्वारा बुकलेट तैयार करें।</p> <p><b>रामायण:—</b> ऋषि अगस्त्य से अस्त्र-शस्त्र प्राप्त से राम लक्ष्मण द्वारा सीता की खोज</p> | <ul style="list-style-type: none"> <li>● तारों के बारे में जानकारी प्राप्त कराना।</li> <li>● अपनी बात पर अडिग रहना सीखाना।</li> <li>● अपने भाई के प्रति समर्पण की भावना जगाना।</li> <li>● खगोल का ज्ञान प्राप्त करने के लिए प्रेरित करना।</li> </ul> | <ul style="list-style-type: none"> <li>● तारों के बारे में जानकारी प्राप्त कर पाएंगे।</li> <li>● अपनी बात पर अडिग रहना सीख सकेंगे।</li> <li>● अपने भाई के प्रति समर्पण की भावना जागृत कर पाएंगे।</li> <li>● खगोल का ज्ञान प्राप्त सकेंगे।</li> </ul>                         |
| September'26 | <p><b>सारांश:—</b><br/>9. अशोक का हृदय— परिवर्तन</p> <p><b>व्याकरण:—</b><br/>सर्वनाम, संदेश लेखन,<br/>औपचारिक पत्र</p> <p><b>रामायण:—</b><br/>किष्किंधा कांड</p> <p><b>पुनरावृत्ति,<br/>अर्द्धवार्षिक परीक्षा</b></p> | 22 | <p><b>औपचारिक पत्र:—</b> लाउडस्पीकर की तेज शोर की शिकायत करते हुए थानाध्यक्ष को पत्र।</p> <p><b>Skills:—</b><br/>छात्र हिंदी पढ़ाई के माध्यम से इतिहास के बारे में जानेंगे।<br/><b>Subject Enrichment:—</b><br/>'अशोक का हृदय— परिवर्तन' एकांकी को छात्र कहानी रूप में प्रस्तुत करेंगे।</p> <p><b>रामायण:—</b> राम सुग्रीव मैत्री सीता की खोज में वानरों का प्रस्थान</p>                                                                                                                                          | <ul style="list-style-type: none"> <li>● हिंसा को त्यागने की भावना विकसित करना।</li> <li>● स्त्री के प्रति सम्मान का भाव जागृत करना।</li> <li>● कर्तव्यनिष्ठ रहने की सीख देना।</li> <li>● हमेशा मित्रधर्म निभाने की भावना जागृत करना।</li> </ul>     | <ul style="list-style-type: none"> <li>● हिंसा को त्यागने की भावना विकसित कर सकेंगे।</li> <li>● स्त्री के प्रति सम्मान का भाव जागृत कर सकेंगे।</li> <li>● कर्तव्यनिष्ठ रहने की सीख प्राप्त कर सकेंगे।</li> <li>● हमेशा मित्रधर्म निभाने की भावना जागृत कर सकेंगे।</li> </ul> |

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| October'26  | <p><b>सारांश:-</b><br/>10.मेरी भक्ति-यात्रा<br/>11.गुरु-शिष्य संबंध</p> <p><b>व्याकरण:-</b><br/>विशेषण, काल,अनेक शब्दों के लिए एक शब्द, अनौपचारिक पत्र, अपठित काव्यांश,निबंध</p> <p><b>रामायण:-</b><br/>सुंदर कांड</p> | 14 | <p><b>अनौपचारिक पत्र:-</b> परीक्षा में अच्छे अंक प्राप्त करने के लिए मन लगाकर पढ़ने की सलाह देते हुए छोटी बहन को पत्र</p> <p><b>अनेक शब्दों के लिए एक शब्द:-</b> (23) जो गांव में रहने वाला हो से (44) पथ का प्रदर्शन करने वाला तक</p> <p><b>निबंध:-</b> वृक्ष: हमारे मित्र</p> <p><b>Art Integrated Learning:-</b> विशेषण के भेदों को उदाहरण सहित चार्ट पेपर पर दर्शाएं।</p> <p><b>Skills:-</b> भाषा की पकड़ मजबूत होगी</p> <p><b>रामायण:-</b> सुरसा और सिंहिका से हनुमान की लंका से वापसी</p> | <ul style="list-style-type: none"> <li>● भक्ति-भावना का अनुकरण करने के लिए प्रेरित करना।</li> <li>● ढोंग-आडंबरों का विरोध करने की क्षमता बढ़ाना।</li> <li>● सादगीपूर्ण जीवन जीने के लिए प्रेरित करना।</li> <li>● निस्वार्थ सेवा का भाव विकसित करना।</li> </ul> | <ul style="list-style-type: none"> <li>● भक्ति-भावना का अनुकरण कर पाएंगे।</li> <li>● ढोंग-आडंबरों का विरोध करना सीख पाएंगे।</li> <li>● सादगीपूर्ण जीवन जीने की कला सीख सकेंगे।</li> <li>● निस्वार्थ सेवा का भाव विकसित कर सकेंगे।</li> </ul>                                       |
| November'26 | <p><b>सारांश:-</b><br/>13. जीवन में हास्य-विनोद<br/>14. तब याद तुम्हारी आती है</p> <p><b>व्याकरण:-</b><br/>क्रिया,वचन,विलोम शब्द,पर्यायवाची शब्द, अपठित गद्यांश, निबंध</p> <p><b>रामायण:-</b><br/>युद्ध कांड</p>       | 16 | <p><b>विलोम शब्द:-</b> (25) उदार से (46) हित तक</p> <p><b>पर्यायवाची:-</b> (26) धन से (50) हृदय तक</p> <p><b>निबंध:-</b> प्रकाश पर्व- दीपावली</p> <p><b>Experiential Learning:-</b> छात्र अपने बचपन की कोई रोचक घटना पर लेख लिखेंगे।</p> <p><b>Skills:-</b> स्व-लेखन कला मजबूत होगी।</p> <p><b>रामायण:-</b> वानर सेना का प्रस्थान से कुंभकर्ण की नींद खुली तक।</p>                                                                                                                              | <ul style="list-style-type: none"> <li>● प्राकृतिक सौंदर्य की अनुभूति कराना।</li> <li>● आनंद एवं उल्लास की भावना जागृत करना।</li> <li>● राष्ट्रध्वज के प्रति आदर की भावना जगाना।</li> <li>● स्वतंत्रता सेनानियों की वीरता से परिचय करवाना।</li> </ul>          | <ul style="list-style-type: none"> <li>● प्राकृतिक सौंदर्य की अनुभूति कर सकेंगे।</li> <li>● आनंद एवं उल्लास की भावना जागृत कर सकेंगे।</li> <li>● राष्ट्रध्वज के प्रति आदर का भाव विकसित कर पाएंगे।</li> <li>● स्वतंत्रता सेनानियों की वीरता का परिचय प्राप्त कर पाएंगे।</li> </ul> |

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| December'26 | <p><b>सारांश:—</b><br/>15. कहानी हमारे राष्ट्रीय ध्वज की<br/>16. ठेस</p> <p><b>व्याकरण:—</b><br/>वाक्य,विराम चिह्न, लोकोक्ति, श्रुतिसमभिन्नार्थक शब्द,औपचारिक पत्र, निबंध</p> <p><b>रामायण:—</b><br/>युद्ध कांड</p> | 20 | <p><b>लोकोक्ति:—</b> (1) अधजल गगरी छलकत जाए से (23) हाथी के दांत खाने के और दिखाने के और तक</p> <p><b>श्रुतिसमभिन्नार्थक शब्द:—</b> (19) तरणी से (36) हंस तक।</p> <p><b>औपचारिक पत्र:—</b> बालहंस के संपादक को वार्षिक सदस्यता प्राप्त करने के लिए पत्र।</p> <p><b>Art Integrated Learning:-</b><br/>छात्र राष्ट्र ध्वज का चित्र बनाएंगे।</p> <p><b>रामायण:—</b><br/>कुंभकर्ण द्वारा भयंकर युद्ध से रावण ने किया सारथी पर क्रोध</p> | <ul style="list-style-type: none"> <li>● श्रम के प्रति सम्मान का भाव विकसित कराना।</li> <li>● स्वाभिमान की प्रवृत्ति विकसित कराना।</li> <li>● कारीगरी की कद्र करना सीखाना।</li> <li>● निस्वार्थ सेवा—भाव जागृत कराना।</li> </ul> | <ul style="list-style-type: none"> <li>● श्रम के प्रति सम्मान का भाव प्रदर्शित कर सकेंगे।</li> <li>● स्वाभिमान की प्रवृत्ति विकसित कर सकेंगे।</li> <li>● कारीगरी की कद्र करना सीख सकेंगे।</li> <li>● निस्वार्थ सेवा—भाव जागृत कर सकेंगे।</li> </ul> |
| January'27  | <p><b>सारांश:—</b><br/>19. आज़ादी</p> <p><b>व्याकरण:—</b><br/>वाक्य रचना की अशुद्धियाँ,विज्ञापन लेखन अनौपचारिक पत्र,निबंध</p> <p><b>रामायण:—</b><br/>युद्ध कांड</p>                                                 | 19 | <p><b>अनौपचारिक पत्र:—</b> पिताजी से रुपए मांगने के लिए पत्र लिखें।</p> <p><b>निबंध:—</b><br/>वसंत ऋतु</p> <p><b>Speaking skills:-</b> छात्र 'आज़ादी' कविता से मिलती-जुलती कविता का वाचन कक्षा में करेंगे।</p> <p><b>रामायण:—</b><br/>फिर शुरु हुआ राम रावण युद्ध से राम का राजतिलक तक।</p>                                                                                                                                         | <ul style="list-style-type: none"> <li>● आज़ादी के सच्चे अर्थ का ज्ञान प्राप्त कराना।</li> <li>● कर्म के प्रति निष्ठावान होना सीखाना।</li> <li>● त्यागी एवं बलिदानी बनने की भावना जागृत करना।</li> </ul>                         | <ul style="list-style-type: none"> <li>● आज़ादी के सच्चे अर्थ का ज्ञान प्राप्त कर पाएंगे।</li> <li>● कर्म के प्रति निष्ठावान होना सीख सकेंगे।</li> <li>● त्यागी एवं बलिदानी बनने की भावना जागृत कर सकेंगे।</li> </ul>                               |
| February'27 | <p><b>पुनरावृत्ति</b></p> <p><b>वार्षिक परीक्षा</b></p>                                                                                                                                                             |    |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |



**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2026 - 27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

| Subject संस्कृत<br>Book नई दीप मणिका -6<br><b>Correct Syllabus given at the end after AI</b> |                                                                                                       |            |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                    |
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| Month                                                                                        | Chapter                                                                                               | No. of pr. | Topics                                                                                                                                                                                                                                                                         | Learning Objective                                                                                                                                                                                                                                             | Learning Outcome                                                                                                                                                                                                                                                                                                                                   |
| April'26'                                                                                    | 1.संस्कृत शब्द-परिचयः<br><br>2. धातु परिचय<br><br>3.प्रथम पुरुषः तीनों लिंगों में<br><br>4.मध्यमपुरुष | 8          | <ul style="list-style-type: none"> <li>●अकारांत पुल्लिङ्ग - नपुंसकलिङ्ग आकारांत स्त्रीलिङ्ग शब्दरूप ।</li> <li>●धातु परिचय</li> <li>●प्रथम पुरुषः त्रिषु लिङ्गेषु 'ते' सर्वनाम का तीनों लिङ्गों में प्रयोग ( विषय सर्वान्वय गतिविधि)</li> <li>●मध्यम पुरुष उभयलिङ्ग</li> </ul> | छात्रों की सहायता करना -<br>संस्कृत शब्दों में लिंग और वचन का परिचय●प्रथम पुरुष धातु रूपों का और अर्थ का परिचय<br>प्रथम पुरुष के शब्दों का तीनों लिंगों और तीनों वचनों में वाक्य में प्रयोग<br>मध्यम पुरुष के सर्वनाम का और क्रियापदों का नित्य जीवन में उपयोग | <b>छात्र सक्षम हुए -</b> <ul style="list-style-type: none"> <li>● संस्कृत शब्द में तीनों लिंगों और तीनों वचनों का ज्ञान।</li> <li>●प्रथम पुरुष की धातु रूपों का ज्ञान बोध</li> <li>● प्रथम पुरुष के सर्वनाम शब्दों का तीन लिंगों और तीनों वचनों में प्रयोग</li> <li>●मध्यम पुरुष के सर्वनाम शब्दों का तीनों वचनों में वाक्य में प्रयोग।</li> </ul> |
| May                                                                                          | मध्यम पुरुष<br>5.उत्तम पुरुष                                                                          |            | <ul style="list-style-type: none"> <li>● मध्यम पुरुष</li> <li>● उत्तम पुरुष</li> <li>●पत्रलेखन ( रचनात्मक कौशल )</li> </ul>                                                                                                                                                    | छात्रों की सहायता करना —<br>मध्य पुरुष और उत्तम पुरुष के शब्दों का नित्य जीवन में प्रयोग<br>पत्र का प्रारूप व शब्द का चयन                                                                                                                                      | छात्र पारंगत हुए - <ul style="list-style-type: none"> <li>●मध्यम पुरुष और उत्तमपुरुष के शब्दों का तीनों वचनों में वाक्य में प्रयोग।</li> <li>●रचनात्मक कौशल विकास।</li> </ul>                                                                                                                                                                      |

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| June '26  | 6. अव्यय पदानि<br>7. कर्ता कारक (प्रथमा विभक्ति)      | 4 | ● अव्यय कर्ता कारक                          | छात्रों की सहायता करना कि -<br>अव्यय पदों का परिचय उपयोग और प्रयोग<br><br>कर्ता कारक के वाक्य निर्माण से भाषा का ज्ञान                                              | छात्र सक्षम हुए -<br>● अव्यय पदों का ज्ञान प्रयोग और उपयोगिता।<br><br>● कर्ता कारक पदों का वाक्य में प्रयोग।                                                                                |
| July '26  | 8. कर्मकारक (द्वितीया वि.)<br>9. करणकारक (तृतीया वि.) | 8 | कर्म कारक [करणकारक]                         | निम्न बिन्दुओं को स्पष्ट करने में छात्रों की सहायता करना -<br>कर्ता- कर्म- क्रियापद के द्वारा वाक्य निर्माण और प्रयोग।<br>● वाक्य में करण कारक का वचन अनुसार प्रयोग | छात्र सक्षम हुए-<br>● प्रथमपुरुष, मध्यमपुरुष व उत्तमपुरुष में सर्वनाम व धातुरूप का मिलान करने में।<br>● कर्म पदों के द्वारा वाक्य निर्माण।<br>● करण पदों के द्वारा वाक्य रचना।              |
| August 26 | संप्रदान कारक (चतुर्थी वि.)                           |   | संप्रदान कारक चित्र वर्णन- कलासमेकित शिक्षण | छात्रों की सहायता करना –<br>वाक्य में संप्रदान कारक का प्रयोग<br>• दिये गए शब्दों की सहायता से चित्र पर आधारित वाक्य रचना में।                                      | छात्र पारंगत हुए -<br>● संप्रदान कारक पदों के साथ कर्ता-कर्म- करण और क्रियापदों का मेल और वाक्य रचना।<br>● कर्तृपद व क्रियापद का मेल करने में कार्य में ।<br>● चित्र से संबंधित वाक्य रचना। |

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| September '26 | (पुनरावृत्ति)                                   | 4 | परीक्षा से सम्बन्धित पठित पाठों की पुनरावृत्ति  | छात्रों की सहायता करना कि -                                                                                                                                          | छात्र सक्षम हुए-<br><br>पठित पाठों का सम्यक ज्ञान।                                                                                           |
| October '26   | 11. अपादान कारक (पंचमी वि०)                     | 6 | अपादान कारक<br>•चित्र वर्णन- कलासमेकित शिक्षण   | छात्र की सहायता करना -<br>अपादान कारक का ज्ञान और जीवन में उपयोग।<br>•दिये गए शब्दों की सहायता से चित्र पर आधारित वाक्य रचना में।                                    | छात्र सक्षम होंगे कि -<br><br>•करण कारक और अपादान कारक के मध्य अंतर स्पष्ट करते हुए वाक्य में अपादान कारक का प्रयोग।<br>•रचनात्मक कौशल विकास |
| November      | 'किम्' शब्द का रूप अधिकरण कारक (सप्तमी विभक्ति) | 7 | प्रश्न निर्माण- विषय संवर्धन<br><br>अधिकरण कारक | छात्र की सहायता करना -<br><br>•जिस विभक्ति और वचन में पद होंगे प्रश्न निर्माण उसी विभक्ति और वचन में होगा<br>• अधिकरण कारक के शब्द रूपों का ज्ञान, वाक्य में प्रयोग। | छात्र सक्षम हुए-<br><br>•प्रश्न निर्माण में।<br>•अधिकरण कारक के साथ कर्ता और क्रिया पदों का मेल।                                             |
| December '26  | 14. लृटलकार<br>15.संख्यावाचि पद                 | 5 | लृटलकार धातुरूप अनुभवजन्य शिक्षण (1-50)         | छात्र की सहायता करना<br><br>लृटलकार में धातु रूप का ज्ञान और वाक्य में प्रयोग।                                                                                       | छात्र सक्षम हुए-<br><br>•भविष्यत काल के अंतर्गत लृट लकार का प्रयोग होता है                                                                   |
| January '26   | 15.अभ्यास प्रश्न पत्र-1,2                       | 7 | अभ्यास प्रश्न पत्र                              | छात्र की सहायता करना -<br><br>परीक्षा उपयोगी                                                                                                                         | छात्र सक्षम हुए-<br><br>परीक्षा उपयोगी                                                                                                       |

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| February<br>'26 | परीक्षा से<br>सम्बन्धित<br>पठित पाठो<br>की पुनरावृति |  | परीक्षा से सम्बन्धित पठित<br>पाठो का अभ्यासकार्य | परीक्षा हेतु पूर्णतः तत्पर। | परीक्षा हेतु सुरक्षित /<br>आत्मविश्वासी। |
| March 26        |                                                      |  |                                                  |                             |                                          |

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2026-27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

| Subject: <b>MATHEMATICS</b><br>Book : <b>Ganita Prakash (Textbook of Mathematics for Grade 6 [NCERT MATH 6]</b><br><b>New Learning Composite Mathematics for Class 6</b> |                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Month                                                                                                                                                                    | Chapter                                           | No. of pr. | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Learning Objective                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| April '26                                                                                                                                                                | <b>Chapter 1.<br/>Patterns in<br/>mathematics</b> | 24         | <ul style="list-style-type: none"> <li>➤ Patterns in numbers.</li> <li>➤ Relations among number sequences visualising number sequences</li> <li>➤ Patterns in shapes</li> <li>➤ Relation to number sequences</li> </ul> <p><b>SDG : Quality Education.</b></p> <p><b><u>ACTIVITY-1</u></b><br/>           Pictorial representation of some number sequences using bindis or colours.</p> <p><b><u>ACTIVITY-2</u></b><br/> <u>Shape sequences by paper cutting and pasting method</u></p> | To help the students: <ul style="list-style-type: none"> <li>➤ Identify and extend patterns using numbers, shapes, and colors.</li> <li>➤ Analyze the concept of repetition and iteration in patterns.</li> <li>➤ Recognize and create patterns using algebraic expressions.</li> <li>➤ Apply patterns to solve real-life problems.</li> <li>➤ Develop problem-solving skills and critical thinking through pattern recognition.</li> </ul> | The Students will be able to : <ul style="list-style-type: none"> <li>➤ Create patterns using numbers, shapes, and colours with accuracy.</li> <li>➤ Applies the concept of repetition and iteration in patterns and apply it to create new patterns.</li> <li>➤ Apply patterns to solve real-life problems, such as designing a mosaic or creating a sequence of numbers.</li> <li>➤ Develop problem-solving skills and critical thinking through pattern recognition, including identifying relationships between numbers and shapes.</li> </ul> |

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| May '26 | <b>Chapter 2.<br/>Lines and angles</b> | 12 | <p>Point, line segment, line, ray, angles, comparing angles, making rotating arms, special types of angles, measuring angles, labelled protractor, drawing angles, types of angles and their measures.</p> <p><b>ART INTEGRATION:</b> Cut geometric shapes of different shapes for Collages</p> <p><b>SUBJECT ENRICHMENT:</b><br/><b>Draw different angles with the help of Protractor</b></p> <p><b><u>ACTIVITY-3</u> :comparing angles using :</b><br/> <b>1.clock</b><br/> <b>2. By different real life images</b></p> <p><b><u>ACTIVITY-4:</u> showing angles using yoga postures</b></p> | <ul style="list-style-type: none"> <li>➤ Identify and classify lines and angles: Recognize and name different types of lines (intersecting, parallel, perpendicular) and angles (acute, obtuse, right, straight).</li> <li>➤ Explain angle properties: Learn about angle sum properties, such as the sum of interior angles in a triangle.</li> <li>➤ Apply knowledge of lines and angles to solve problems: Use understanding of lines and angles to solve real-world problems, such as designing a room or creating a geometric shape.</li> <li>➤ 4. Evaluate spatial reasoning and visualization skills: Improve ability to visualize and understand geometric shapes and their properties.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Designs and name different types of lines and angles.</li> <li>➤ Classify angles as acute , obtuse, right, or straight.</li> <li>➤ create geometric shapes using lines and angles.</li> <li>➤ design and create geometric shapes.</li> <li>➤ Apply Spatial reasoning and visualization skills to solve problems involving lines and angles.</li> <li>➤ Calculate the sum of interior angles in a triangle and be able to apply this knowledge to solve problems.</li> </ul> |
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| June '26 | <b>Chapter 3.<br/>Number Play</b> | 14 | <p>Supercells, patterns of numbers on the number line, playing with digits, Pretty palindromic patterns, the magic number of Kaprekar, clock and calendar numbers, mental math, playing with number patterns, an unsolved mystery - The Collatz Conjecture! Simple estimation, games and winning strategies</p> <p><b>SDG . 1.Quality Education.</b></p> <p><b>2. Develop critical thinking/ problem solving skills by analysing and applying various mathematical concepts.</b></p> <p><b><u>ACTIVITY -5</u></b><br/>Identifying super sales</p> <p><b><u>ACTIVITY-6</u></b><br/><b>Palindrome puzzle</b></p> <p><b><u>ACTIVITY-7</u></b><br/><b>The Magic Number of Kaprekar</b></p> | <ul style="list-style-type: none"> <li>➤ Develop mental math skills: Improve ability to perform mental calculations, such as multiplication, division, addition, and subtraction.</li> <li>➤ Build number sense: Enhance understanding of numbers, their relationships, and properties.</li> <li>➤ Apply mathematical operations: Use addition, subtraction, multiplication, and division to solve problems.</li> <li>➤ Develop problem-solving skills: Improve ability to approach and solve mathematical problems in a logical and methodical way..</li> </ul> | <ul style="list-style-type: none"> <li>➤ perform mental calculations, such as: <ul style="list-style-type: none"> <li>- Multiplication and division facts.</li> <li>- Simple addition and subtraction facts.</li> </ul> </li> <li>➤ explain number patterns, such as odd and even numbers.</li> <li>➤ explain number relationships, such as factors and multiples.</li> <li>➤ Apply mathematical operations, such as: <ul style="list-style-type: none"> <li>- Addition and subtraction of multi-digit numbers.</li> <li>- Multiplication and division of multi-digit numbers by single-digit numbers.</li> </ul> </li> <li>➤ apply number sense and mathematical operations to solve real-world problems, such as: <ul style="list-style-type: none"> <li>➤ Calculating change or total cost.</li> <li>➤ Measuring quantities, such as length or weight</li> </ul> </li> </ul> |
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| July '26 | <b>Chapter 4.<br/>Data<br/>Handling<br/>And<br/>Presentation</b> | 24 | <b>Collecting and organising data<br/>pictogram, bar graph, drawing<br/>bar graph, infographics, Artistic<br/>and Aesthetic Considerations</b><br><br><b><u>ACTIVITY-8:</u></b><br><br><b>SURVEY-list of favourite ice<br/>cream / desert of students of class<br/>6 using</b><br><br><b>1. tally marks</b><br><br><b>2.pictograph</b><br><br><b>3.bar graph</b> | <ul style="list-style-type: none"> <li>➤ Collect and organize data:<br/>Learn to collect data from various sources, organize it in a systematic manner, and present it in a meaningful way.</li> <li>➤ Understand data representation: Learn to represent data using various methods, such as tables, graphs, and charts.</li> <li>➤ Interpret and analyze data:<br/>Develop skills to interpret and analyze data, identify patterns and trends, and draw conclusions.</li> <li>➤ Communicate data effectively: Learn to communicate data effectively using visual aids, such as graphs, charts, and diagrams.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Data collection and organization: <ul style="list-style-type: none"> <li>- Collect data from various sources, such as surveys, observations, and experiments.</li> <li>- Organize data in a systematic manner, using tables, charts, and graphs.</li> </ul> </li> <li>Data representation:<br/>Students will be able to: <ul style="list-style-type: none"> <li>➤ Represent data using various methods, such as bar graphs, pie charts, and line graphs.</li> <li>- Choose the most appropriate method of data representation for a given set of data.</li> </ul> </li> <li>Data interpretation and analysis: <ul style="list-style-type: none"> <li>- Interpret data to identify patterns and trends.</li> <li>- Analyze data to draw conclusions and make predictions.</li> </ul> </li> </ul> |
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| August '26    | <b>Chapter 5.<br/>Prime Time</b>          | 24 | <p>common multiples and common factors ,Co prime numbers for safekeeping treasures prime numbers, prime factorization, prime factorization of a product of two numbers, using prime factorization to check if two numbers are Co prime ,using prime factorization to check if one number is divisible by another, divisibility test, special numbers, a prime puzzle.</p> <p><b><u>Activity-9</u></b><br/><b>showing common multiple using venn diagram</b></p> <p><b><u>ACTIVITY-10</u></b><br/><b>Finding Prime numbers by Sieve of Eratosthenes method.</b></p> | <ul style="list-style-type: none"> <li>➤ Understand the concept of prime numbers: Learn to define and identify prime numbers, and understand their importance in mathematics.</li> <li>➤ Identify and generate prime numbers: Develop skills to identify prime numbers within a given range and generate prime numbers using different methods.</li> <li>➤ Apply prime numbers to solve problems: Learn to apply prime numbers to solve real-world problems, such as cryptography and coding theory.</li> <li>➤ Develop problem-solving skills: Improve critical thinking and problem-solving skills by working with prime numbers.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Explain prime numbers and identify them within a given range.</li> <li>➤ Generate prime numbers within a given range using different methods.</li> <li>➤ Explain the advantages and disadvantages of different prime number generation methods.</li> <li>➤ Apply prime numbers to solve real-world problems, such as cryptography and coding theory.</li> <li>➤ Develop critical thinking and problem-solving skills by working with prime numbers.</li> <li>➤ Applies these skills to solve problems in mathematics and other subjects.</li> </ul> |
| September '26 | <b>Revision<br/>Chapter-1,2,3,4 and 5</b> | 12 | <p>➤ Revision of I<sup>ST</sup> TERM</p> <p>I<sup>ST</sup> TERM</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| October '26 | <b>Chapter 6.<br/>Perimeter<br/>and Area</b> | 16 | <p>Perimeter, perimeter of rectangle, perimeter of square, perimeter of triangle , perimeter of regular polygon, area, area of a triangle, area maze puzzles.</p> <p><b>SDG: Quality Education</b></p> <p><b><u>Activity 11-</u></b><br/><b>Calculate perimeter and area of an irregular and regular shapes by paper cutting and pasting method</b></p> | <ul style="list-style-type: none"> <li>➤ Define perimeter and area, and understand their importance in real-life situations.</li> <li>➤ Calculate the perimeter of various shapes, including rectangles, squares, and triangles.</li> <li>➤ Calculate the area of various shapes, including rectangles, squares, and triangles.</li> <li>➤ Apply formulas to calculate perimeter and area, such as <math>P = 2(l + b)</math> and <math>A = l \times b</math>.</li> <li>➤ Solve problems involving perimeter and area, including word problems and practical applications.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Calculates the perimeter of rectangles, squares, and triangles.</li> <li>➤ Applies formulas for calculating perimeter, including the use of units and conversion between units.</li> <li>➤ Calculates the area of rectangles, squares, and triangles.</li> <li>➤ Applies formulas for calculating area, including the use of units and conversion between units.</li> <li>➤ Applies knowledge of perimeter and area to design and create objects, such as gardens or rooms.</li> <li>➤ Evaluates real-world problems involving perimeter and area, such as calculating the cost of fencing a garden or the area of a room.</li> <li>➤ applies knowledge of perimeter and area to solve real-world problem.</li> <li>➤ Demonstrate critical thinking and creativity in solving problems involving perimeter and area.</li> </ul> |
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| November<br>'26 | Chapter 7:<br>Fraction | 12 | <p>Fractional units and equal shares, fractional units as parts of a whole, measuring using fractional units, marking fraction lengths on the number line, mixed fractions, equivalent fractions, comparing fractions, addition and subtractions of fractions, Brahmagupta's method for subtracting two fractions.</p> <p><b>ACTIVITY-12</b></p> <p><b>Showing fractions on a coloured paper</b></p> <p><b>ART INTEGRATED LEARNING:</b></p> | <ul style="list-style-type: none"> <li>➤ Define the concept of fractions: Learn to define and identify fractions, and understand their relationship to whole numbers.</li> <li>➤ Represent fractions in different forms: Develop skills to represent fractions in various forms, such as pictorial, numerical, and algebraic.</li> <li>➤ Compare and order fractions: Learn to compare and order fractions, including equivalent fractions.</li> <li>➤ Perform operations with fractions: Develop skills to add and subtract fractions, including mixed numbers.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Demonstrates and identifies fractions.</li> <li>➤ Represents fractions in pictorial, numerical, and algebraic forms.</li> <li>➤ Compares and order fractions.</li> <li>➤ Identifies equivalent fractions.</li> <li>➤ Add and subtract fractions.</li> <li>➤ Performs operations with mixed numbers.</li> <li>➤ Applies knowledge of fractions to solve real-world problems.</li> <li>➤ Uses fractions to represent quantities in everyday life.</li> </ul> |
|                 |                        | 6  | <p>Comparative study between Jharkhand and Telangana.</p>                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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| January '27  | Chapter 10:<br>The Other side of zero<br>(Integers) | 20 | <p>Integers, Back to zero, adding and subtracting larger numbers, number line, The Token Model for addition and subtraction, integers in daily life, integers grids and puzzles.</p> <p><b><u>ACTIVITY -15</u></b></p> <p><b>SUBJECT ENRICHMENT:</b><br/>Addition of integers by paper cutting and pasting method/ using bindies.</p> <p><b><u>ACTIVITY -16</u></b></p> <p><b><u>Addition of Integers on the number line</u></b></p> | <ul style="list-style-type: none"> <li>➤ Define and identify integers, including positive, negative, and zero.</li> <li>➤ Develop skills to represent integers on a number line, including understanding the concept of absolute value.</li> <li>➤ Add, subtract, multiply, and divide integers, including understanding the rules for operations with negative numbers.</li> <li>➤ Develop skills to apply integers to solve problems in mathematics and real-world applications.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Defines and identifies integers.</li> <li>➤ Represents integers on a number line.</li> <li>➤ Add, subtract, multiply, and divide integers.</li> <li>➤ Explains the rules for operations with negative numbers.</li> <li>➤ Evaluates absolute value to solve real-world problems.</li> <li>➤ Applies integers to solve real-world problems, such as temperature, money, and measurement.</li> <li>➤ Uses integers to represent and solve problems in mathematics and real-world applications.</li> </ul> |
| February '27 | Revision<br>Final Exam<br>Chapter- 6, 7,8,9 and 10  | 10 | <ul style="list-style-type: none"> <li>● Doubt Clearance</li> </ul> <p>Previous years Question Papers<br/>Revision</p>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| March '27    |                                                     |    |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION-2026-27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS-VI**

**PHYSICS**  
**BOOK- NCERT CURIOSITY**

| Month      | Chapter                        | No. of per. | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Learning objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| APRIL 2026 | CHAPTER-4<br>EXPLORING MAGNETS | 8           | <p>Magnet –Introduction, type of magnet, how magnet were discovered.</p> <ul style="list-style-type: none"> <li>➤ Magnets of different shapes.</li> <li>➤ Magnetic and non- magnetic materials</li> </ul> <p>Activity related to magnetic and non-magnetic materials</p> <ul style="list-style-type: none"> <li>➤ Poles of a magnet.</li> </ul> <p><b>ACTIVITY</b><br/> <b>ART INTEGRATED LEARNING-</b><br/> To make chart of magnetic and non- magnetic materials &amp; to show the poles of magnet with the help of diagram.</p> <p><b>How to Make your own magnet</b></p> <ul style="list-style-type: none"> <li>➤ Attraction and repulsion between magnets, Precautions in handling magnets</li> <li>➤ how to store magnets properly, Uses of magnets.</li> <li>➤ <b>ACTIVITY</b></li> </ul> <p><b>EXPERIENTIAL LEARNING-</b><br/> Activities related to properties of magnet .<br/> skills-applying and analysing, problem solving and critical thinking skill.</p> | <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> <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>➤ To conclude the property of magnet.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Students will be able to illustrate the discovery of natural magnet.</li> <li>➤ To point out the different magnetic and nonmagnetic substances and hence they will be able to differentiate them.</li> <li>➤ To show the poles of magnet using suitable diagrams.</li> <li>➤ students will be able to illustrate how to find the direction using a bar magnet</li> <li>➤ students will be able to describe how to make our own magnet.</li> <li>➤ Students will be able to point out the different characteristics of magnet as well as the use of magnets.</li> </ul> |

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| MAY<br>2026  | CH-4<br>EXPLORING<br>MAGNETS                         | 4 | <b>ACTIVITY</b><br><b>SUBJECT ENRICHMENT-</b><br>To make an iron needle a Magnet.<br>To make your own magnet<br>➤ Finding direction<br>➤ Make your own magnet.<br>➤ Attraction and repulsion between magnets, Precautions in handling magnets<br>➤ how to store magnets properly, Uses of magnets.                                                                                           | ➤ To describe how to store magnets properly to prevent demagnetization.                                                                                                                                                                                                                                                                                        | ➤ To list out the precautions needed to handle a magnet.<br>➤ To illustrate how to store magnets in magnetic keepers.                                                                                                                                                                                                                                                      |
| JUNE<br>2026 | CH-5<br>MEASUREMENT<br>OF<br>LENGTH<br>AND<br>MOTION | 6 | ➤ Different modes of transportation.<br>➤ Use of hand span, Angula, dhanusa, Yojana (non- standard units) for measurement .<br>➤ Correct way to place the scale.<br>Hypothesize reasons for utilisation/usage of Standard units of measurement.<br>➤ Summarize the rules associated with the measurement of length.<br>➤ <b>ACTIVITY</b> -To measure the height of 10 students in the class. | ➤ To compare different Modes transportation.<br>➤ To measurement of length for an object using a scientific instrument and a non scientific instrument in order to differentiate between standard and non-standard units of measurement.<br>➤ To measure the length if the ends of the scale are broken.<br>➤ correct position of eye for correct measurement. | ➤ Sequence different modes of transportation from earliest to the most recent in order to suggest possible modification occurring over the period of time.<br>➤ To enlist the importance of standard units of measurement over non standard unit of measurement.<br>➤ Identify to find any errors associated with finding measurements using standard measurement devices. |

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| JULY<br>'26 | CH-5<br>MEASUREMENT<br>OF<br>LENGTH<br>AND<br>MOTION | 8 | ➤ To measure the length of a curved line.<br>➤ Difference between object in motion and in rest.<br>➤ Linear Motion and it's examples .<br>➤ Types of motion<br>Linear motion, Circular motion<br>Oscillatory motion. | ➤ Apply scientific inquiry to measure the length of an object in order to approximate the length of a curved line.<br>➤ Distinguish b/w rest and motion. | ➤ To find out the length of a curve line .<br>➤ To classify the objects in motion or at rest.<br>➤ To illustrate the differences between an object in motion and an object in rest. |
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|                 |                                              |          | <b>ACTIVITY</b> -To investigate circular & oscillatory motion .<br><br><b>ART INTEGRATED ACTIVITY-</b><br>Make a model of simple pendulum showing oscillatory and periodic motion.                                                                                                                                                                                                  | ➤ To illustrate rectilinear motion by giving day to day examples.<br>➤ To describe circular motion and point out how it is different from rectilinear motion/ linear motion.                                                                                                                 | ➤ To describe rectilinear motion and circular motion and will be able to relate it by giving suitable practical examples.                                                                         |
| <b>AUG '26</b>  | <b>CH-5 MEASUREMENT OF LENGTH AND MOTION</b> | <b>8</b> | ➤ Oscillatory motion<br>• <b>ACTIVITY-</b> To measure the speed of a ball.<br>• Motion of vehicles on the straight road and circular path. Differences between rectilinear and circular motion .<br>• Motion-difference between motion and rest.<br>➤ skills-creativity, problem solving and critical thinking skills                                                               | ➤ To describe oscillatory motion<br>➤ Find out the similarities and differences between the two objects based on the types of motion.<br>➤ To enlist the various types of motion during the movement of earth around the sun .                                                               | ➤ To illustrate oscillatory motion by giving examples from the real life.<br><br>➤ To point out the various types of motions possessed by an object .                                             |
| <b>SEPT '26</b> | <b>REVISION</b>                              | <b>4</b> | <b>REVISION</b>                                                                                                                                                                                                                                                                                                                                                                     | <b>REVISION</b>                                                                                                                                                                                                                                                                              | <b>REVISION</b>                                                                                                                                                                                   |
| <b>OCT '26</b>  | <b>CH-7 TEMPERATURE AND IT'S MEASUREMENT</b> | <b>4</b> | ➤ Hot and cold substances.<br>➤ Temperature of an object<br>➤ Device used to measure the temperature<br>➤ Types of thermometer<br>➤ Clinical thermometer<br><br><b>EXPERIENTIAL LEARNING ACTIVITY</b> -To measure the body temperature using digital clinical thermometer.<br><br><b>ART INTEGRATED ACTIVITY-THERMOMETER ART POSTER DESIGNING SHOWING VARIOUS TEMPERATURE SCALE</b> | ➤ Transfer of heat from hot object to cold object.<br>➤ To illustrate different types of thermometer and its uses.<br>➤ To enlist the merits and demerits of Mercury thermometer.<br>➤ Use of infrared thermometer.<br>➤ To enlist the precautions to be taken while handling a thermometer. | ➤ To describe the transfer of heat from hot to cold objects.<br>➤ To point out the merits and demerits of mercury thermometer .<br>➤ To illustrate how to handle a mercury / digital thermometer. |
| <b>NOV '26</b>  | <b>CH- 7 TEMPERATURE AND IT'S</b>            | <b>8</b> | ➤ Scales of temperature<br>➤ Fahrenheit scale<br>➤ Celsius scale<br>➤ Kelvin scale                                                                                                                                                                                                                                                                                                  | ➤ To illustrate the relation between the different scales of temperature.                                                                                                                                                                                                                    | ➤ To convert the temperature given in Celsius scale into fahrenheit scale and                                                                                                                     |

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|                | <b>MEASUREMENT</b>        |          | <ul style="list-style-type: none"> <li>➤ Laboratory thermometer and its use.</li> <li>➤ Comparison between Clinical &amp; Laboratory thermometer.</li> </ul> <p><b>EXPERIENTIAL LEARNING</b></p> <ul style="list-style-type: none"> <li>➤ <b>ACTIVITY</b> -To measure the temperature of body in Celsius scale and convert it into Fahrenheit scale &amp; kelvin scale.</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>➤ convert the temperature of any object given in kelvin scale into Celsius scale or vice versa.</li> <li>➤ Correct way of measuring temperature using a laboratory thermometer.</li> <li>➤ Use of lab thermometer</li> </ul>                                                                                                                      | <p>Kelvin scale.</p> <ul style="list-style-type: none"> <li>➤ To enlist the correct way of measuring temperature using laboratory thermometer.</li> <li>➤ Able to compare laboratory and clinical thermometer.</li> <li>➤ Illustrate the use of room thermometer.</li> </ul>                                                           |
| <b>DEC '26</b> | <b>CH-12 BEYOND EARTH</b> | <b>6</b> | <ul style="list-style-type: none"> <li>➤ Stars and constellations</li> <li>➤ Indian Astronomical names of stars .</li> <li>➤ Night sky watching</li> <li>➤ Light pollution and its effect</li> <li>➤ Our solar system</li> </ul> <p><b>SUBJECT ENRICHMENT ACTIVITY -</b></p> <p>Activity – To draw our constellation. Look at the stars in the sky and try to imagine a Pattern. Draw lines to connect the stars and form a recognizable shape. Name the pattern after an animal or an object that you think it resembles.</p> | <ul style="list-style-type: none"> <li>➤ To illustrate the different constellations such as Orion, Taurus, Sirius, Canis Major, Little Dipper, Big dipper .</li> <li>➤ To illustrate the different astronomical names of stars according to Indian astrology .</li> <li>➤ To illustrate the meaning of light pollution and its effect.</li> <li>➤ Planets of our solar system</li> </ul> | <ul style="list-style-type: none"> <li>➤ To compare the different constellation according to their shapes.</li> <li>➤ To enlist the different astronomical names of stars.</li> <li>➤ To describe our solar system and illustrate the ill effects of light pollution.</li> </ul>                                                       |
| <b>JAN '27</b> | <b>CH-12 BEYOND EARTH</b> | <b>8</b> | <ul style="list-style-type: none"> <li>➤ Planets in our solar system</li> <li>➤ Rotation and revolution of the planets around the sun.</li> <li>➤ Earth's natural satellite</li> <li>➤ Asteroids</li> <li>➤ Comets</li> <li>➤ The Milky way Galaxy</li> <li>➤ The universe</li> </ul> <p>To know our constellation.</p> <ul style="list-style-type: none"> <li>➤ Milky Way galaxy</li> <li>➤ our universe.</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>➤ Comparative study of the different planets of our solar system</li> <li>➤ Ancient names of different planets of our solar system.</li> <li>➤ Natural satellite of different solar system</li> <li>The moon natural satellite of Earth</li> <li>➤ To illustrate the meaning and</li> </ul>                                                       | <ul style="list-style-type: none"> <li>➤ To enlist the nature &amp; size of the various planets of our solar system</li> <li>➤ To illustrate the natural satellite of earth .</li> <li>➤ To describe the formation of asteroids commits in the solar system</li> <li>➤ To illustrate the Milky way galaxy and our universe.</li> </ul> |

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|            |          |   |          | formation of asteroids<br>and comets<br>➤ The Milky way<br>galaxy and<br>The Universe. |          |
| FEB<br>'27 | REVISION | 4 | REVISION | REVISION                                                                               | REVISION |

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2026 - 27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

**Subject: Chemistry**

**Book: NCERT Science Text Book for Class VI (CURIOSITY) , Practice And More Class VI**

| Month     | Chapter                                                                                   | No. of Pr. | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| April' 26 | CH 6 :<br>Materials around us<br><br>(SDG 12 :<br>Responsible Consumption and Production) | 8          | <ul style="list-style-type: none"> <li>➤ Classification of materials on the basis of appearance, hardness and softness, heaviness and lightness, transparency, translucency and opaque.</li> <li>❖ <b>ACTIVITY-</b> Students will play Dumb Shiraj in the class showing characteristics of different types of materials and others will identify.</li> <li>• Examine the materials by compressing or scratching them in order to categories them as hard and soft materials.</li> <li>• Observe the change in the shape of object added to water in order to categories 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>• Examine the materials by compressing or scratching them in order to categories them as hard and soft materials.</li> <li>• Observe the change in the shape of object added to water in order to categories 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> <li>• They will be able to apply the concept of classification In everyday life.</li> <li>• They will be able to predict whether an object will sink or float based on Its material, shape, and weight relative to size.</li> <li>• They will be able to distinguish between transparent, translucent, and opaque materials.</li> </ul> |

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| May'26 | <p>CH 8 :<br/>A Journey through States of Water</p> <p>(SDG 6 :<br/>Clean Water and Sanitation)</p> | 4 | <p>➤ <b>States of Water:</b></p> <ul style="list-style-type: none"> <li>• <b>Solid:</b> Water in its solid state is ice, characterized by a rigid, crystalline structure.</li> <li>• <b>Liquid:</b> Water in its liquid state is the form we commonly use, flowing and taking the shape of its container.</li> <li>• <b>Gas:</b> Water in its gaseous state is water vapor or steam, invisible and expanding freely.</li> <li>• <b>Examples:</b> Real-life examples like glaciers, ice cubes, rivers, oceans, steam, fog, and atmospheric moisture to illustrate the different states of water and their transformations.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the three states of water: solid (ice), liquid (water), and gas (water vapor).</li> <li>• To develop an appreciation for the importance of water in our daily lives and the environment.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to describe the three states of water and the processes of change between them.</li> <li>• Students will be able to appreciate the significance of water in our daily lives and the environment.</li> </ul> |
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| June ' 26 | <p>CH 8 :<br/>A<br/>Journey<br/>through<br/>States of<br/>Water</p> <p>(SDG 6 :<br/>Clean Water<br/>and<br/>Sanitation)</p> | 4 | <p>❖ Changes of State:</p> <ul style="list-style-type: none"> <li>• Melting: The process of converting ice (solid) to water (liquid).</li> <li>• Freezing: The process of converting water (liquid) to Ice (solid).</li> <li>• Evaporation: The process of converting water (liquid) to water vapor (gas).</li> <li>• Condensation: The process of converting water vapor (gas) to water (liquid).</li> </ul> <p>❖ <b>Activity : Ice Melting Experiment</b> – Materials: Ice cubes, thermometer, stopwatch.<br/>– Procedure: Ask students to observe and record the temperature and time It takes for Ice cubes to melt.</p> <ul style="list-style-type: none"> <li>• Skills Learned: Observation, measurement, data analysis.</li> </ul> <p>➤ <b>The Water Cycle:</b><br/>The chapter explains how water circulates between Earth's surface and atmosphere through evaporation, condensation, and precipitation, forming the water cycle.</p> <p>➤ <b>Factors Affecting the Water Cycle:</b><br/>The chapter also discusses how temperature and humidity influence the processes involved in the water cycle.</p> | <ul style="list-style-type: none"> <li>• To explore the processes of change between these states, including melting, freezing, evaporation, and condensation.</li> <li>• To understand the concept of melting and its relation to temperature.</li> <li>• To observe and describe the process of melting of ice.</li> <li>• To develop measurement and data analysis skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to explain the concepts of melting, freezing, evaporation, and condensation.</li> <li>• Students will be able to define melting and explain its relation to temperature.</li> <li>• Students will be able to describe the process of melting of ice.</li> <li>• Students will be able to measure and record temperature and time data.</li> </ul> |
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| July ' 26 | <p>CH: 9<br/>Methods of separations in everyday life</p> <p>(SDG 4 :<br/>Quality education)</p> | 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>ACTIVITY-1</b><br/><b>Group discussion-</b><br/>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 color 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> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• They are also able to differentiate between saturated and unsaturated solutions.</li> <li>• They will be able to classify materials based on solubility and separation methods.</li> </ul> |
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| August '26    | CH: 9<br>Methods of Separations in Everyday Life<br><br>(SDG 4 : Quality education)  | 8 | <ul style="list-style-type: none"> <li>• Separation of mixture by using more than one method</li> <li>• Saturated solution and unsaturated solution</li> <li>• Effect of heating and cooling on a saturated solution.</li> </ul> | <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> </ul>             | <ul style="list-style-type: none"> <li>• They will be able to separate mixtures using more than one method (such as sieving, filtration, evaporation, handpicking, sedimentation, etc.).</li> </ul>    |
| September '26 | CH 9 :<br>Methods of Separations in Everyday Life<br><br>(SDG 4 : Quality education) | 8 | <ul style="list-style-type: none"> <li>• Effect of heating and cooling on a saturated solution</li> <li>• Activity- Class demonstration of preparing saturated and unsaturated solution using salt and water.</li> </ul>         | <ul style="list-style-type: none"> <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> | <ul style="list-style-type: none"> <li>• They are able to specify certain specific methods which are employed to separate solid mixtures based on size, colour or weight of the components.</li> </ul> |
| October '26   | Symbols of 1 to 20 Elements                                                          | 4 | <ul style="list-style-type: none"> <li>• Symbols and name of 1 to 20 elements with their atomic numbers from periodic table.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Identify the elements by their symbols.</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• They are able to make the list of elements according to their atomic number.</li> </ul>                                                                       |

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| November '26 | CH 11: Nature's Treasures<br><br>(SDG 7 : Affordable and clean energy)  | 8 | <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> </ul> <p style="text-align: center;"><b>❖ ACTIVITY:</b></p> <p>Subject Enrichment: Preparing a model of composition of air using a pi- chart.</p> <p><b>Skills:</b> Creative Thinking</p> <ul style="list-style-type: none"> <li>Different activities to show the presence of air and also the composition of air.</li> </ul>                                                        | <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> </ul>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>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.</li> <li>They will be able to explain why these resources are important for plants, animals, and humans.</li> <li>They are able to explain the importance of different components of air.</li> </ul>                                                                                                                                                            |
| December '26 | CH 11 : Nature's Treasures<br><br>(SDG 7 : Affordable and clean energy) | 4 | <ul style="list-style-type: none"> <li>How does oxygen become available to the animals and plants living in water?</li> <li>Importance of water, soil, forests, rocks, and sunlight as natural resources.</li> <li>What are the consequences of cutting a large forest area?</li> </ul> <p style="text-align: center;"><b>❖ ACTIVITY :</b></p> <p>Make a presentation or do a role play, or write a story or a poem that shows what could happen if we continue to cut down trees in our forests.</p> <p><b>Skills:</b> Creative Thinking</p> | <ul style="list-style-type: none"> <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> <li>Prove the presence of air in soil in order to explain how oxygen is available to plant roots and soil organisms.</li> <li>Understand the importance of forests in maintaining ecological balance.</li> </ul> | <ul style="list-style-type: none"> <li>They are able to explain about air pollution and the effect of air pollution on plants and animals.</li> <li>They are able to explain how cutting forests affects rainfall, soil, wildlife, and air quality.</li> <li>The will able to show concern for protecting forests and nature.</li> <li>They will able to recommend practical steps such as tree plantation and reducing wasteful cutting of trees.</li> <li>They will able to present ideas confidently through speaking or creative writing.</li> </ul> |

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| January '27  | CH 11 :<br>Nature's<br>Treasures<br><br>(SDG 7 :<br>Affordable<br>and clean<br>energy) | 4 | <p>❖ <b>ACTIVITY - 3</b></p> <p>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>• Critique the importance of Air for sustains of life on earth.</li> <li>• Composition of air and uses of each component</li> </ul> | <ul style="list-style-type: none"> <li>• They are able to differentiate between renewable and non-renewable resources.</li> <li>• They will be able to develop awareness about environmental protection.</li> </ul> |
| February '27 | Revision of chapter 9,11 and Symbols of 1 to 20 Elements.                              | 6 | <ul style="list-style-type: none"> <li>• Revision</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>• Revision</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Revision</li> </ul>                                                                                                                                                        |

**SURENDRANATH CETENARY SCHOOL**  
**SESSION – 2026–27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

**Subject: BIOLOGY**

**Book : NCERT Science Text Book for Class VI (CURIOSITY) , Practice And More Class VI**

| Month    | Chapter                                                                    | No. of pr. | Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning Objective                                                                                                                                                                                                                                                                                                                                                                                                            | Learning Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| April'26 | CH 1:<br>The Wonderful World of Science<br><br>(SDG 4 : Quality Education) | 8          | <p>➤ <b>Introduction to Science:</b></p> <ul style="list-style-type: none"> <li>What is science? Branches of science, and the scientific method.</li> <li><b>The Natural World:</b> Exploring the natural world, including plants, animals, and ecosystems.</li> <li><b>Living Things:</b> Understanding living things, including cells, tissues, and organs.</li> <li><b>The Environment:</b> Exploring the environment, including the atmosphere, water, and soil.</li> </ul> | <ul style="list-style-type: none"> <li>To understand the concept of science and its importance in everyday life.</li> <li>To identify and explain the branches of science and the scientific method.</li> <li>To describe the natural world and Its components, including plants, animals, and ecosystems.</li> <li>To understand the structure and function of living things, including cells, tissues, and organ</li> </ul> | <ul style="list-style-type: none"> <li>Understanding the nature of science: Students can describe science as a way of exploring and understanding the world around us.</li> <li>Appreciating scientific Inquiry: Students can explain the importance of curiosity, observation, and experimentation in scientific inquiry.</li> <li>Recognizing the relevance of science: Students can identify examples of how science applies to everyday life and solves real-world problems.</li> <li>Developing critical thinking: Students can demonstrate critical thinking skills by asking questions, analyzing observations, and drawing conclusions.</li> </ul> |

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| May'26  | CH 2 :<br>Diversity in the<br>Living World<br>(SDG 15 : Life<br>on Land)       | 4 | <p>➤ <b>Introduction to Diversity:</b></p> <ul style="list-style-type: none"> <li>• This section introduces the concept of biodiversity, emphasizing the wide variety of plants and animals around us.</li> <li>• <b>Classification of Living Beings:</b></li> <li>• Student will learn how living things are grouped based on their similarities and differences, making it easier to study and understand them.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to Diversity in the Living World: Understanding the concept of diversity in the living world.</li> <li>• Classification of Living</li> <li>• Organisms: Understanding the classification of living organisms, including plants, animals, and microorganisms.</li> <li>• Characteristics of Living Organisms: Understanding the characteristics of living organisms, including growth, reproduction, and response to stimuli.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to define diversity in the living world and explain its importance.</li> <li>• Students will be able to identify and describe the characteristics of living organisms.</li> <li>• Students will be able to classify living organisms into different groups.</li> </ul> |
| June'26 | CH 2:<br>Diversity in the<br>Living World<br>(SDG 4 :<br>Quality<br>Education) | 4 | <p>➤ <b>Different Habitats of Living Beings:</b></p> <ul style="list-style-type: none"> <li>• The chapter explores the relationship between organisms and their habitats, along with the adaptations that help them survive in different environments.</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Diversity in Plants and Animals: Exploring the diversity of plants and animals, including their habitats and adaptations.</li> </ul>                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Students will be able to appreciate the diversity of plants and animals and their importance in the ecosystem.</li> </ul>                                                                                                                                                                    |

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| July'26 | <p>CH 2 :<br/>Diversity in the<br/>Living World</p> <p>(SDG 4 :<br/>Quality<br/>Education)</p> | 8 | <p>➤ <b>How Animals are Different from Plants:</b> This section highlights the key differences between plants and animals, such as their ability to move, their mode of nutrition, and their reproductive methods.</p> <ul style="list-style-type: none"> <li>• Importance of Biodiversity: The chapter emphasizes the significance of biodiversity, highlighting the role of different species in maintaining ecological balance and the need to protect them.</li> <li>• What is Biodiversity? This section defines what biodiversity is, emphasizing the variety of life forms present in many habitats.</li> </ul> <p>❖ <b>ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>• Classification of Living Organisms</li> <li>• Materials: Pictures or cards of different living organisms, whiteboard or chart paper, markers or colored pencils.</li> <li>• Procedure: Group students into pairs or small groups and ask them to classify the living organisms into different groups.</li> <li>• <b>Skill</b> : Critical Thinking , classification and identification.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the concept of classification and its importance in understanding diversity in the living world. To classify living organisms into different groups based on their characteristics.</li> <li>• To observe similarities and differences among organisms.</li> <li>• To develop critical thinking skills by comparing features of organisms.</li> <li>• To classify living organisms into groups such as animals, plants, birds, insects, aquatic animals, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to define classification and explain its importance in understanding diversity in the living world.</li> <li>• Students will be able to classify living organisms into different groups based on their characteristics.</li> <li>• They will be able to explain the basis of classification using observable features.</li> <li>• They will be able to improve observation, discussion, and teamwork skills.</li> </ul> |
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| August'26 | <p>CH 3 :</p> <p>Mindful Eating:<br/>A Path to a Healthy Body</p> <p>(SDG 3: Good Health and Well-being)</p> | 8 | <p>➤ <b>What is Mindful Eating?</b></p> <ul style="list-style-type: none"> <li>• Mindful eating involves paying attention to your food and eating experience, noticing the taste, smell, and texture of your food, and being aware of your hunger and fullness cues.</li> <li>• Importance: It helps you connect with your food and body, promoting a healthier relationship with eating.</li> </ul> <p>➤ <b>Why is Mindful Eating Important?</b></p> <p>Improved Digestion: Eating slowly and chewing food well aids in better digestion.</p> <p>Reduced Stress: Mindful eating can make meals more relaxing and less stressful.</p> <ul style="list-style-type: none"> <li>• Better Food Choices: Being aware of what you're eating helps you make healthier choices.</li> <li>• Understanding Hunger and Fullness: Learning to recognize your body's hunger and fullness signals is crucial for mindful eating.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the concept of mindful eating and its benefits for a healthy body.</li> <li>• To learn practical strategies for practicing mindful eating.</li> <li>• To develop healthy eating habits that promote overall well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to define mindful eating and explain its benefits for a healthy body.</li> <li>• Students will be able to practice mindful eating strategies, such as paying attention to hunger and fullness cues and savoring food.</li> <li>• Students will be able to develop healthy eating habits, including choosing a balanced diet and avoiding overeating.</li> </ul> |
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| September'26 | <p>CH 3:<br/>Mindful Eating:<br/>A Path to a<br/>Healthy Body</p> <p>(SDG 3: Good<br/>Health and Well-<br/>being)</p>  | 8 | <p>➤ <b>Components of food :</b><br/>Carbohydrates, fats, Protein,<br/>Vitamins, Minerals</p> <p>❖ <b>ACTIVITY :</b> Mindful Eating<br/>Exercise</p> <ul style="list-style-type: none"> <li>Materials: A variety of healthy snacks, such as fruits, nuts, or energy bars. – Procedure: Ask students to choose a snack and eat It slowly, paying attention to the taste, texture, and smell. Encourage them to notice their hunger and fullness cues.</li> <li><b>Skills Learned:</b> Mindfulness, self-awareness, attention to detail.</li> </ul> | <ul style="list-style-type: none"> <li>To practice mindful eating and become more aware of hunger and fullness cues.</li> <li>To develop a greater appreciation for the sensory experiences of eating.</li> </ul> | <ul style="list-style-type: none"> <li>Students will be able to define mindful eating and explain its benefits. Students will be able to practice mindful eating and recognize their hunger and fullness cues.</li> </ul> |
| October'26   | <p>CH 3 :<br/>Mindful Eating:<br/>A Path to a<br/>Healthy Body</p> <p>(SDG 3: Good<br/>Health and Well-<br/>being)</p> | 4 | <p>❖ <b>ACTIVITY:</b> Food Journaling</p> <ul style="list-style-type: none"> <li>Materials: A food journal or diary.</li> <li>Procedure: Ask students to keep a food journal for a week, recording everything they eat and drink.</li> <li>Encourage them to reflect on their food choices and identify patterns or areas for improvement.</li> <li><b>Skills Learned:</b> Reflection, self-awareness, record-keeping.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>To cultivate self-awareness and self-regulation around food choices.</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Students will be able to describe the sensory experiences of eating and appreciate the pleasure of food.</li> </ul>                                                                |

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| November'26 | <p>CH 10 :<br/>Living Creatures:<br/>Exploring Their<br/>Characteristics</p> <p>(SDG 15 : Life on<br/>Land)</p> | 6 | <p>➤ <b>Characteristics of living organisms:</b></p> <ul style="list-style-type: none"> <li>▪ Growth,</li> <li>▪ Reproduction,</li> <li>▪ Movement and</li> <li>▪ Respiration.</li> </ul> <ul style="list-style-type: none"> <li>• Difference between living and non-living things.</li> <li>• How living creatures interact with their environment.</li> <li>• Adaptation and survival of different species.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the characteristics of living creatures, including plants and animals.</li> <li>• To compare and contrast the characteristics of different living creatures.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to describe the characteristics of living creatures, including plants and animals.</li> <li>• Students will be able to compare and contrast the characteristics of different living creatures.</li> </ul> |
| December'26 | <p>CH 10 :<br/>Living Creatures:<br/>Exploring Their<br/>Characteristics</p> <p>(SDG 15 : Life on<br/>Land)</p> | 6 | <ul style="list-style-type: none"> <li>• The role of food, water, and air in sustaining life.</li> <li>• Different types of habitats and how they influence the characteristics of organisms.</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• To develop an appreciation for the diversity of life on Earth.</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>• Students will be able to explain the importance of diversity in the natural world.</li> </ul>                                                                                                                                   |

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| January'27  | CH 10 :<br>Living Creatures:<br>Exploring Their<br>Characteristics<br><br>(SDG 15 : Life on<br>Land) | 4 | ❖ <b>ACTIVITY : Observation of Living Creatures</b> <ul style="list-style-type: none"> <li>• <b>Materials:</b> Pictures or models of different living creatures, notebook or journal, pencils or pens.</li> <li>• <b>Procedure:</b> Ask students to observe and record the characteristics of living creatures, such as their shape, size, color, and movement.</li> <li>• <b>Skills Learned:</b> Observation, recording, attention to detail.</li> </ul> | <ul style="list-style-type: none"> <li>• To understand the concept of classification and its importance in biology.</li> <li>• To classify living creatures into different groups based on their characteristics.</li> <li>• To develop critical thinking and problem-solving skills through classification activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to define classification and explain its importance in biology.</li> <li>• Students will be able to classify living creatures into different groups based on their characteristics.</li> <li>• Students will be able to demonstrate critical thinking and problem-solving skills through classification activities.</li> </ul> |
| February'27 | <b>Revision of CH 3 and CH 10</b>                                                                    | 6 | <ul style="list-style-type: none"> <li>• <b>Revision</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <b>Revision</b></li> </ul>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• <b>Revision</b></li> </ul>                                                                                                                                                                                                                                                                                                                           |



**SURENDRANATH CENTENARY SCHOOL,  
SESSION -2026-2027  
ANNUAL PEDAGOGICAL PLAN  
CLASS VI**

**SUBJECT : HISTORY AND CIVICS**

**BOOK : EXPLORING SOCIETY :INDIA AND BEYOND (GRADE 6)**

| MONTH    | CHAPTER                                                                                                        | No. of Periods | TOPICS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LEARNING OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | LEARNING OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| APRIL'26 | History Ch 4 –<br>Timeline and Sources of History<br><br>SDG – Peace justice and strong institutions<br>SDG 16 | 12             | <b>Recapitulation of the previous knowledge</b> <ul style="list-style-type: none"> <li>How do we Learn About the Past ?</li> <li>How Is Time Measured in History ?</li> <li>Century</li> <li>Millennium</li> <li>What Are the Sources of History ?</li> <li>The Beginnings of Human History</li> <li>The First Crops</li> </ul><br><b>ACTIVITY</b><br><b>Experiential Learning</b><br>Examine primary sources (coins,inscriptions,tools) as archaeological evidence, identifying whether items are literary or material.<br><b>Skills :Critical Thinking</b> | <ul style="list-style-type: none"> <li>Students will be able to understand the chronological order and organize historical events in their proper sequence.</li> <li>Students will be able to identify the archaeological and Literary sources of history</li> <li>Students will learn to reconstruct the past using evidence and interpret the historical developments.</li> <li>Students will develop an appreciation towards the methods of historians, anthropologists and archaeologists in exploring human civilization.</li> <li>Students will be able to comprehend units of time such as decades, centuries and millennium.</li> </ul> | <ul style="list-style-type: none"> <li>Students will classify historical sources into archaeological (physical artefacts, monuments, coins, inscriptions) and literary (manuscripts,books, journals) sources.</li> <li>Students will recognize the value of archaeological sources, such as fossils and pottery, in reconstructing the past.</li> <li>Students will identify cause-and-effect relationships between different historical events.</li> <li>Students will analyze, evaluate and interpret different sources to gain a comprehensive understanding of historical events.</li> </ul> |

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| <b>MAY'26</b>  | Civics Ch 9 –<br>Family and Community                       | 6  | <ul style="list-style-type: none"> <li>Family</li> <li>Roles and Responsibilities</li> <li>Community</li> </ul> <p><b>ACTIVITY</b></p> <p><b>Art Integrated Learning</b><br/>Colourful representation of the family members through a family tree indicating their importance.<br/><b>Skills</b> – Creative Thinking</p> | <ul style="list-style-type: none"> <li>Students will be able to define what constitutes a family and a community, and differentiate between its types (e.g nuclear,joint,extended).</li> <li>Students will be able to identify the roles family members play in care and support, and the responsibilities of individuals within their communities.</li> <li>Students will be able to understand how families and communities teach values,traditions and social skills, fostering a sense of belonging and cultural identity.</li> </ul> | <ul style="list-style-type: none"> <li>Students will be able to identify the concepts of family and community and their significance in individual lives.</li> <li>Students will develop values like responsibility, empathy, respect and a sense of belonging.</li> <li>Students will understand the importance of community roles (like cleaners, doctors, police) for safety, hygiene and community harmony</li> </ul> |
| <b>JUNE'26</b> | History- Ch 5 –<br>India,That Is Bharat                     | 6  | <ul style="list-style-type: none"> <li>How Indians Named India</li> <li>How Foreigners Named India</li> </ul> <p><b>Activity 1: Subject Enrichment</b><br/><b>Mark the natural boundaries of India on the physical map of the Indian subcontinent.</b></p>                                                               | <ul style="list-style-type: none"> <li>Students will be able to identify the origins of various names of India (Bharat,Hind,Sindhu) and their significance in texts.</li> <li>Students will be able to explore how varied cultures, traditions and geography are unified into a single identity.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Students will recognize the role of texts, inscriptions and oral traditions in shaping the identity of India.</li> <li>Students will utilize inquiry-based learning, map analysis and discussion to understand the "many in the one" Concept.</li> </ul> <p><b>UT 1 : Ch 1 TIMELINE AND SOURCES OF HISTORY</b><br/><b>Ch 9 Family AND COMMUNITY</b></p>                            |
| <b>JULY'26</b> | Civics Ch 10 –<br>Grassroots Democracy - Part 1: Governance | 12 | <ul style="list-style-type: none"> <li>Introduction</li> <li>Three Organs of Government</li> <li>Three Levels of Government</li> <li>Dr. A. P. J. Abdul Kalam</li> <li>Democracy</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>Students will be able to understand what government is and why it is needed to make rules, maintain order, and provide civic amenities.</li> <li>Students will be able to recognize the three distinct</li> </ul>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Define and explain the concept of governance, including it's forms, structures and functions.</li> <li>Identity and explain the roles and responsibilities of government</li> </ul>                                                                                                                                                                                                |

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| AUG'26  | History Ch. 6 --<br>The Beginnings of<br>Indian Civilisation | 12 | <ul style="list-style-type: none"> <li>• <b>ACTIVITY – 1</b><br/>Compile data regarding the functioning of the three organs of the government.</li> </ul><br><ul style="list-style-type: none"> <li>• What Is a Civilisation?</li> <li>• From Village to City</li> <li>• The Sarasvati River</li> <li>• Town- Planning</li> <li>• Water Management</li> <li>• What Did the Harappans Eat?</li> <li>• A Brisk Trade</li> <li>• The Lives of the Ancients</li> <li>• The End or a New Beginning?</li> </ul><br><b>ACTIVITY :</b><br><b>Drawing the planned cities of early civilisation highlighting it's main features.</b> | <p>levels of governance in India; local, state and central.</p> <ul style="list-style-type: none"> <li>• Students will be able to differentiate between the three main organs; Legislature (law-making), Executive (implementation) and Judiciary (interpretation of laws)</li> </ul><br><ul style="list-style-type: none"> <li>• Students will be able to identify the key harappan cities(e.g Harappa, Mohenjodaro) and understand how geographical factors, such as the Indus River, influenced their development.</li> <li>• Students will be able to learn about the advanced urban planning, including grid systems, drainage systems and the use of burnt bricks in construction.</li> </ul> | <p>including law making, law enforcement, and public services provision.</p> <ul style="list-style-type: none"> <li>• Demonstrating critical thinking and problem solving skills.</li> <li>• Students will communicate effectively about governance issues, including writing, speaking and debating.</li> </ul><br><b>P.T 1: CH 5 INDIA, THAT IS BHARAT</b><br><b>CH 10 GRASSROOTS DEMOCRACY: GOVERNANCE</b> <ul style="list-style-type: none"> <li>• Students will explain the importance of agriculture, domestication of animals and advancements in crafts (pottery, metallurgy) and trade networks.</li> <li>• Students will interpret primary sources like artefacts, seals and pottery to understand daily life, artistic skills and burial practices of the era.</li> <li>• Students will analyze how practices from this period (such as water management, symbols or agricultural techniques) have continued to exist in modern India.</li> <li>• Students will identify the key characteristics of Harappan cities (e.g Harappa)</li> </ul> |
| SEPT'26 | Revision of the chapter: 4,5,6,9 and 10                      | 6  | Revision of History/Civics, Q/Ans, competency based questions, case study, mapwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| OCT'26 | Civics Ch. 11 --<br>Grassroots<br>Democracy - Part 2:<br>Local Government in<br>Rural Areas | 6  | <ul style="list-style-type: none"> <li>• Panchayati Raj System</li> <li>• Gram Panchayat</li> <li>• Exemplary Sarpanchs</li> <li>• Child- Friendly Panchayat Initiative</li> <li>• Panchayat Samiti and Zila Parishad</li> </ul>                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Students will be able to identify the three tier structure of the Panchayati Raj System (village, block, district level).</li> <li>• Students will be able to understand the key roles, including local economic development, water supply, road maintenance.</li> </ul>                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Students will be able to explain the composition and function of rural local self-govt. at village, block and district levels.</li> <li>• Students will be able to recognize how officials like the sarpanch and patwari (land records officer) solve community issues.</li> </ul>                                                                                                                                                                                                                                                                                                                      |
| NOV'26 | History Ch 7 --<br>India's Cultural Roots                                                   | 12 | <ul style="list-style-type: none"> <li>• The Vedas and Vedic Culture</li> <li>• What are the Vedas?</li> <li>• Vedic Society</li> <li>• Vedic Schools of thought</li> <li>• Buddhism</li> <li>• Shvetaketu and the seed of reality</li> <li>• Nachiketa and his quest</li> <li>• The debate of Gargi and Yajnavalkya</li> <li>• Jainism</li> <li>• A Jain Story</li> <li>• Folk and Tribal Roots</li> <li>• What is a tribe?</li> </ul> <p>ACTIVITY:<br/>Draw a colourful representation of a Chakra elaborating the Eightfold path of Buddhism.</p> | <ul style="list-style-type: none"> <li>• Learners will explore the foundational role of Vedic, Buddhist and Jain traditions in shaping Indian thought and philosophy.</li> <li>• Students will be able to recognize the significant contributions of folk and tribal art, art and literature in enriching Indian culture.</li> <li>• Students will be able to analyse core principles such as karma (action), dharma (duty) and ahimsa (non-violence).</li> <li>• Students will be able to understand how ancient traditions have evolved and continued to influence contemporary society.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to identify the significance of the vedas, upanishads and the emergence of Buddhism and Jainism.</li> <li>• Students will be able to appreciate the rich diversity of India's traditions, including the contributions of folk, tribal and regional practices to the shared, unified culture.</li> <li>• Students will explore the role of Yoga, meditation and ancient knowledge systems in shaping Indian Life and thought.</li> <li>• Students will develop an understanding of the historical and cultural developments that have shaped India as a vibrant nation.</li> </ul> |

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| <b>DEC'26</b> | Civics Ch 12 --<br>Grassroots<br>Democracy - Part 3:<br>Local Government in<br>Urban Areas | 9  | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Urban Local Bodies</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Students will be able to learn about the different types of urban local bodies (municipal corporations, municipal councils, nagar panchayats) based on city size.</li> <li>• Students will be able to identify the responsibilities of urban bodies.</li> <li>• Students will be able to appreciate the role of democratic participation.</li> <li>• Students will be able to understand how municipal representatives are elected and their roles in decision making.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will comprehend the structure and functioning of urban local bodies.</li> <li>• Students will appreciate the significance of citizen participation and their roles in keeping the environment clean and reporting infrastructure issues.</li> <li>• Students can develop the ability to compare and distinguish between different types of local-self government in urban settings, such as municipal corporations for large cities and municipal councils for smaller towns.</li> </ul> |
| <b>JAN'27</b> | History Ch 8<br>Unity in Diversity, or<br>'Many in the One'                                | 12 | <ul style="list-style-type: none"> <li>• A Rich Diversity</li> <li>• Food for All</li> <li>• Textiles and Clothing</li> <li>• Festivals Galore</li> <li>• An Epic Spread</li> </ul> <p>ACTIVITY :<br/>Map Representation<br/>On the physical Map of India, mark the different harvest festivals.</p> | <ul style="list-style-type: none"> <li>• .Students will be able to cultivate a shared sense of identity, citizenship and patriotism (e.g national symbols) despite regional or cultural differences.</li> <li>• Students will be able to appreciate the different traditions, languages and belief so, reducing prejudice and strengthening social harmony.</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Students will recognize that differences in food, clothing and language constitute a rich culture rather than a hindrance.</li> <li>• Students will be able to understand how diverse religious, linguistic, and regional identities coexist and unite, especially historically (e.g freedom struggle).</li> <li>• Students will be able to gain awareness of regional differences across India.</li> </ul>                                                                                       |
| <b>FEB'27</b> | History/Civics                                                                             |    | Revision of History/Civics,<br>Q/Ans, competency based<br>questions, case study, mapwork                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**SURENDRANATH CENTENARY SCHOOL**

**SESSION: 2026-27  
ANNUAL PEDAGOGICAL  
PLAN CLASS: VI**

| <b>Subject – Geography &amp; Economics</b><br><b>Book – Exploring Society: India and beyond for grade 6</b><br><b>Work book –Exploring Society India and Beyond</b> |                                                                |                       |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Month</b>                                                                                                                                                        | <b>Chapter</b>                                                 | <b>No. of periods</b> | <b>Topics</b>                                                                                                                                                                                                                                                                                                                                                                              | <b>Learning Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                               |
| April, 2026                                                                                                                                                         | <b>Recapitulation</b>                                          | 2                     | <b>ACTIVITY</b><br>Map work - Political map of India.<br>States of India, Union territories and its capital.<br><b>ACTIVITY</b><br>Map work – locate and label the major continents and oceans of the world, equator, tropic of Cancer and Capricorn                                                                                                                                       | To help the learners to:<br><ul style="list-style-type: none"> <li>● Locate continents, oceans and physical features on the world map and India map using Atlas and online resources.</li> <li>● Use conventional symbols to interpret maps and be able to make one.</li> </ul>                                                                                                                             | Learners will be able to:<br><ul style="list-style-type: none"> <li>● Understand the concept of maps (Fundamentals of cartography) and types of maps.</li> <li>● Develop spatial Awareness and the ability to locate places on the earth using geographical coordinates.</li> </ul>                                                                                                                                    |
|                                                                                                                                                                     | <b>CH- 1<br/>(Geography)<br/>Locating places on the Earth.</b> | 8                     | <b>THEME A- INDIA AND THE WORLD: LAND AND THE PEOPLE</b> <ul style="list-style-type: none"> <li>● Introduction.</li> <li>● Map and its components.</li> <li>● Mapping the earth (Understanding the coordinates, latitude and longitude).</li> </ul> <b>ACTIVITY</b><br>Look at the map of India and locate the equator and important parallel. Identify the heat zone in which India lies. | <ul style="list-style-type: none"> <li>● Describe the different types of maps.</li> <li>● Understand the meaning of coordinates – latitude and longitude.</li> <li>● Understand and describe the basic components of a map.</li> <li>● Develop their analyzing skills using their understanding of directions.</li> <li>● Interpret and calculate distance and be able to apply it in real life.</li> </ul> | <ul style="list-style-type: none"> <li>● Interpret and use the different symbols in a map.</li> <li>● Explain the importance of symbols, scale and directions in map making.</li> <li>● Analyze the importance of global positioning system (GPS) in determining navigation.</li> <li>● Understand and explain the concept the concept of latitudes and its relation to different heat zones/climate zones.</li> </ul> |

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| May, 2026   | <b>CH-1</b><br><b>(Geography)</b><br><b>Locating places on the Earth.</b><br><b>(Continued...)</b> | 6 | <b>THEME A- INDIA AND THE WORLD: LAND AND THE PEOPLE</b> <ul style="list-style-type: none"> <li>Understanding Time Zone. (Local time, Standard time, Greenwich mean time, International date line)</li> </ul> <b>ACTIVITY</b><br>Gamification – crossword puzzle from the text book and workbook (page 25 from textbook and page 11 from work book). | <ul style="list-style-type: none"> <li>Understand the relationship between longitude and time.</li> <li>To clarify difference between the standard time and local time.</li> <li>Describe the concept of time zones and International Date Line.</li> <li>Calculate the time difference between locations.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Describe the need for standard time, time zones, etc.</li> <li>Instead of many local time.</li> <li>Critically think about why uniform time systems are necessary for travel, communication and daily life</li> </ul>                                                                                                 |
| June, 2026. | <b>CH-2</b><br><b>(Geography)</b><br><b>Oceans and Continents</b>                                  | 6 | <ul style="list-style-type: none"> <li>Introduction.</li> <li>Distribution of water and land on the Earth</li> <li>Oceans</li> <li>Oceans and disasters</li> </ul> <b>ACTIVITY</b><br>Create a visual collage illustrating life under the ocean or importance of oceans.                                                                             | <ul style="list-style-type: none"> <li>Locate and label the major continents and oceans of the world.</li> <li>Describe the uneven distribution of land and water.</li> <li>Identify and describe different disasters related to oceans.</li> <li>To explain how the warning, preparedness and safe settlement can reduce the impact of disaster.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze the impact of oceans and continents on the environment and all life forms on the earth.</li> <li>Apply their knowledge of oceans and continents to real world situations such as understanding the weather and climatic patterns.</li> <li>Understand how landforms impact human life and culture.</li> </ul> |
| July, 2026. | <b>CH-2</b><br><b>(Geography)</b><br><b>Oceans and Continents.</b><br><b>(Continued...)</b>        | 5 | <ul style="list-style-type: none"> <li>Oceans and life</li> <li>Continents</li> <li>Islands</li> </ul>                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Locate and label the important continents and oceans of the world.</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Awareness regarding the oceans, continents and how these shape human activities such as settlement, trade, fishing farming.</li> </ul>                                                                                                                                                                                |
|             | <b>CH- 13</b><br><b>(Economics)</b><br><b>The value of work</b>                                    | 9 | <b>THEME E – ECONOMIC LIFE AROUND US</b> <ul style="list-style-type: none"> <li>Introduction – economic and non economic activities.</li> <li>Types of economic activities</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>Classify the different types of activities that people are engage in.</li> </ul>                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Analyze the interconnectedness among the different types of activities and their contribution in our everyday lives.</li> </ul>                                                                                                                                                                                       |

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| August, 2026.    | <b>CH-13<br/>(Geography)<br/>The value of work<br/>(continued...)</b><br><br>Revision –<br>Ch - 1<br>Ch- 2<br>Ch-13 | 11 | <ul style="list-style-type: none"> <li>● The importance of non economic activities</li> <li>● The strength of community participation</li> </ul><br>Revision. | <ul style="list-style-type: none"> <li>● Distinguish between economic and non economic activities.</li> <li>● Explain the meaning of community participation and demonstrate values like cooperation, empathy, responsibility.</li> <li>● Awareness related to community participation initiatives like SWACHH BHARAT ABHIYAN.</li> </ul> | <ul style="list-style-type: none"> <li>● Foster positive attitude towards civic responsibilities.</li> <li>● Appreciate the role of unpaid work especially families and communities.</li> <li>● Develop a sense of respect and dignity for all kinds of work whether paid or unpaid.</li> </ul> |
| September, 2026. | <b><u>HALF YEARLY EXAMS</u></b>                                                                                     |    |                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                 |
| October, 2026    | <b>CH- 3<br/>(Geography)<br/>Landforms and life</b>                                                                 | 9  | <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Mountains</li> <li>● Mountain environment</li> </ul>                                         | <ul style="list-style-type: none"> <li>● Describe the formation of mountains.</li> <li>● Know and be able to elaborate the various natural hazards in the mountains.</li> <li>● Awareness related to natural hazards and its mitigation measures.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>● Identify, locate and describe various landforms found in India and be able to understand their formation.</li> <li>● Appreciate the significance in shaping the country's geography, human life/ culture.</li> </ul>                                   |

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| November, 2026  | <b>CH- 3<br/>(Geography)<br/>Landforms and life<br/>(Continued...)</b> | 6  | <ul style="list-style-type: none"> <li>● Life in the mountains</li> <li>● Plateaus</li> <li>● Plains</li> <li>● Life in the plains</li> </ul> <p><b>ACTIVITY</b><br/>Let's explore activity in page 54 of the textbook. Observe the picture in figure 3.9 that has been taken from a satellite. It captures a portion of north India from a high altitude. Observe and discuss the image as a class activity.</p> <p>→ Which color is the Ganga plain?<br/>→ What does the white expanse represent?<br/>→ What does the brown expanse at the bottom left of the image represent?</p> | <ul style="list-style-type: none"> <li>● Explain the characteristics of plateaus with example.</li> <li>● Elaborate the usefulness of plateaus and the life of the people in terms of economic activity.</li> <li>● Explain the characteristics of plains.</li> <li>● Describe their formation.</li> <li>● Elaborate the significance of plains and its relation with population distribution.</li> </ul> | <ul style="list-style-type: none"> <li>● Understand the role of geomorphic process such as erosion and deposition in shaping the landform – plains.</li> <li>● Comprehend the characteristics of these landforms and the flora fauna associated with them.</li> <li>● Understand how landforms impact human life and culture.</li> <li>● Critically analyze the environmental challenges faced such as pollution, soil erosion and climate change</li> </ul> |
| December , 2026 | <b>CH- 14<br/>(Economics)<br/>Economic activities around us</b>        | 12 | <p><b>THEME E – ECONOMIC LIFE AROUND US</b></p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Classification of economic activities into economic sectors</li> </ul> <p><b>ACTIVITY</b><br/>Identify the pictures in the illustration shown in figure 14.1 on the page 206 in the text book-</p> <ol style="list-style-type: none"> <li>1. Primary sector</li> <li>2. Secondary sector</li> <li>3. Tertiary sector</li> </ol>                                                                                                                                     | <ul style="list-style-type: none"> <li>● Understand the economic activities around us and be able to describe them.</li> <li>● Recognize and classify economic activities like primary, secondary and tertiary.</li> <li>● Explain how cooperatives like AMUL and its success can be applied to other agricultural sectors.</li> <li>● Describe a well integrated economic system.</li> </ul>             | <ul style="list-style-type: none"> <li>● List and give examples of different economic activities from their neighborhood, their own family's economic activity etc.</li> <li>● Analyze the impact of relief and technology on the different economic activities.</li> <li>● Analyze the interdependence among the three sectors using examples.</li> </ul>                                                                                                   |

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| January, 2027.  | <b>CH- 14 (Economics) Economic activities around us (Continued...)</b><br><br>Revision:<br>Ch – 2<br>Ch – 3<br>Ch - 14 | 12 | Classification of economic activities into economic sectors (Continued...) Interdependence among sectors.<br><br><br><br><br><br><br><br><br><br>Revision. | <ul style="list-style-type: none"> <li>● Classify economic activities</li> <li>● Understand that these activities are interdependent.</li> </ul> | <ul style="list-style-type: none"> <li>● Connect the economic activities with their daily life</li> <li>● Develop awareness that the natural resources used in these activities should be used judiciously.</li> </ul> |
| February, 2026. | <b><u>FINAL EXAMS</u></b>                                                                                              |    |                                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                                                        |

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION: 2026-27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS: VI**

| <b>SUBJECT: Artificial Intelligence</b><br><b>BOOK : Code to AI</b> |                                       |                       |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                         | <b>AVARTAN</b> |
|---------------------------------------------------------------------|---------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Month</b>                                                        | <b>Chapters</b>                       | <b>No. of Periods</b> | <b>Topics</b>                                                                                                                                                                                                                                                   | <b>Learning Objectives</b>                                                                                                                                                                                                                                                             | <b>Learning Outcomes</b>                                                                                                                                                                                                                                |                |
| <b>April</b>                                                        | Ch 1: Computer Languages              | 6                     | <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> |                |
| <b>May</b>                                                          | Ch 8: Artificial Intelligence         | 4                     | <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>June</b>                                                         | Ch 2: Formulas and Functions in Excel | 4                     | <ul style="list-style-type: none"> <li>• Formulas</li> <li>• Cell references</li> <li>• Function</li> <li>• Autosum</li> <li>• Function library</li> <li>• Formula errors</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>➤ To understand the basics of formulas and functions in Excel.</li> <li>➤ To learn how to create and use simple formulas and functions in Excel.</li> <li>➤ To develop skills in using formulas and functions to</li> </ul>                     | <ul style="list-style-type: none"> <li>➤ To explain the basics of formulas and functions in Excel.</li> <li>➤ To create and use simple formulas and functions in Excel, such as SUM, AVERAGE, and COUNT.</li> </ul>                                     |                |

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|                  |                                             |   |                                                                                                                                                                                                                                                       | <p>perform calculations and data analysis.</p> <ul style="list-style-type: none"> <li>➤ To understand the importance of formulas and functions in real-life applications</li> </ul>                                 | <ul style="list-style-type: none"> <li>➤ To perform calculations and data analysis using formulas and functions.</li> <li>➤ To demonstrate an understanding of the importance of formulas and functions in real-life applications, such as budgeting, science, and engineering</li> </ul> |
| <b>July</b>      | Ch: Introduction to Artificial Intelligence | 4 | <ul style="list-style-type: none"> <li>• Meaning of Artificial Intelligence</li> <li>• AI in everyday life</li> <li>• Basic understanding of how AI works</li> <li>• Examples of AI applications (voice assistants, recommendations, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>➤ To introduce the concept of Artificial Intelligence</li> <li>➤ To understand how AI is used in daily life</li> <li>➤ To develop curiosity about AI technologies</li> </ul> | <ul style="list-style-type: none"> <li>➤ Define Artificial Intelligence in simple terms</li> <li>➤ Identify AI applications around them</li> <li>➤ Explain how AI helps in solving everyday problems</li> <li>➤ Recognise the growing importance of AI</li> </ul>                         |
| <b>August</b>    | Ch Data Concepts                            | 6 | <ul style="list-style-type: none"> <li>• Meaning of data</li> <li>• Types of data (text, numbers, images, etc.)</li> <li>• Importance of data in AI</li> <li>• Data collection and organisation</li> </ul>                                            | <ul style="list-style-type: none"> <li>➤ To understand what data is and its types</li> <li>➤ To learn the importance of data in AI systems</li> <li>➤ To develop basic skills in organising data</li> </ul>         | <ul style="list-style-type: none"> <li>➤ Define data and its different types</li> <li>➤ Explain the role of data in AI</li> <li>➤ Identify sources of data</li> <li>➤ Organise simple datasets meaningfully</li> </ul>                                                                    |
| <b>September</b> | Revision                                    |   | Practical Test / Oral Test/ Revision                                                                                                                                                                                                                  |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                           |
| <b>October</b>   | Ch 6: 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</li> </ul>                                                                 | <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>                                                                            |

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|                 |                               |   | for writing codes<br>• Practical lab                                                                                                                                                                                 |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                       |
| <b>November</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>                     | <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> </ul> <p>Compose E mail following Courtesies.</p>                                                                |
| <b>December</b> | Ch: Pattern Recognition       | 4 | <ul style="list-style-type: none"> <li>• Meaning of patterns</li> <li>• Identifying patterns in data</li> <li>• Role of pattern recognition in AI</li> <li>• Simple activities for pattern identification</li> </ul> | <ul style="list-style-type: none"> <li>➤ To understand the concept of patterns</li> <li>➤ To learn how AI identifies patterns</li> <li>➤ To develop logical thinking skills</li> </ul>                     | <ul style="list-style-type: none"> <li>➤ Identify patterns in everyday situations</li> <li>➤ Explain how AI uses patterns to make decisions</li> <li>➤ Apply pattern recognition in simple problems</li> <li>➤ Develop analytical and logical thinking</li> </ul>     |
| <b>January</b>  | Ch: Ethics                    | 6 | <ul style="list-style-type: none"> <li>• Meaning of ethics</li> <li>• Responsible use of AI</li> <li>• Privacy and safety</li> <li>• Fairness and bias in AI</li> </ul>                                              | <ul style="list-style-type: none"> <li>➤ To understand ethical issues related to AI</li> <li>➤ To promote responsible use of technology</li> <li>➤ To create awareness about privacy and safety</li> </ul> | <ul style="list-style-type: none"> <li>➤ Define ethics in the context of AI</li> <li>➤ Identify ethical concerns like privacy and bias</li> <li>➤ Demonstrate responsible digital behaviour</li> <li>➤ Understand the importance of fairness in AI systems</li> </ul> |
| <b>February</b> | Revision                      |   | Practical Test / Oral Test/ Revision                                                                                                                                                                                 |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                       |

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2026 - 27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VI**

| Book- दीपकम् (NCERT) |                                                                  |            |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |
|----------------------|------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Month                | Chapter                                                          | No. of pr. | Topics                                                                                                                                                                                                                                                                                                                              | Learning Objective                                                                                                                                                                                                                                                                                | Learning Outcome                                                                                                                                                                                                                                                                   |
| July'26'             | 1. वयं वर्णमाला<br>पठामः                                         | 8          | <ul style="list-style-type: none"> <li>संस्कृत वर्णमाला</li> <li>स्वर वर्ण, स्वर वर्ण के भेद</li> <li>व्यंजन वर्ण, व्यंजन वर्ण के भेद</li> <li>संध्याक्षर</li> <li>समानाक्षर</li> <li>स्पर्श वर्ण, अंतस्थ, ऊष्म वर्ण, अयोगवाह</li> <li>उच्चारण स्थान</li> <li>संयुक्त व्यंजन</li> </ul>                                             | छात्रों की सहायता करना -<br>1. विद्यार्थियों को संस्कृत वर्णमाला का ज्ञान कराना।<br>2. स्वर, व्यंजन, संयुक्त व्यंजन एवं सन्ध्यक्षरों से परिचित कराना।<br>3. वर्णों के उच्चारण-स्थान का ज्ञान कराना।<br>4. स्पर्श, अन्तस्थ एवं ऊष्म वर्णों की पहचान कराना।                                         | <b>छात्र सक्षम हुए -</b><br>1. विद्यार्थी संस्कृत वर्णमाला को पहचान एवं लिख सकेंगे।<br>2. स्वर एवं व्यंजन के भेद बता सकेंगे।<br>3. संयुक्त व्यंजन एवं सन्ध्यक्षरों का प्रयोग कर सकेंगे।<br>4. विभिन्न वर्णों के उच्चारण-स्थान बता सकेंगे।                                          |
| August '26           | 2. एषः कः? एषा का? एतत् किम्<br>3. अहम् च त्वम् च पत्र (औपचारिक) | 8          | <ul style="list-style-type: none"> <li>लिंग</li> <li>पुल्लिंग, स्त्रीलिंग, नपुंसक लिंग</li> <li>क्रियापदानि</li> <li>सर्वनाम प्रयोग, पुल्लिंग (एकवचन, द्विवचन, बहुवचन)</li> <li>(सः, तौ, ते) (एषः, एतौ, एते) (सा, ते, ताः) (एषा, एते, एताः) (तत्, ते, तानि) (एतत्, एते, एतानि)</li> <li>मध्यम पुरुष</li> <li>उत्तम पुरुष</li> </ul> | छात्रों की सहायता करना —<br>1. विद्यार्थियों को पुल्लिंग, स्त्रीलिंग एवं नपुंसकलिंग का ज्ञान कराना।<br>2. सर्वनाम शब्दों का परिचय कराना।<br>3. तीनों वचनों का प्रयोग सिखाना।<br>4. क्रियापदों का सर्वनाम के साथ प्रयोग कराना।<br>5. मध्यम पुरुष और उत्तम पुरुष के शब्दों का नित्य जीवन में प्रयोग | <b>छात्र पारंगत हुए -</b><br>1. विद्यार्थी तीनों लिंगों की पहचान कर सकेंगे।<br>2. सर्वनामों का उचित प्रयोग कर सकेंगे।<br>3. एकवचन, द्विवचन एवं बहुवचन में वाक्य बना सकेंगे।<br>4. सर्वनाम एवं क्रियापद का उचित मिलान कर सकेंगे।<br>5. विद्यार्थी तीनों पुरुषों की पहचान कर सकेंगे। |

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|               |                                                                      |   | <ul style="list-style-type: none"> <li>पत्रलेखन(रचनात्मक कौशल )</li> </ul>                                                                                   | 1. प्रथम, मध्यम एवं उत्तम पुरुष का परिचय कराना।<br>2. पुरुष एवं वचन के अनुसार क्रियापदों का प्रयोग सिखाना।<br>3. दैनिक जीवन में सर्वनामों के प्रयोग को विकसित करना।<br><br><b>पत्र का प्रारूप व शब्द का चयन</b><br>1. विद्यार्थियों को औपचारिक पत्र के प्रारूप से परिचित कराना।<br>2. उचित शब्द-चयन एवं वाक्य-विन्यास का अभ्यास कराना।<br>3. लेखन कौशल का विकास करना। | 6. तीनों वचनों में सर्वनाम एवं क्रियापदों का उचित प्रयोग कर सकेंगे।<br>7. दैनिक जीवन से संबंधित सरल संस्कृत वाक्य बना सकेंगे।<br><br><b>●रचनात्मक कौशल विकास।</b><br>1. विद्यार्थी औपचारिक पत्र का सही प्रारूप लिख सकेंगे।<br>2. उचित एवं सरल संस्कृत शब्दों का चयन कर सकेंगे।<br>3. निर्धारित विषय पर व्यवस्थित पत्र लिख सकेंगे। |
| September '26 | 4. अहं प्रातः<br>उत्तिष्ठामि<br><br>चित्र वर्णन<br><br>(पुनरावृत्ति) | 4 | <ul style="list-style-type: none"> <li>समय - लेखन</li> <li>चित्र वर्णन (कलासमेकित शिक्षण)</li> <li>परीक्षा से सम्बन्धित पठित पाठों की पुनरावृत्ति</li> </ul> | छात्रों की सहायता करना कि -<br>1. विद्यार्थियों को दैनिक दिनचर्या से संबंधित संस्कृत शब्दावली से परिचित कराना।<br>2. समय-लेखन का अभ्यास कराना।<br>3. अव्यय पदों एवं कर्ता कारक का प्रयोग सिखाना।                                                                                                                                                                      | छात्र सक्षम हुए -<br>1. विद्यार्थी संस्कृत में समय लिख सकेंगे।<br>2. दैनिक दिनचर्या से संबंधित वाक्य बना सकेंगे।<br>3. अव्यय पदों का उचित प्रयोग कर सकेंगे।<br>4. कर्ता कारक का वाक्य में प्रयोग कर सकेंगे।                                                                                                                       |

|              |                                                                           |   |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| October '26  | 11. पृथिव्यां त्रीणि<br>रत्नानि<br><br>संख्या                             | 8 | <ul style="list-style-type: none"> <li>● श्लोक</li> <li>● अन्वय</li> <li>● भावार्थ</li> <li>● संख्या 1 से 20 तक</li> </ul>                                               | निम्न बिन्दुओं को स्पष्ट करने में छात्रों की सहायता करना -<br>1. श्लोक का शुद्ध पठन एवं उच्चारण कराना।<br>2. श्लोक का अन्वय एवं भावार्थ समझाना।<br>3. कर्ता-कर्म-क्रिया के माध्यम से वाक्य निर्माण कराना।                                                                                                                                                                                               | छात्र सक्षम हुए-<br>1. विद्यार्थी श्लोक का शुद्ध उच्चारण कर सकेंगे।<br>2. श्लोक का सरल भावार्थ बता सकेंगे।<br>3. कर्ता, कर्म एवं क्रिया की पहचान कर सकेंगे।<br>4. सरल संस्कृत वाक्यों की रचना कर सकेंगे।                                                                                                                                                                                                                                 |
| November '26 | 12. आलस्यं हि<br>मनुष्यानां<br>शरीरस्थः महान्<br>रिपुः<br><br>चित्र वर्णन | 8 | <ul style="list-style-type: none"> <li>● द्वितीया विभक्ति</li> <li>● अकारांत,<br/>अकारांत, अकारांत,<br/>सर्वनाम शब्द</li> <li>● चित्र वर्णन- कलासमेकित शिक्षण</li> </ul> | छात्रों की सहायता करना -<br>1. विद्यार्थियों को पाठ के माध्यम से आलस्य के दुष्परिणामों से परिचित कराना।<br>2. द्वितीया विभक्ति का प्रयोग सिखाना।<br>3. शब्दरूप एवं सर्वनाम शब्दों का अभ्यास कराना।<br>दिये गए शब्दों की सहायता से चित्र पर आधारित वाक्य रचना में।<br>1. चित्र के आधार पर वाक्य रचना का अभ्यास कराना।<br>2. संप्रदान कारक के प्रयोग को समझाना।<br>3. रचनात्मक अभिव्यक्ति को विकसित करना। | छात्र पारंगत हुए -<br>1. विद्यार्थी पाठ का अर्थ समझाकर बता सकेंगे।<br>2. द्वितीया विभक्ति वाले शब्दों की पहचान कर सकेंगे।<br>3. कर्ता, कर्म एवं क्रियापद का उचित प्रयोग कर सकेंगे।<br>4. पाठ से संबंधित सरल वाक्य बना सकेंगे।<br>चित्र से संबंधित वाक्य रचना।<br>1. विद्यार्थी चित्र देखकर संस्कृत में वाक्य बना सकेंगे।<br>2. संप्रदान कारक का उचित प्रयोग कर सकेंगे।<br>3. कर्ता-कर्म-करण-संप्रदान एवं क्रियापद का उचित मेल कर सकेंगे। |
| December '26 | 15. वृक्षाः सत्पुरुषाः<br>इव                                              | 4 | <ul style="list-style-type: none"> <li>● पाठ पठन</li> <li>● शब्दार्थ</li> <li>● पाठ का भाव</li> <li>● वृक्षों का महत्व</li> <li>● पर्यावरण संरक्षण</li> </ul>            | छात्रों की सहायता करना कि -<br>1. विद्यार्थियों में वृक्षों एवं पर्यावरण के प्रति जागरूकता उत्पन्न करना।                                                                                                                                                                                                                                                                                                | छात्र सक्षम हुए-<br>1. विद्यार्थी पाठ का मुख्य भाव समझ सकेंगे।<br>2. वृक्षों के महत्व को                                                                                                                                                                                                                                                                                                                                                 |

|             |                                     |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                 |
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|             |                                     |   | <ul style="list-style-type: none"> <li>पाठ आधारित प्रश्न-अभ्यास</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     | 2. पाठ के माध्यम से नैतिक मूल्यों का विकास करना।<br>3. संस्कृत भाषा के प्रति रुचि उत्पन्न करना।                                                                                                                                                                                                             | संस्कृत में सरल शब्दों में व्यक्त कर सकेंगे।<br>3. पाठ से प्राप्त नैतिक संदेश को अपने जीवन से जोड़ सकेंगे।<br><br>पठित पाठों का सम्यक ज्ञान।                                                                                                                                                                                                                                    |
| January '26 | अनुच्छेद (वृक्षाः) पत्र (अनौपचारिक) | 6 | <b>अनुच्छेद - वृक्षाः</b> <ul style="list-style-type: none"> <li>अनुच्छेद का प्रारूप</li> <li>वृक्षों का महत्व</li> <li>वृक्षों से लाभ</li> <li>पर्यावरण संरक्षण</li> <li>वृक्षारोपण</li> <li>रचनात्मक लेखन</li> </ul> <b>अनौपचारिक पत्र</b> <ul style="list-style-type: none"> <li>पत्र का प्रारूप</li> <li>सम्बोधन</li> <li>व्यक्तिगत भावों की अभिव्यक्ति</li> <li>विषय-वस्तु</li> <li>उचित शब्दावली</li> <li>समापन एवं हस्ताक्षर</li> </ul> | छात्रों की सहायता करना कि -<br>1. विद्यार्थियों को अनुच्छेद लेखन की प्रक्रिया समझाना।<br>2. वृक्षों के महत्व पर संस्कृत शब्दावली विकसित करना।<br>3. रचनात्मक लेखन कौशल विकसित करना।<br><b>पत्र</b><br>1. अनौपचारिक पत्र के प्रारूप का ज्ञान कराना।<br>2. व्यक्तिगत भावों को संस्कृत में व्यक्त करना सिखाना। | छात्र सक्षम होंगे कि<br>1. विद्यार्थी 'वृक्षाः' विषय पर सरल संस्कृत अनुच्छेद लिख सकेंगे।<br>2. उचित शब्दों एवं वाक्यों का प्रयोग कर सकेंगे।<br>3. अपने विचारों को क्रमबद्ध रूप से व्यक्त कर सकेंगे।<br>पठित पाठों का सम्यक ज्ञान।<br><b>पत्र</b><br>1. विद्यार्थी अनौपचारिक पत्र का सही प्रारूप लिख सकेंगे।<br>2. सरल एवं उपयुक्त संस्कृत भाषा में अपने विचार व्यक्त कर सकेंगे। |

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| February '26 | परीक्षा से संबंधित पठित पाठों की पुनरावृत्ति | 4 | परीक्षा से संबंधित पठित पाठों का अभ्यास कार्य | <p>1. विद्यार्थियों के पूर्व अधिगम को सुदृढ़ करना।</p> <p>2. कठिन विषयों एवं व्याकरणिक बिंदुओं का पुनः अभ्यास कराना।</p> <p>3. परीक्षा की तैयारी कराना।</p> <p>परीक्षा हेतु पूर्णतः तत्परः।</p> | <p>1. विद्यार्थी पाठ एवं व्याकरण के प्रश्नों को आत्मविश्वास से हल कर सकेंगे।</p> <p>2. सीखी हुई अवधारणाओं का उचित प्रयोग कर सकेंगे।</p> <p>3. परीक्षा के लिए पूर्णतः तैयार एवं आत्मविश्वासी होंगे।</p> <p>परीक्षा हेतु सुरक्षित/आत्मविश्वासी</p> |
| March '26    |                                              |   |                                               |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                  |