

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

<b>Subject: ENGLISH</b> <b>Books: New Sparkle Multiskill English Reader 7</b> <b>Collins English Grammar and Composition 7</b>					
Month	Chapters	No. of Periods	Topics	Learning Objectives	Learning Outcomes
April	<p><b><u>Vocabulary Voyage Programme</u></b></p> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Punctuation</li> <li>• Homophones</li> <li>• Idioms and Proverbs</li> <li>• Vocabulary Enrichment</li> <li>• Listening Skill</li> <li>• Speaking Skill</li> </ul> <p><b><u>Literature</u></b>            Ch. 1- Idgah            Ch 2- Authorship</p> <p><b><u>Grammar</u></b>            Ch 5- Subject Verb Agreement</p> <p><b><u>Writing Skill</u></b></p> <ul style="list-style-type: none"> <li>• Descriptive paragraph</li> <li>• Diary Entry</li> </ul> <p>ASL- Listening Skill</p>	21	<p><b><u>VOCABULARY VOYAGE PROGRAMME</u></b>            Vocabulary enrichment (Homophones, phrasal verbs, idioms and proverbs)            Writing and narrating stories.            Listening and speaking            Unseen passage</p> <p><b>Ch 1- Idgah</b>            Storyline, Chapter highlights, Comprehension, Words Power  <b>HOTS:</b> Why do you think Hamid did not buy any toy or sweets?  <b>Activity-</b> Mapping the Mela Memories (Pg no.5,C)</p> <p><b>Ch 2- Authorship</b>            Explanation, poetic devices, rhyming scheme, Comprehension.  <b>HOTS:</b> Relate the poem ‘Authorship’ to your own experience of writing. Do you agree with the poet’s view?  <b>Activity:</b> From Thoughts to Lines</p> <p><b>Grammar</b>            Ch 5- Subject Verb Agreement</p> <p><b>Writing Skills</b>            Descriptive Paragraph Writing- Guided Practice following the CODER.            Diary Entry-Features, format and practice questions.</p> <p>ASL-Listening Skills</p>	<p><b>To enable the students to</b></p> <ul style="list-style-type: none"> <li>➤ Identify prior knowledge with new academic content.</li> <li>➤ Identify and address learning gaps through diagnostic assessment.</li> <li>➤ Relate to the main idea and the model of the story by reading the text.</li> <li>➤ Analyse the themes of selflessness, empathy and sacrifice over materialistic desires.</li> <li>➤ Evaluate the significance of the ‘tongs’ as a symbol of love and practicality.</li> <li>➤ Read, comprehend, draw conclusions and make inferences.</li> <li>➤ Explore the themes of parental roles, societal double standards.</li> <li>➤ Explain ‘metaphor’ and ‘personification’ as a poetic device</li> <li>➤ Recall the rules, exceptions and common errors of grammar topics.</li> <li>➤ Apply the rules of subject and verb agreement while speaking and writing.</li> <li>➤ List the elements of descriptive paragraph writing.</li> <li>➤ Explain the purpose and format of Diary Entry.</li> <li>➤ Strengthen listening skill.</li> </ul>	<p><b>Learners will be able to</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate understanding of essential concepts from the previous grade.</li> <li>➤ Gain a clear understanding of areas need to be focussed on.</li> <li>➤ Read and comprehend the story.</li> <li>➤ Connect and co-relate how selfless love of a child builds in strong relationships.</li> <li>➤ Cultivate self- restraint and maturity in decision-making.</li> <li>➤ Read the poem aloud with expressions and comprehend its central idea.</li> <li>➤ Explore the themes of the poem and relate them to personal experiences or societal issues.</li> <li>➤ Identify and pick examples of metaphors and personification in the given poem.</li> <li>➤ Construct grammatically correct sentences and use in everyday conversation.</li> <li>➤ Develop creative writing skill.</li> <li>➤ Express feelings and opinions in the form of diary entry.</li> <li>➤ Develop listening competencies.</li> </ul>
May	<p><b><u>Literature</u></b>            Ch 3- My Bank Account</p>	10	<p><b>Ch 3- My Bank Account</b>            Storyline, chapter highlights, Comprehension, Word Power.</p>	<ul style="list-style-type: none"> <li>➤ Examine the themes of social anxiety, intimidation by formal institutions and the absurdity of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the themes of appearance vs reality, financial fear, anxiety and insecurity.</li> </ul>

	<p><b>Grammar</b> Ch 4- Verbs (Transitive and Intransitive Verbs)</p>		<p><b>Art Integrated Activity</b>-Create a ‘Fever Chart’ of the narrator’s nervousness.</p> <p><b>Grammar</b> <b>Ch 4-Transitive and Intransitive</b> Direct and Indirect Object/Transitive and Intransitive Verb</p>	<p>bureaucracy.</p> <ul style="list-style-type: none"> <li>➤ Evaluate humour as a cognitive coping mechanism that fosters emotional resilience.</li> <li>➤ Identify Transitive and Intransitive Verb.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Justify ‘ Humour is the spice of life. Life would be a long drag if there were no humour to tickle our ribs’.</li> <li>➤ Explain Transitive and Intransitive Verb</li> </ul>
June	<p><b>Literature</b> Ch 4-The Children Hour</p> <p><b>Grammar</b> Ch15- Active and Passive Voice</p> <p><b>Writing Skill</b> Notice Writing</p>	11	<p><b>Ch 4- The Children’s Hour</b> Explanation of the poem, rhyming scheme, poetic devices. Comprehension, Word Power. <b>HOTS:</b> Critically examine the importance of parental involvement in a child’s life <b>Activity-</b> Word Web</p> <p><b>Grammar</b> <b>Ch 15- Active and Passive Voice</b> Uses of the passive voice /Voice and Verbs/ Changing voice in the various tenses/ Passive voice with model auxiliaries/ Changing verb with two objects to passive voice/ Personal pronouns/ Passive voice in interrogative sentences.</p> <p><b>Writing Skill</b> Notice Writing Purpose, key elements and structure</p>	<ul style="list-style-type: none"> <li>➤ Analyse the themes of love, affection and the innocence of childhood.</li> <li>➤ Explain the poetic devices used in the poem.</li> <li>➤ Define and distinguish Active and Passive voice.</li> <li>➤ Explain the rules of changing active voice to passive voice.</li> <li>➤ Explain the purpose and structure of a notice.</li> <li>➤ Learn to write a clear and concise notice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the significance of ‘The Children Hour’ as the special time of bonding.</li> <li>➤ Pick examples of different poetic devices from the poem.</li> <li>➤ Identify and distinguish between Active and Passive voice.</li> <li>➤ Transform the sentences from active to passive.</li> <li>➤ Draft a notice for a given situation and can identify the key elements of a notice (heading, date, content and structure).</li> </ul>
July	<p><b>Literature</b> Ch 5- The Penguins</p> <p>Ch 6- The Nightingale And The Glow-Worm</p> <p>Ch 7- Waiting for Haria</p> <p><b>Writing:</b> Formal and Informal Letters</p> <p><b>Reading Skill</b> Unseen passage</p>	22	<p><b>Ch 5 –The Penguins</b> Storyline, chapter highlights, Comprehension, Word Power. <b>HOTS:</b> Evaluate the Penguins’ behaviour while teaching their young. Do you think it is wicked? Justify your answer with reasons. <b>Activity-</b> <u>Frozen Facts Expedition</u></p> <p><b>Ch 6- The Nightingale and the Glow – Worm.</b> Explanation of the poem, rhyming scheme, poetic devices, Comprehension. <b>HOTS:</b> Analyse how the Glow-Worm uses wit and theological framing to shift the Nightingale’s view of itself from a superior predator to an equal co-creator. <b>Activity-</b> <u>Trait Tracker Challenge(pg 35)</u></p>	<ul style="list-style-type: none"> <li>➤ Evaluate character development, plot, structure and the themes of survival and adventure in a classic novel.</li> <li>➤ Analyse the moral dilemmas, ethical choices and the contrast between innocence and human conflict.</li> <li>➤ Analyze how the poet uses a fictional interaction between animals to convey a moral lesson.</li> <li>➤ Explore the themes of mutual respect, universal brotherhood and ‘live and let live’.</li> <li>➤ Explain poetic devices such as personification, alliteration, metaphor and the use of rhyming scheme.</li> <li>➤ Explain the themes of love, duty and sacrifice through the characters of Madhuli and Amma.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain how the characters maintain moral integrity and overcome natural human challenges.</li> <li>➤ Examine the role of nature as a setting for adventure, test of courage, friendship and ingenuity.</li> <li>➤ Compare and contrast the Nightingale (talent/appetite) with the Glow-Worm (wit/humility).</li> <li>➤ Explain the themes focusing on the idea that every creature, no matter how small has a rightful place in nature.</li> <li>➤ Explain why Haria moved to Delhi and the challenges he faced in balancing expenses.</li> <li>➤ Describe the emotional and practical difficulties of those left behind in the village.</li> <li>➤ Identify the sacrifices made for long</li> </ul>

			<p><b>Ch 7-Waiting for Haria</b> Storyline, chapter highlights, Comprehension, Word Power <b>HOTS:</b> ‘Madhuli proved that she was a smart girl’. Justify the statement</p> <p><b>Writing Skill-Formal and Informal letter</b> Purpose, format, rules, guidelines, sample answer.</p> <p><b>Reading Skill:</b> Unseen Passage:</p>	<ul style="list-style-type: none"> <li>➤ Analyze the challenges of rural - urban migration and the motivation behind working away from home.</li> <li>➤ Develop empathy for families managing with limited resources.</li> <li>➤ Compare and contrast the life, safety and opportunities between rural and urban setting.</li> <li>➤ Strengthen writing skill.</li> <li>➤ Draw logical inferences based on information presented explicitly and implicitly in the passage.</li> </ul>	<p>term goals.</p> <ul style="list-style-type: none"> <li>➤ Reflect on the value of patience, hope and community support in difficult times.</li> <li>➤ Transform the sentences from active voice to passive voice.</li> <li>➤ Write letters as per the given format.</li> <li>➤ Develop creative writing, critical thinking skills by analysing, evaluating and synthesising from the given passage.</li> </ul>
August	<p><b>Literature</b> .Ch 8- Seventeen Oranges  Ch 9- No Men Are Foreign</p> <p><b>Grammar</b> Ch 7, 8 and 9 - Tenses Integrated Grammar</p> <p><b>ASL-</b> Speaking &amp; Listening Skill</p>	20	<p><b>Ch 8- Seventeen Oranges</b> Storyline, chapter highlights, Comprehension, Word Power <b>HOTS:</b> Judge the situation of children stealing due to poverty as right or wrong. Defend your answer with supports and suggest corrective actions. <b>Activity-</b> Debate “ Poverty is the main cause of stealing”</p> <p><b>Ch 9- No Men Are Foreign</b> Explanation of the poem, rhyming scheme, poetic devices. Comprehension. <b>HOTS:</b> “If we go to war we destroy not only human lives but the earth and the environment which belong to us.” Do you agree? Justify your answer with suitable arguments. <b>Activity-</b> Split Collage: War and Peace</p> <p><b>Grammar</b> <b>Ch 7,8 and 9 Tenses</b> Forms, uses, functions, explanation, exercises</p> <p><b>ASL-Speaking and Listening Skill</b></p>	<ul style="list-style-type: none"> <li>➤ Explain the themes of poverty, kindness, generosity and innocence.</li> <li>➤ Analyze the feelings and emotions of the boy in the poem.</li> <li>➤ Explain the literary devices - imagery and symbolism.</li> <li>➤ Explain the themes of universal brotherhood and unity.</li> <li>➤ Identify the poetic devices of repetition, imagery and symbolism.</li> <li>➤ Recognize the idea that all humans are equal despite differences.</li> <li>➤ Identify different tense forms in a sentence.</li> <li>➤ Analyse the structure and usage of various tenses in different context.</li> <li>➤ Strengthen speaking and listening competencies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the plot and identify key elements of the story.</li> <li>➤ Explain the significance of the oranges in the story.</li> <li>➤ Can relate the themes of the story to real life situation.</li> <li>➤ Express their opinions on global unity and peace.</li> <li>➤ Analyze the poet’s message against war and hatred.</li> <li>➤ Explain the poetic devices along with the central idea of the poem.</li> <li>➤ Use appropriate tenses in sentences.</li> <li>➤ Construct grammatically correct sentences.</li> <li>➤ Develop speaking and listening competencies.</li> </ul>
September	<p><b>Literature-</b> Revision <b>Grammar-</b>Revision <b>Writing-</b> Revision Integrated Grammar</p>	11	<p>Comprehensive passages, editing, gap-filling, punctuation, integrated grammar. <b>Revision</b> – Literature, Grammar and Writing.</p>	<ul style="list-style-type: none"> <li>➤ Acquaint students with question paper pattern.</li> <li>➤ Develop the key processes the learners’ need to undertake during the exam.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn, or brush up on, revision and exam skill.</li> <li>➤ Manage time more effectively when revising and in the exam.</li> </ul>

<p>October</p>	<p><b>Literature</b> Ch 11- Shining Things Ch 12- Dal Delight</p> <p><b>Grammar</b> Ch 10-Adverbs</p> <p><b>Writing Skill</b> Message Writing</p> <p><b>ASL-</b> Speaking Skill</p>	<p>13</p>	<p><b>Ch 11- Shining Things</b> Explanation of the poem, rhyming scheme, poetic devices. Comprehension. <b>HOTS:</b> Analyze how the theme of beauty in the poem can be connected to real life experiences beyond the poet’s description. <b>Activity-</b> Write a ‘Haiku’ on elements of Nature.</p> <p><b>Ch12-Dal Delight</b> Storyline, chapter highlights, Comprehension, Word Power. <b>Activity-</b>Poster Making on “Simple Food, Happy Life”</p> <p><b>Grammar</b> <b>Ch 10- Adverbs</b> Types, position and degrees of comparison</p> <p><b>Writing Skill</b> <b>Message Writing</b> Purpose, elements and format</p>	<ul style="list-style-type: none"> <li>➤ Appreciate the beauty of simple and everyday shining things in nature and life.</li> <li>➤ Analyze the use of imagery to describe different objects in the poem.</li> <li>➤ Explain the importance of simple food and cultural traditions.</li> <li>➤ Analyze the values of contentment, gratitude and simplicity.</li> <li>➤ Explain what are adverbs and their functions in a sentence.</li> <li>➤ Identify different types of adverbs and use it correctly in a sentence.</li> <li>➤ Explain the purpose and format of message writing.</li> <li>➤ Develop the ability to extract important information from a conversation or passage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the central idea of poem-finding joy in small beautiful things around us.</li> <li>➤ Identify different figures of speech employed in the poem.</li> <li>➤ Explain the central message of joy and satisfaction that can be found in simple things.</li> <li>➤ Identify cultural elements related to Indian food habits and traditions.</li> <li>➤ Classify adverbs into its correct types.</li> <li>➤ Form sentences using appropriate adverbs.</li> <li>➤ Explain the purpose of message writing.</li> <li>➤ Write properly formatted message.</li> </ul>
<p>November</p>	<p><b>Literature</b> Ch 13- Birdie, Will You Pet? Ch 14- Home is Under the Big Top</p> <p><b>Grammar</b> Ch 2-Adjectives</p> <p><b>Writing-</b> Story Writing</p> <p><b>ASL-</b> Speaking Skills</p>	<p>17</p>	<p><b>Ch 13 – Birdie, Will You Pet</b> Explanation of the poem, rhyming scheme, poetic devices. Comprehension. <b>HOTS:</b> Evaluate the bird’s choice of the air over the carpet. <b>Activity-</b> My Promise to Nature</p> <p><b>Ch 14- Home is under the Big Top</b> Storyline, chapter highlights, Comprehension, Word Power <b>HOTS:</b> ‘Home is not a place but a feeling’. Justify the statement with reference to the story.</p> <p><b>Grammar</b> <b>Ch 2- Adjectives</b> Types, formation of adjectives, order of adjectives, degrees of comparison, common errors.</p> <p><b>Writing</b> Story Writing Key elements, purpose and format.</p> <p>ASL-Speaking Skill</p>	<ul style="list-style-type: none"> <li>➤ Analyze the themes of kindness and empathy towards animals.</li> <li>➤ Explain the poetic features like rhyme, rhythm and repetition.</li> <li>➤ Develop sensitivity towards nature and living beings.</li> <li>➤ Analyze the themes of home, belonging and unconventional lifestyles.</li> <li>➤ Identify the setting and lifestyle of circus life and build empathy for diverse ways of living.</li> <li>➤ Identify and explain different kinds of adjectives.</li> <li>➤ Enhance descriptive writing skills using suitable adjectives.</li> <li>➤ Analyze the basic elements of a story (plot, character, setting, themes) and develop creativity and imagination in writing.</li> <li>➤ Strengthen speaking competency and develop effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the central idea of the poem and the interaction between the child and the bird.</li> <li>➤ Analyse the poetic devices and rhyming pattern used in the poem.</li> <li>➤ Demonstrate empathy by suggesting ways to care for birds and animals.</li> <li>➤ Explain the life of circus people.</li> <li>➤ Explain the meaning of ‘home’ from the narrator’s perspective and infer the author’s tone and message about belonging and happiness.</li> <li>➤ Classify adjectives into different types.</li> <li>➤ Compare things using degrees of comparison and apply adjectives effectively in creative writing.</li> <li>➤ Construct a short story based on the stages of Freytag’s pyramid.</li> <li>➤ Develop speaking competency.</li> </ul>

<p>December</p>	<p><b>Literature</b> Ch 15- The Echoing Green  Ch 16- If I were You  Ch 17-My Early Days in England  <b>Grammar</b> Ch 11- Prepositions Ch 16-Narration  <b>Reading Skills</b>-Unseen Passage</p>	<p>20</p>	<p><b>Ch 15- The Echoing Green</b> Explanation of the poem, critical appreciation, poetic devices, comprehension <b>HOTS:</b> Justify the title of the poem. <b>Activity-</b> Mini Biography of William Blake  <b>Ch 16- If I Were You</b> Storyline, chapter highlights, Comprehension, Word Power <b>HOTS-</b> “I’ve got brains and I use them,” says the intruder. Is he justified in making this claim? Evaluate. <b>Activity-</b> Role Play  <b>Ch 17- My Early Days in England</b> Storyline, chapter highlights, Comprehension, Word Power <b>Activity-</b> Word Puzzle (pg no. 102)  <b>Grammar</b> <b>Ch 11- Prepositions</b> Explanation, types and uses, common errors, practice questions <b>Ch 16- Narration</b> Rules/ Tenses/ Changing Pronouns/ Changing Expressions of Time and Place/ Changing the Assertive and Interrogative Sentences into Indirect Speech  <b>Reading Skill:</b> Unseen Passage</p>	<ul style="list-style-type: none"> <li>➤ Analyze the themes of childhood, joy and the cycle of life.</li> <li>➤ Explore how nature reflects human emotion.</li> <li>➤ Explain the poetic devices used in the poem.</li> <li>➤ Analyze the themes of presence of mind and quick thinking.</li> <li>➤ Develop awareness about handling dangerous situations wisely.</li> <li>➤ Analyse the challenges of adapting to a new culture.</li> <li>➤ Explore the values of simplicity, self-discipline and determination.</li> <li>➤ Explain the correct usage of preposition.</li> <li>➤ Explain the concept of reported speech.</li> <li>➤ Explain the rules of changing direct speech into indirect speech.</li> <li>➤ Draw logical inferences based on information presented explicitly and implicitly in the passage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the central themes of joy and the passage of time.</li> <li>➤ Describe how the poet contrasts youth and old age.</li> <li>➤ Interpret the symbolic meaning of ‘the echoing green’.</li> <li>➤ Identify poetic devices like imagery, repetition and rhythm.</li> <li>➤ Explain how Gerrard uses intelligence and wit to outsmart the criminal.</li> <li>➤ Explore the importance of presence of mind in difficult situation.</li> <li>➤ Analyze how the early experiences of Mahatma Gandhi shaped his personality.</li> <li>➤ Explain the role of key values like self-control, perseverance and simplicity in a human life.</li> <li>➤ Apply prepositions correctly.</li> <li>➤ Convert direct speech into reported speech correctly by applying rules of tense, pronoun and time change.</li> <li>➤ Report statements and questions accurately.</li> <li>➤ Develop critical thinking skills by analysing, evaluating and synthesising from the given passage.</li> </ul>
<p>January</p>	<p><b>Literature</b> Ch 18-Somebody’s Mother Ch 19-Patriotism  <b>Grammar</b> Ch 12-Conjunctions Ch 13-Determiners Integrated Grammar  <b>Writing</b> Diary Writing  <b>ASL-</b> Speaking Skills</p>	<p>20</p>	<p><b>Ch 18-Somebody’s Mother</b> Explanation of the poem, rhyming scheme, poetic devices. Comprehension <b>HOTS:</b> Justify whether the boy can be considered a role model. Support your answer with reasons from the poem. <b>Activity-</b> Value Discussion Circle.  <b>Ch 19- Patriotism</b> Storyline, chapter highlights, Comprehension, Word Power <b>HOTS:</b> Evaluate what constitutes true service in society How can it be distinguished from superficial acts? <b>Activity-</b>Debate (Actions speak louder than patriotic words)</p>	<ul style="list-style-type: none"> <li>➤ Analyze the themes of kindness, empathy and humanity.</li> <li>➤ Explain the importance of helping the elderly and needy and build values like compassion, respect and responsibility.</li> <li>➤ Analyze the concept and meaning of patriotism.</li> <li>➤ Differentiate between true patriotism and superficial patriotism.</li> <li>➤ Build values such as respect for the nation, responsibility and honesty.</li> <li>➤ Identify conjunctions and differentiate between different kinds of conjunctions.</li> <li>➤ Construct sentences using</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the central message of kindness and social responsibility.</li> <li>➤ Analyze the significance of the title of the poem ‘Somebody’s mother’ and demonstrate positive values like helping others and respecting elders.</li> <li>➤ Distinguish between real and superficial meaning of patriotism.</li> <li>➤ Express opinion on what it means to be a true patriot relating it to the real life situations.</li> <li>➤ Demonstrate responsible actions that reflect genuine patriotism (eg- cleanliness, honesty, respect for public property)</li> <li>➤ Explain the functions of conjunctions in a sentence and identify different types of</li> </ul>

			<p><b>Grammar</b>  <b>Ch 12- Conjunctions</b>          Coordinating conjunctions/ Subordinating conjunctions/ Correlative conjunctions  <b>Ch 13- Determiners</b>          Determiners/ Functions of determiners/ Articles/ Demonstratives/ Possessives/ Cardinal and Ordinals/ Quantifiers/ Distributors/ Interrogatives</p> <p><b>Writing</b>          Diary Writing</p> <p><b>ASL-Speaking skills</b></p>	<p>appropriate conjunctions.</p> <ul style="list-style-type: none"> <li>➤ Explain different types of determiners and common errors related to determiners in sentences.</li> <li>➤ Explain the purpose and format of diary entry.</li> <li>➤ Develop imagination and creativity in writing.</li> <li>➤ Strengthen speaking skills.</li> </ul>	<p>conjunctions.</p> <ul style="list-style-type: none"> <li>➤ Use conjunctions to join words, phrases and clauses and improve sentence formation and fluency in writing.</li> <li>➤ Identify different types of determiners and use it appropriately to construct meaningful sentences.</li> <li>➤ Express feelings and opinions in the form of a diary entry.</li> <li>➤ Express ideas creatively and clearly.</li> <li>➤ Develop speaking competency.</li> </ul>
February	<p><b>Literature</b> – Revision  <b>Grammar</b>-Revision  <b>Writing</b>- Revision          Integrated Grammar</p>	20	<p>Comprehensive Passages.  <b>Revision</b>- Literature, Writing and Grammar</p>	<ul style="list-style-type: none"> <li>➤ Acquaint the students with the question pattern.</li> <li>➤ Help students analyse their preparation and focus on their weaker areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop understanding of the Question pattern.</li> <li>➤ Management of time during the examination.</li> </ul>

Subject :हिंदी					
Book : सारांश , महाभारत ( संक्षिप्त) और व्याकरण भारती					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	<p>सारांश:-</p> <ul style="list-style-type: none"> <li>• आत्मत्राण</li> <li>• गौरा</li> </ul> <p>महाभारत :-</p> <p>1• आदि पर्व</p> <p>व्याकरण</p> <p>भारती:-</p> <p>1•भाषा बोली लिपि और व्याकरण</p> <p>2•वर्ण विचार</p> <p>3•संधि</p>	21	<p>अनुभवजन्य क्रियाकलाप :-</p> <p>उच्चारण स्थान के आधार पर ध्वनियों का वर्गीकरण करते हुए एक चार्ट बनाकर कक्षा में लगाए।</p> <p>आदि पर्व :-वंश परिचय से खांडव -वन दहन तक।</p> <p>कौशल:- •आपने विश्वास का भाव, पुरुषार्थ का महत्व, ईश्वर पर आस्था।</p> <p>• जानवरों के प्रति प्रेम भाव, स्वार्थ भावना का त्याग, परोपकार, सहनशीलता, सहानुभूति का भाव।</p>	<ul style="list-style-type: none"> <li>•आत्मनिर्भरता, साहस और धैर्य के महत्व को समझ सकेंगे।</li> <li>•कठिन परिस्थितियों का सामना करने की प्रेरणा ग्रहण करेंगे।</li> <li>•कवि की प्रार्थना और विचारधारा को समझ पाएंगे।</li> <li>•ग्रामीण जीवन और पशुपालन के बारे में जानकारी प्राप्त करेंगे।</li> <li>•हिंदी की वर्णमाला ,उच्चारण स्थान तथा उसके सही प्रयोग का ज्ञान कराना।</li> <li>•पिता के प्रति कर्तव्य निष्ठ रहने की प्रेरणा देना।</li> </ul>	<ul style="list-style-type: none"> <li>•आत्मबल, धैर्य और संघर्ष को अपने जीवन से जोड़ सकेंगे।</li> <li>•आत्मविश्वास और सकारात्मक सोच का विकास करेंगे।</li> <li>•नैतिक शिक्षा (पशुओं के प्रति दया और (जिम्मेदारी) को अपने व्यवहार में अपनाने का प्रयास करेंगे।</li> <li>•हिंदी की वर्णमाला उच्चारण स्थान तथा उसके सही प्रयोग का ज्ञान होगा ।</li> <li>•पिता के प्रति कर्तव्य निष्ठ रहने का ज्ञान होगा ।</li> </ul>
May '25	<p>सारांश :-</p> <ul style="list-style-type: none"> <li>•कबीर के दोहे</li> <li>•रचनात्मक लेखन</li> </ul> <p>महाभारत :-</p> <p>2•सभा पर्व</p> <p>व्याकरण भारती</p> <p>: -37•निबंध</p>	10	<p>क्रियाकलाप:- • किसी एक दोहे को चुनकर उसका चित्र बनाना</p> <p>इससे बच्चे meaning को visualize करेंगे।</p> <ul style="list-style-type: none"> <li>•(विद्यालय पत्रिका)</li> <li>•निबंध लेखन :- मोबाइल फोन</li> </ul> <p>•सभा पर्व:-राजसूय- यज्ञ की योजना से विदुर और संजय की धृतराष्ट्र को चेतावनी</p>	<ul style="list-style-type: none"> <li>•कबीर के जीवन और उनकी शिक्षाओं से परिचित हों सकेंगे।</li> <li>•दोहों का शुद्ध व स्पष्ट वाचन करना सीखें।</li> <li>•दोहों में छिपे संदेश (जैसे – गुरु का महत्व, ईश्वर की महिमा) को पहचानें।</li> <li>•नैतिक मूल्यों को अपने दैनिक जीवन से जोड़कर उदाहरण दे सकें।</li> </ul>	<ul style="list-style-type: none"> <li>•दोहों में निहित नैतिक शिक्षा (सत्य, गुरु महिमा, ईश्वर भक्ति) को पहचान सकेंगे।</li> <li>•जीवन में अच्छे आचरण और मूल्यों (जैसे – विनम्रता, सत्यवादिता) को अपनाने की प्रेरणा प्राप्त करेंगे।</li> <li>•नए शब्दों के अर्थ समझकर उनका</li> </ul>

	लेखन 5•पर्यायवाची शब्द 32•अपठित गद्यांश		तक।  ●कौशल:- गुरु का महत्व, गुरु के प्रति आदर सम्मान का भाव, बाह्य-आडंबरों विरोध, ईश्वर-महिमा का गान		वाक्य में प्रयोग कर सकेंगे। दोहों के माध्यम से सुनने, बोलने और अभिव्यक्ति कौशल विकसित करेंगे।
June '26	●जापान से मित्र को पत्र:- महाभारत:- 3•वन पर्व व्याकरण भारती:-15•लिंग 36•पत्र लेखन 30•मुहावरे 4•शब्द विचार	11	विषय संवर्धन क्रियाकलाप:- ●अपने मित्र का हाल-चाल पूछते हुए पत्र लिखने का अभ्यास करें।  वन पर्व :-काम्यक वन में पांडव से पांडवों की तीर्थ यात्रा तक।  पत्र लेखन:- डाकिए की शिकायत करते हुए डाकपाल को पत्र लिखिए।  कौशल:- ●जापानी संस्कृति का ज्ञान कम्युनिस्ट अतिथि सत्कार जीवन में गतिशीलता को अपनाना।	●पत्र लेखन की विधि और प्रारूप को समझें। ●जापानी जीवन शैली से मिलने वाले संदेश (अनुशासन, परिश्रम) को अपनाएँ। ●वाक्य विन्यास के दौरान लिंग के सही प्रयोग का ज्ञान होना।	●पत्र के माध्यम से अपने विचारों और अनुभवों को व्यक्त करना सीखेंगे। ●जापान की संस्कृति, अनुशासन और कार्यशैली के बारे में जानकारी प्राप्त करेंगे। ●पत्र लेखन की संरचना (प्रारंभ, मुख्य भाग, समापन) को पहचान सकेंगे। ●भाषा विन्यास के दौरान लिंग के सही प्रयोग का ज्ञान होगा।
July '26	सारांश:- ● खानपान की बदलती संस्कृति ●मेरी डायरी के पन्ने महाभारत :- 3•वन पर्व 4•विराट पर्व व्याकरण भारती :-6•विलोम शब्द	23	● क्रियाकलाप :- चित्रों के माध्यम से विलोम शब्द को कॉपी में स्पष्ट करें। ● भारतीय संस्कृति के अलग-अलग खान- पान को चित्र द्वारा दर्शना।  वन पर्व :- भीम -हनुमान भेंट और अर्जुन लौटे से यक्ष -प्रश्न तक। विराट पर्व :-राजा विराट के यहाँ अज्ञातवास से कौरवों की पराजय तक।  पत्र लेखन:-	●भारत की पारंपरिक खान-पान संस्कृति के बारे में समझ विकसित करेंगे। ●विभिन्न क्षेत्रों के भोजन की विशेषताओं से परिचित होंगे। ●फास्ट फूड के कारणों (जैसे समय की कमी, जीवनशैली) को समझेंगे। ●संतुलित और पौष्टिक आहार के महत्व को समझेंगे। ●जुआ जैसे खेलों का दुष्परिणाम तथा कुटिलता के दुष्परिणामों से अवगत करना।	●पारंपरिक और आधुनिक खान-पान में अंतर स्पष्ट कर सकेंगे। ●फास्ट फूड के फायदे और नुकसान का विश्लेषण कर सकेंगे। ●अपने दैनिक जीवन में स्वस्थ भोजन चुनने का निर्णय ले सकेंगे। ●विभिन्न भारतीय व्यंजनों की विविधता को पहचान सकेंगे। ●सामाजिक और सांस्कृतिक प्रवृत्तियों पर विचार व्यक्त कर सकेंगे।

	<p>11●उपसर्ग 12●प्रत्यय 7●अनेकार्थी शब्द 5●पत्र लेखन 32●अपठित पद्यांश</p>		<p>व्यायाम के महत्व को बताते हुए अपने छोटे भाई को पत्र लिखिए।</p> <p>●कौशल:- खानपान में प्लास्टिक खाद्य पदार्थों को अपनाना, आधुनिक जीवन शैली में परिवर्तन, स्वास्थ्यवर्धक पदार्थ हो के बारे में जानकारी।</p> <p>● डायरी लेखन विद्या का ज्ञान, परोपकार सहनशीलता एवं सहयोग की भावना।</p>	<p>●उपसर्ग तथा प्रत्यय के अंतर का ज्ञान कराना।</p>	<p>●जुआ जैसे खेल के दुष्परिणाम तथा कुटिलता के दुष्परिणामों से अवगत होंगे।</p> <p>●उपसर्ग तथा प्रत्यय के अंतर का ज्ञान होगा।</p>
August '26	<p>सारांश:- ● तक्षशिला का वैभव ●महाभारत :- 5●उद्योग पर्व 6● भीष्म पर्व व्याकरण भारती :-13●समास 14●संज्ञा 17●कारक 34●सूचना-लेखन 37●निबंध लेखन</p>	21	<p>विषय संवर्धन क्रियाकलाप :-हर चिट पर एक शब्द लिखा हो (जैसे: राम, दिल्ली, किताब, खुशी)। यह किस प्रकार की संज्ञा है? (व्यक्तिवाचक / जातिवाचक / भाववाचक / द्रव्यवाचक) उद्योग पर्व :-राज्य प्राप्ति की तैयारियाँ से युद्ध करने का निर्णय तक। भीष्म पर्व :-युद्ध क्षेत्र में सेनाएँ से युद्ध का दसवाँ दिन तक। निबंध लेखन :- स्वतंत्रता दिवस कौशल:- जीवन सभ्यता एवं संस्कृति का ज्ञान, प्राचीन शिल्प कला की जानकारी एवं भारत की गौरव में इतिहास का बोध।</p>	<p>●संग्रहालय/ऐतिहासिक स्थानों के महत्व को समझ, पत्र लेखन की शैली और संरचना को पहचान सके। ●यात्रा/भ्रमण के अनुभव को क्रमबद्ध रूप में लिखना सीख सके। ●विभिन्न प्रकार के संज्ञा शब्दों का ज्ञान होना। ●भाषा के अंतर्गत समास, समास भेद तथा विग्रह करना समझाना। ●भीम तथा हनुमान के बल से अवगत कराना। ●पुत्र मोह से होने वाले नुकसान से अवगत कराना।</p>	<p>●संग्रहालय/दिल्ली भ्रमण का वर्णन सरल भाषा में कर सकेंगे ●किसी स्थान के बारे में अपना अनुभव लिखने में सक्षम होंगे। ●विभिन्न प्रकार के संज्ञा शब्दों का ज्ञान होगा ●भाषा के अंतर्गत समास, समास भेद तथा विग्रह करना समझेंगे। ●भीम तथा हनुमान के बल से अवगत होंगे। ●पुत्र मोह से होने वाले नुकसान से अवगत होंगे।</p>
September '26	<p>पुनरावृत्ति अर्धवार्षिक परीक्षा व्याकरण भारती:-</p>	23	<p>निबंध लेखन :-विज्ञापनों की दुनिया क्रियाकलाप:-</p>	<p>●धैर्य के साथ चीजों को समझने की क्षमता को बढ़ाना। ●कर्तव्य के प्रति निष्ठावान रहने की प्रेरणा देना। ●स्व लेखन की कला विकसित करना।</p>	<p>●धैर्य के साथ चीजों को समझने की क्षमता बढ़ेगी। ●कर्तव्य के प्रति निष्ठावान बने रहने की प्रेरणा मिलेगी।</p>

	18●सर्वनाम 37●निबंधलेखन 8●समश्रुत भिन्नार्थक शब्द		समश्रुत का चार्ट बनाकर कॉपी में चिपकाना।	●भाषा के अंतर्गत एक ही समान सुनाई वाले शब्द भंडार को बढ़ाना तथा अर्थ समझाना।	●स्वलेखन की कला विकसित होगी। ●भाषा के अंतर्गत एक ही समान सुनाई देने वाले शब्द भंडार बढ़ेंगे तथा अर्थ समझेंगे।
October '26	सारांश:- ●मीरा के पद ●भारत के आदिवासी महाभारत :- 7●द्रोण पर्व  व्याकरणभारती: -36●पत्र लेखन 7●अनेक शब्दों के बदले एक शब्द 30●लोकोक्तियाँ 19●विशेषण	15	अनुभवजन क्रियाकलाप :-मीरा के पद पर आधारित छोटा सा नाटक / अभिनय तैयार करे।  द्रोण पर्व :-युद्ध का ग्यारहवाँ से युद्ध का पंद्रहवा दिन तक।  पत्र लेखन :-सफाई की अव्यवस्था के संबंध में नगर निगम के स्वास्थ्य अधिकारी को पत्र लिखें।  कौशल :- ●कृष्ण भक्ति भावना ईश्वर के प्रति अटूट श्रद्धा समर्पण की भावना दृढ़ संकल्प शक्ति ●समाज के जनजातीय स्वरूप परंपरागत स्वरूप दृढ़ इच्छा शक्ति	●पदों में व्यक्त प्रेम, भक्ति और समर्पण की भावना को पहचान सकेंगे। ●काव्य में प्रयुक्त शब्दों, भक्ति आंदोलन और भावों का ज्ञान प्राप्त करेंगे। ●संगीत और काव्य के संबंध को समझ सकेंगे (जैसे मीरा का गाना/भजन)। भारत के आदिवासियों के जीवन, संस्कृति और परंपराओं को समझना। ●आदिवासी समाज की विशेषताओं और उनके रहन-सहन, त्योहार, विवाह और रीति-रिवाजों की जानकारी प्राप्त करना। ●प्रकृति के साथ उनके संबंध और जीवन शैली की भूमिका और महत्व को जानना। ●स्व-लेखन की कला को विकसित करना। ●वाक्यों को संक्षेप में लिखने की कला को सिखाना।	●पदों में व्यक्त कृष्ण के प्रति प्रेम और समर्पण को स्पष्ट कर सकेंगे। ●पाठ से नए शब्दों का प्रयोग अपने वाक्यों में कर सकेंगे। ●मीरा की भक्ति भावना से प्रेरित होकर नैतिक मूल्यों (प्रेम, समर्पण, श्रद्धा) को समझ सकेंगे। ●पदों का सही उच्चारण और भाव के साथ वाचन कर सकेंगे। ●भारत के आदिवासी समुदायों की पहचान और विशेषताएँ, रहन-सहन, खान-पान और पहनावे का वर्णन कर सकेंगे। ●आदिवासी त्योहारों और परंपराओं को समझकर प्रकृति के प्रति उनके प्रेम और निर्भरता की समझ तथा आदिवासी संस्कृति के महत्व को अपने शब्दों में व्यक्त कर सकेंगे। ●स्व-लेखन की कला विकसित होगी। ●वाक्य को संक्षेप में लिखने की कला सीखेंगे।

<p>November '26</p>	<p>सारांश:-          ●बहू की विदा          ●सच्चा भारत          महाभारत:-          8●कर्ण पर्व          9●शल्य पर्व          10●सौप्तिक पर्व          व्याकरण          भारती:-          20●क्रिया          21●काल          37●निबंध लेखन          31●अपठित          गद्यांश</p>	<p>17</p>	<p>अनुभवजन्य क्रियाकलाप :-          छात्र भूमिकाएँ बाँटें:          बहू,माता-पिता,परिवार के सदस्य          5-10 मिनट की तैयारी के बाद, सभी समूह अपना role play प्रस्तुत करें।</p> <p>कर्ण पर्व :-युद्ध का सोलहवाँ दिन से युद्ध का सत्रहवाँ दिन तक।</p> <p>शल्य पर्व:- युद्ध का अठारहवाँ दिन तक ।          सौप्तिक पर्व:-अश्वत्थामा का प्रतिशोध से अश्वत्थामा का मणिहीन होना तक।</p> <p>निबंध लेखन:- हमारा आधार: हमारी पहचान ।</p> <p>कौशल :- दहेज प्रथा, लालची स्वभाव नारी का सम्मान की रक्षा नई पीड़ा की अनुभूति।          ● भारत के प्रति श्रद्धा भक्ति भावना भारत के लोगों में अपेक्षित अपेक्षा गणों का समावेश।</p>	<p>●परिवार और रिश्तों के भावनात्मक महत्व,भारतीय परंपराओं और विदाई के रीति-रिवाजों , मनोभावों का विश्लेषण कर सकेंगे।          ●सामाजिक मूल्यों जैसे प्रेम, त्याग और अपनापन को पहचान सकेंगे।          ●सच्चे भारत की अवधारणा ,देशभक्ति और राष्ट्रीय मूल्यों का महत्व जान, समाज में समानता, न्याय और एकता के विचारों को पहचान सकेंगे।          ●स्वलेखन की कला विकसित करना ।          ●क्रोध करने के दुष्परिणाम तथा गलत निर्णय के दुष्परिणामों से अवगत करना ।</p>	<p>●पाठ में निहित सामाजिक और पारिवारिक मूल्यों को पहचान सकेंगे।          ●पात्रों के व्यवहार और उनके निर्णयों का कारण बता सकेंगे।          ●स्व लेखन की कला विकसित होगी ।          ●क्रोध करने के दुष्परिणाम तथा गलत निर्णय लेने की दुष्परिणामों से अवगत होंगे ।          ●सच्चे भारत के गुणों देशभक्ति और सामाजिक मूल्यों की पहचान,समाज में समानता और न्याय के महत्व को समझ सकेंगे।          ●अपने जीवन में इन मूल्यों को अपनाने की प्रेरणा ले सकेंगे।</p>
<p>December '26</p>	<p>सारांश:-          ●मित्रता          ●नचिकेता          महाभारत :-          11●स्त्री पर्व          12●शांति पर्व          13●अनुशासन पर्व          14●अश्वमेध पर्व</p>	<p>20</p>	<p>विषय संवर्धन क्रियाकलाप :- अपने खास मित्र के बारे में दो अच्छी बात (गुण) बताए।</p> <p>स्त्री पर्व:- शोकाकुल राज -परिवार कुरुक्षेत्र में से युधिष्ठिर का शाप स्त्रियाँ रहस्य न छिपा सकेंगीं तक ।</p> <p>शांति पर्व :-युधिष्ठिर का वैराग्य भाव से युधिष्ठिर का राज -तिलक तक।</p>	<p>●मित्रता के सही अर्थ ,अच्छे और बुरे मित्रों में अंतर ,जीवन में मित्र चुनने की महत्ता को जान सकें।          ● निर्णय लेने की क्षमता विकसित करें।          ●मित्रता के गुण-दोषों का विश्लेषण कर सकें।          ●भाषा के अंतर्गत वाक्य विन्यास की कला का ज्ञान कराना।          ●नचिकेता की कथा गुरु- शिष्य के महत्व,</p>	<p>●सच्ची और झूठी मित्रता में अंतर,अच्छे अंतर,अच्छे मित्र के गुणों (निःस्वार्थता, ईमानदारी, सहयोग आदि) को पहचान सकेंगे।          ●अपने जीवन में अच्छे मित्र चुनने की क्षमता विकसित करेंगे।          ●नैतिक मूल्यों जैसे विश्वास, त्याग और सहानुभूति को अपनाने की प्रेरणा पाएंगे।          ●भाषा के अंतर्गत वाक्य विन्यास की</p>

	<p>व्याकरण भारती :-23•अविकारी शब्द :क्रिया विशेषण27• वाक्य विन्यास 34•सूचना लेखन</p>		<p>अनुशासन पर्व :-भीष्म पितामह का उपदेश से श्री कृष्ण द्वारका लौटे तक ।</p> <p>अश्वमेध पर्व:- उत्तरा पुत्र परीक्षित का जन्म से अश्वमेध यज्ञ संपन्न तक।</p> <p>कौशल:-● सच्ची मित्रता का महत्व और पहचान</p> <p>●स्पष्टवक्ता होने का गुण, आज्ञाकारिता का गुण ,कष्ट सहिष्णुता,निडरता का गुण, जिज्ञासा ,दृढ़ता, आत्मा का रहस्य का ज्ञान।</p>	<p>सत्य, धैर्य और जिज्ञासा के गुणों को पहचान सकें।</p> <p>●यम और नचिकेता के संवाद को समझ सकें।</p> <p>●नैतिक मूल्यों (सत्यवादिता, साहस) को अपने जीवन में अपनाने की प्रेरणा लें।</p>	<p>कला का ज्ञान होगा।</p> <p>●नचिकेता की कहानी गुरु-शिष्य परंपरा के महत्व को स्पष्ट कर सकेंगे।</p> <p>●नचिकेता के चरित्र के गुणों (साहस, सत्यप्रियता, जिज्ञासा) ●जीवन में सही और गलत के बीच अंतर ,कठिन परिस्थितियों में धैर्य और दृढ़ता रखने की प्रेरणा प्राप्त करेंगे।</p>
January '27	<p>सारांश:-</p> <p>●भारतीय संस्कृति महाभारत :-</p> <p>15•आश्रमवासिक पर्व 16•मौसल पर्व</p> <p>17•महाप्रस्थानिक पर्व</p> <p>18•स्वर्गारोहण पर्व</p> <p>व्याकरण भारती :-28•वाक्य रचना की सामान्य अशुद्धियां 29•विराम चिन्ह</p>	20	<p>विषय संवर्धन क्रियाकलाप:- विराम चिन्ह को चित्र तथा एक उदाहरण द्वारा कॉपी में स्पष्ट करें ।</p> <p>आश्रमवासिक पर्व :-धृतराष्ट्र ,गांधारी ,कुंती का वन गमन तक।</p> <p>मौसल पर्व :-यादवों का विनाश तक।</p> <p>महाप्रस्थानिक पर्व :-पांडवों का महाप्रस्थान तक ।</p> <p>स्वर्गारोहण पर्व :- युधिष्ठिर स्वर्ग में तक।</p> <p>●पत्र लेखन:- नव वर्ष की शुभकामना देते हुए अपने नाना जी को पत्र लिखें ।</p> <p>कौशल:-● संस्कृति के मूल तत्वों को समझना ,आत्मसात करना भारतीय संस्कृति की विकास प्रक्रिया ,भारतीय संविधान के तत्वों की समानता।</p>	<p>●भारतीय 'संस्कृति' विशेषताओं के विभिन्न काल (वैदिक, मध्यकालीन, आधुनिक) महान संतों और विचारकों के योगदान को समझ सकें।</p> <p>●भारतीय संस्कृति के मूल्यों (नैतिकता, सहिष्णुता, परंपरा) को पहचान सकें।</p> <p>●भाषा के अंतर्गत त्रुटि रहित वाक्य निर्माण का ज्ञान होना ।</p> <p>●साहित्य के अंतर्गत की पद्य विधा समझ को बढ़ाना ।</p> <p>●भाषा के अंतर्गत शब्द भंडार तथा उसके समझ की वृद्धि करना ।</p>	<p>●छात्र संस्कृति और सभ्यता विशेषताओं को विभिन्न कालों में भारतीय संस्कृति के विकास का वर्णन कर पाएंगे।</p> <p>●महावीर, बुद्ध, कबीर आदि के विचारों को समझकर उदाहरण दे पाएंगे।</p> <p>●भारतीय संस्कृति के मूल्यों को अपने जीवन में अपनाने की प्रेरणा प्राप्त करेंगे।</p> <p>●भाषा के अंतर्गत त्रुटि रहित वाक्य निर्माण की कला का ज्ञान होगा ।</p> <p>●साहित्य के अंतर्गत पद्य विधा की समझ बढ़ेगी ।</p> <p>●भाषा के अंतर्गत शब्द भंडार तथा उसकी समझ में वृद्धि होगी।</p>

	36•पत्र लेखन 10•एकार्थी प्रतीत होने वाले शब्द 32•अपठित पद्यांश				
February '27	पुनरावृत्ति वार्षिक परीक्षा	22			
March '27					परीक्षा प्रतिफल

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

Subject संस्कृत					
Book नई दीप मणिका -7					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	1. लङ्ग-लकार: [ प्रथम लट्लकारे, लृट्लकार]	8	● प्रथमपुरुष मध्यमपुरुष उत्तमपुरुष [प्रथम लट्लकारे, लृट्लकार] (अनुभवजन्य शिक्षण )	छात्र की सहायता करना – ● लङ्गलकार (में धातुरूपों) का ज्ञान और वाक्य में प्रयोग।	छात्र सक्षम हुए– ● तीनों लिङ्गों और पुरुषों में लङ्गलकार के क्रियापद का ज्ञान।
May '26	4. लोट्लकार: ● पत्र लेखन [ अवकाशहेतोः]	4	लोट् लकार ( आज्ञार्थक) ● पत्र लेखन रचनात्मककार्यम् [ अवकाशहेतोः]	छात्र की सहायता करना – लोट् लकार ( आज्ञार्थक)का परिचय एवं जीवन में उपयोगिता ● पत्र का सही प्रारूप (format) उचित भाषा और सही शब्दों का चयन	छात्र सक्षम हुए – वार्तालाप विधि से लोट्लकार के क्रियापदों का ज्ञान, तीनोंपुरुषों और वचनों में प्रयोग और वाक्य निर्माण।  पत्रलेखन में उचित प्रारूप और सही भाषा शैली का प्रयोग।
June '26	6. सङ्ख्या -ज्ञानम् ● चित्र वर्णन	4	संख्यावाची शब्द (1-50)  चित्र वर्णन-(कला समेकित शिक्षण)	छात्र की सहायता करना –● एक से चार तक की संख्या लिङ्ग अनुसार । पाँच से आगे(5-50) की संख्या संस्कृत	छात्र सक्षम हुए – 1-4 तक तक की संख्या लिंग के अनुसार और 5 से 50 तक की संख्या संस्कृत शब्द में  ● रचनात्मक कौशल विकास।

				शब्द में । ●चित्र पर आधारित वाक्य रचना में।	
July '26	व्याकरण- प्रत्यय 8. सुवचनानि  अनुच्छेदलेखन [स्वच्छता का महत्व],	8	● प्रत्यय- क्त्वा, ल्यप, तुमुन् ●श्लोक सुवचनानि  ●स्वच्छतायाः महत्वम् - लेखन कौशल	छात्र की सहायता करना – ● तीनों प्रत्ययों का अर्थ और प्रयोग।  ●श्लोक वाचन-अर्थ  अनुच्छेद लेखन - भाषा, वाक्य संरचना और शब्दावली ।	छात्र सक्षम हुए –  ●प्रत्यय का समुचित प्रयोग करने में। ●शुद्ध वाचन - कौशल का विकास। ● अर्थ -अन्वय ज्ञान बोधा ●छात्र सही, स्पष्ट और प्रभावी अनुच्छेद लिखने में सक्षम हो जाएंगे।
August '26	● विधिलिंग ●अव्यय ●समय	8	●विधिलिंग ●अव्यय  ●समय  ( व्याकरण- उचित-रूपेण रिक्त स्थानानि पूर्यत)  विषय संवर्धन गतिविधयः	छात्र की सहायता करना – ●चाहिए के अर्थ में धातु में प्रत्यय जोड़कर धातुरूप।  ● अव्यय शब्द अर्थ सहित बताना।  ● घटिका चित्र द्वारा समय स्पष्ट।	छात्र सक्षम हुए – धातुरूप का ज्ञान-बोधा ●अव्यय वाक्य में प्रयोग करने में। ●उचित वाक्य निर्माण। ● संस्कृत में समय का बोधा।
September '26	पठित पाठों की पुनरावृत्ति ।	4	पठित पाठों की पुनरावृत्ति ।	पठित पाठों की पुनरावृत्ति	छात्र सक्षम हुए –  छात्र परीक्षा के लिये सक्षम ।

October 26	12. सुभाषितानि ●चित्र वर्णनम्	6	●श्लोक  चित्र वर्ण- ( कला समेकित शिक्षण)	छात्र की सहायता करना - श्लोक- वाचन-अर्थ अन्वय  ●चित्र पर आधारित वाक्य रचना में।	छात्र सक्षम हुए- ● शुद्ध उच्चारण , अन्वय, नवीन शब्दों, अव्यय का ज्ञान-बोध। ।  रचनात्मक कौशल विकास।
November '26	15. बुद्धिर्यस्य बलं तस्य ●पत्र लेखनम्	7	बुद्धि बलात् श्रेष्ठकरी  पत्र लेखन रचनात्मककार्यम्  पत्र अवयवान् (प्रेषकः, तिथि, सम्बोधनम्, विषयः, मुख्यांशः, समापनम्) ज्ञातुं शक्नुयुः।	●छात्र की सहायता करना -  जीवन मूल्य बढ़ाने के लिए कथा का महत्व  ●पत्र के अवयवों (प्रेषक, तिथि, सम्बोधनम्, विषय, मुख्यांश, समापनम्) का ज्ञान ।	छात्र सक्षम हुए- चित्र के द्वारा कथा का प्रस्तुतीकरण कथा से जीवन मूल्यों की शिक्षा।  पत्र का सही प्रारूप (format) उचित भाषा और सही शब्दों का चयन
December '26	11. अभ्यास पुस्तिका	4	लकार परिवर्तन, वचन परिवर्तन ,(विशेष संवर्धन गतिविधियां)	●छात्र की सहायता करना -  i) लकार और वचन परिवर्तन  ii) पद परिचय अशुद्धि संशोधन	छात्र सक्षम हुए- लकार परिवर्तन, वचन परिवर्तन , पद परिचय और अशुद्धि संशोधन के नियमों का ज्ञान बोधा
January '27	अभ्यास प्रश्न पत्र 1,2	6	अभ्यास प्रश्न पत्र एक और दो (अनुभवजन्य शिक्षण)	●छात्र की सहायता करना -  अभ्यास प्रश्न पत्र के अंतर्गत अपठित गद्यांश पठित गद्यांश चित्र वर्णन संधि प्रकृति प्रत्यय अव्यय का ज्ञान-बोध।	छात्र सक्षम हुए- छात्र वाक्य में अपादान कारक को पहचान उसमें पंचमी विभक्ति का प्रयोग करने में ।  एवं उपपद पंचमी के आधार पर – विना,

					बहिः, भी धातु योगे पंचमी विभक्ति का प्रयोग करने में।
February '27	पुनरावृत्ति		वार्षिक परीक्षा	वार्षिक परीक्षा	वार्षिक परीक्षा
March '27					

**SURENDRANATH CENTENARY SCHOOL**

**SESSION - 2026-27**

**ANNUAL PEDAGOGICAL PLAN**

**CLASS VII**

**Subject: MATHEMATICS**

**Book: Ganita Prakash -Part I and Part II (NCERT)**

**New Learning Composite Mathematics-Part I and Part II (S.Chand)**

Month	Chapter	No. of Periods	Topics	Learning Objectives (Bloom's Taxonomy)	Learning Outcomes
April	<b><u>Ganita Prakash I</u></b>  Chapter 1: Large Numbers Around Us	14	<ul style="list-style-type: none"> <li>Place value, Indian &amp; International system.</li> <li>Standard and expanded form</li> <li>Estimation.</li> <li>Comparison.</li> <li>Real-life applications</li> <li>Interesting facts about large numbers</li> </ul> <p><b><u>ACTIVITY</u></b> To form and understand large numbers using Number Builder Kit (Cards 0–9)</p> <p><b><u>TLM (Teaching Learning Materials)</u></b></p> <ul style="list-style-type: none"> <li>Digit cards (0–9)</li> <li>Place Value Chart</li> </ul> <p><b><u>SUBJECT INTEGRATION:</u></b>Collect population data of five countries and write them in standard form ,arrange them in ascending order and estimate the population to nearest lakh.</p>	<ul style="list-style-type: none"> <li>Understand the concept of place value in large numbers.</li> <li>Read and write numbers in Indian and International place value system.</li> <li>Form greatest and smallest numbers using given digits.</li> <li>Compare and arrange numbers in ascending and descending order.</li> <li>Estimate large numbers to the nearest lakh.</li> <li>Apply number concepts using real-life data like population.</li> </ul>	<ul style="list-style-type: none"> <li>Form and read large numbers accurately using digit cards.</li> <li>Apply the concept of place value with the help of a place value chart.</li> <li>Write numbers in both standard form and expanded form correctly.</li> <li>Compare and arrange large numbers in ascending and descending order.</li> <li>Estimate large numbers to the nearest lakh with understanding.</li> <li>Interpret real-life data (such as population) and represent it mathematically.</li> </ul>
April	Arithmetic Expressions	10	<ul style="list-style-type: none"> <li>Arithmetic Expressions</li> <li>Operations</li> <li>Brackets</li> <li>Simplification</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of arithmetic expressions and their components.</li> <li>Learn and</li> </ul>	<ul style="list-style-type: none"> <li>Identify and write arithmetic expressions correctly.</li> <li>Apply the BODMAS</li> </ul>

			<ul style="list-style-type: none"> <li>• BODMAS</li> <li>• Real-life problems.</li> </ul> <p><b>ACTIVITY</b> : Understanding the concept of building expressions using DICE EXPRESSION GAME.</p> <p><b>TLM (Teaching Learning Materials)</b></p> <ul style="list-style-type: none"> <li>• BODMAS Rule chart</li> <li>• Expression Stripes</li> </ul>	<p>apply the BODMAS rule correctly.</p> <ul style="list-style-type: none"> <li>• Perform operations involving addition, subtraction, multiplication, and division in expressions.</li> <li>• Understand the use of brackets ((), {}, []) and their order.</li> <li>• Simplify arithmetic expressions step-by-step.</li> </ul>	<p>rule to solve expressions accurately.</p> <ul style="list-style-type: none"> <li>• Solve expressions involving multiple operations and brackets.</li> <li>• Convert word problems into mathematical expressions and solve them.</li> <li>• Use arithmetic expressions in daily life situations .</li> </ul>
May	Chapter 3: A peek beyond the point (Decimals)	12	<ul style="list-style-type: none"> <li>• Decimal place value</li> <li>• Units of measurement and their conversion.</li> <li>• Decimal sequences</li> <li>• Estimation in decimals</li> <li>• Applications in money/measurement.</li> </ul> <p><b>ACTIVITY</b></p> <p>Visual Representation of Decimals using Grid Paper (10 × 10)</p> <p><b>TLM (Teaching Learning Materials)</b></p> <ul style="list-style-type: none"> <li>• Decimal place value chart</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of <b>decimals</b>.</li> <li>• Identify place values like <b>tenths and hundredths</b>.</li> <li>• Relate decimals with <b>fractions and visual models</b>.</li> <li>• Represent decimals using grid models.</li> <li>• Compare and order decimal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to represent decimals visually using grids.</li> <li>• Identify and write decimals correctly up to hundredths.</li> <li>• Convert simple fractions into decimals.</li> <li>• Compare and arrange decimals in ascending and descending order.</li> <li>• Apply decimal concepts in real-life situations.</li> </ul>
June	Chapter 4: Expressions using letter numbers	8	<ul style="list-style-type: none"> <li>• Variables</li> <li>• Constants</li> <li>• Expressions</li> <li>• Simplification</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of <b>algebraic expressions</b>.</li> <li>• Learn to represent numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to form algebraic expressions using variables.</li> <li>• Identify and</li> </ul>

			<ul style="list-style-type: none"> <li>Patterns</li> </ul> <p><b><u>ACTIVITY</u></b></p> <p>Calendar Pattern Activity (2 × 2 Grid Exploration)</p> <p><b><u>TLM (Teaching Learning Materials)</u></b></p> <ul style="list-style-type: none"> <li>Calendar chart</li> <li>Mystery game cards (numbers &amp; expressions)</li> </ul>	<p>using <b>letters (variables)</b>.</p> <ul style="list-style-type: none"> <li>Identify patterns in numbers (calendar patterns).</li> <li>Translate numerical patterns into algebraic expressions.</li> <li>Develop reasoning and generalization skills.</li> </ul>	<p>explain patterns using letters and numbers.</p> <ul style="list-style-type: none"> <li>Verify mathematical properties (like equal diagonal sums).</li> <li>Apply algebra in simple real-life patterns.</li> <li>Improve logical thinking and problem-solving skills.</li> </ul>
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	Chapter 5: Parallel & Intersecting Lines	6	<ul style="list-style-type: none"> <li>Types of lines</li> <li>Transversals</li> <li>Corresponding Angles</li> <li>Drawing parallel lines</li> <li>Alternate angles</li> </ul> <p><b><u>ACTIVITY- Experiential learning</u></b></p> <p>Ground Activity (Forming Lines using Students/Straws/Sticks)</p> <p><b><u>TLM (Teaching Learning Materials)</u></b></p> <ul style="list-style-type: none"> <li>Straws / sticks</li> <li>Open ground space.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of parallel lines.</li> <li>Understand the concept of intersecting lines.</li> <li>Identify perpendicular lines as a special case of intersecting lines.</li> <li>Observe lines in real-life situations.</li> <li>Develop spatial understanding through activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify parallel and intersecting lines.</li> <li>Differentiate between parallel and perpendicular lines.</li> <li>Represent lines using simple materials like sticks or paper folds.</li> <li>Relate geometric concepts to real-life examples (roads, rails, notebooks).</li> <li>Demonstrate understanding through physical and visual activities.</li> </ul>
July	Chapter 6: Number play	12	<ul style="list-style-type: none"> <li>Parity of numbers and expressions</li> <li>Puzzles</li> <li>Magic Square</li> <li>Virahanka-Fibonacci numbers</li> <li>Digits in Disguise</li> </ul> <p><b><u>ACTIVITY</u></b></p>	<ul style="list-style-type: none"> <li>Understand number patterns in nature.</li> <li>Identify and extend the Fibonacci sequence.</li> <li>Recognize prime numbers using a grid.</li> <li>Relate mathematics with real-life natural examples.</li> <li>Develop observation and analytical skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify Fibonacci numbers.</li> <li>Recognize patterns in flowers, leaves, and seeds.</li> <li>Identify prime numbers using a grid.</li> <li>Differentiate between prime and composite numbers.</li> <li>Apply number</li> </ul>

			<p>Exploring Number Patterns in Nature (Based on Picture)</p> <p><b><u>TLM (Teaching Learning Materials)</u></b></p> <ul style="list-style-type: none"> <li>• Prime number grid chart</li> <li>• Pictures of flowers (lily, sunflower, marigold, daisy)</li> </ul>		<p>patterns to real-life situations.</p>
	<p>Chapter 7: A Tale of Three Intersecting Lines</p>	12	<ul style="list-style-type: none"> <li>• Equilateral triangles</li> <li>• Construction of triangles</li> <li>• Triangle Inequality</li> <li>• Angle-Sum Property</li> <li>• Types of triangles</li> </ul> <p><b><u>ACTIVITY</u></b></p> <p>Triangle Angle Activity (Paper Cutting Method)</p> <p><b><u>TLM (Teaching Learning Materials)</u></b></p> <ul style="list-style-type: none"> <li>• Paper sheets</li> <li>• Scissors</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of triangles.</li> <li>• Learn about angles formed at intersections.</li> <li>• Verify the sum of angles of a triangle.</li> <li>• Develop understanding through hands-on activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify different types of triangles.</li> <li>• Understand that angles form at points of intersection.</li> <li>• Verify that the sum of angles in a triangle is <math>180^\circ</math>.</li> <li>• Apply this concept in solving simple problems.</li> </ul>
August	<p>Chapter 8: Working with Fractions + Revision</p>	24	<ul style="list-style-type: none"> <li>• Multiplication of fractions</li> <li>• Division of fractions</li> <li>• Real-life application.</li> </ul> <p><b><u>ACTIVITY –</u></b></p> <p>Representing Equivalent Fractions using Grid Paper</p> <p><b><u>ACTIVITY – Learning by doing</u></b> (From NCERT Ganita Prakash)</p> <p>Equal Sharing Activity (Real-life Context)</p> <p><b><u>TLM (Teaching Learning</u></b></p>	<ul style="list-style-type: none"> <li>• Understand the concept of fractions.</li> <li>• Identify and form equivalent fractions.</li> <li>• Relate fractions with real-life sharing situations.</li> <li>• Represent fractions visually using grids.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify equivalent fractions.</li> <li>• Represent fractions using grid models.</li> <li>• Apply the concept in real-life sharing situations.</li> <li>• Convert fractions into equivalent forms.</li> </ul>

			<p><b>Materials)</b></p> <ul style="list-style-type: none"> <li>• Grid paper</li> <li>• Fraction strips / charts</li> <li>• Colored pencils</li> <li>• Real-life objects (roti/chocolate pictures)</li> </ul>		
September	Revision Chapter 1 to 8	12	<ul style="list-style-type: none"> <li>• Revision of all chapters</li> <li>• Worksheets</li> <li>• Quizzes</li> <li>• Assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall all concepts</li> <li>• Apply mixed problems</li> <li>• Analyze mistakes</li> <li>• Evaluate performance</li> </ul>	<ul style="list-style-type: none"> <li>• Improves accuracy</li> <li>• Confidence</li> <li>• Conceptual clarity.</li> </ul>
October	<p><b>Ganita Prakash II</b></p> <p>Chapter: 1</p> <p>Geometric twins</p>	16	<p>Introduction to congruence (Geometric Twins)</p> <ul style="list-style-type: none"> <li>• Concept of superposition</li> <li>• Congruence of figures</li> <li>• Congruence of triangles</li> <li>• Criteria for congruence:</li> <li>• SSS (Side-Side-Side)</li> <li>• SAS (Side-Angle-Side)</li> <li>• ASA (Angle-Side-Angle)</li> <li>• RHS (Right angle-Hypotenuse-Side)</li> <li>• Verification of congruence using diagrams</li> <li>• Real-life examples of congruent figures</li> </ul> <p><b>ACTIVITY</b> (Experiential Learning)</p> <p>To verify congruence using paper cutting.</p> <p><b>Life Skills:</b></p> <p>Critical Thinking, Observation, Spatial Understanding.</p>	<ul style="list-style-type: none"> <li>• Understand the concept of congruence using real-life examples</li> <li>• Identify congruent figures through superposition</li> <li>• Recognize congruence in triangles</li> <li>• Apply different criteria (SSS, SAS, ASA, RHS) to verify congruence</li> <li>• Relate geometric concepts to daily life patterns and designs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and distinguish between congruent and non-congruent figures</li> <li>• Apply congruence criteria to verify triangles</li> <li>• Construct triangles using given conditions</li> <li>• Relate congruence to real-life applications such as design, architecture, and patterns</li> </ul>
November	Chapter: 2	10	<ul style="list-style-type: none"> <li>• Revision of whole numbers and number system</li> <li>• Introduction to integers (positive, negative, zero)</li> <li>• Representation of integers on number line</li> <li>• Addition of integers</li> <li>• Subtraction of integers</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of integers and their representation</li> <li>• Differentiate between positive</li> </ul>	<ul style="list-style-type: none"> <li>• Represent integers on a number line accurately</li> <li>• Perform arithmetic operations on integers using</li> </ul>

			<ul style="list-style-type: none"> <li>• Multiplication of integers</li> <li>• Pattern in integer multiplication</li> <li>• Magic grid of integers</li> <li>• Application-based problems on integers</li> </ul> <p><b><u>ACTIVITY</u></b></p> <p><b>(Experiential Learning)</b> Activity: Addition and subtraction of integers using tokens Students will use red (+1) and black (-1) tokens to perform operations and understand zero pair.</p>	<p>and negative numbers</p> <ul style="list-style-type: none"> <li>• Apply rules of signs in different operations</li> <li>• Relate integers to real-life situations like temperature and profit/loss</li> </ul>	<p>rules of signs</p> <ul style="list-style-type: none"> <li>• Solve real-life problems involving integers</li> <li>• Explain operations using models like number line and tokens.</li> </ul>
	Chapter :3 Finding Common Ground	8	<ul style="list-style-type: none"> <li>• Introduction to factors and multiples</li> <li>• Common factors and common multiples</li> <li>• Highest Common Factor (HCF)</li> <li>• Lowest Common Multiple (LCM)</li> <li>• Methods to find HCF:</li> <li>• Listing method</li> <li>• Prime factorization</li> <li>• Division method</li> <li>• Methods to find LCM:</li> <li>• Listing method</li> <li>• Prime factorization</li> <li>• Relationship between HCF and LCM</li> <li>• Application-based problems on HCF and LCM</li> </ul> <p><b><u>ACTIVITY (Experiential Learning)</u></b></p> <p>Activity: Finding largest tile size (HCF concept).</p>	<ul style="list-style-type: none"> <li>• Understand the concepts of factors and multiples</li> <li>• Identify common factors and common multiples of given numbers</li> <li>• Learn different methods to find HCF and LCM</li> <li>• Apply prime factorisation effectively</li> <li>• Understand the relationship between HCF and LCM</li> </ul>	<ul style="list-style-type: none"> <li>• Find HCF and LCM using different methods</li> <li>• Apply HCF in grouping and distribution problems</li> <li>• Apply LCM in time and scheduling problems</li> <li>• Solve real-life problems involving HCF and LCM</li> <li>• Use prime factorisation method efficiently.</li> </ul>
December	Chapter: 4 Another Peek Beyond Point	20	<ul style="list-style-type: none"> <li>• Revision of fractions and decimals</li> <li>• Multiplication of decimals</li> <li>• Division of decimals</li> <li>• Multiplication and division by 10, 100, 1000</li> <li>• Application-based problems on decimals</li> </ul> <p><b><u>ACTIVITY</u></b></p> <p>Activity: Decimal multiplication using grid method</p>	<ul style="list-style-type: none"> <li>• Understand decimal numbers and their place value system</li> <li>• Apply multiplication and division by powers of 10</li> <li>• Relate decimals to real-life situations like money, measurement, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Represent decimals on number line correctly</li> <li>• Perform arithmetic operations on decimal numbers accurately</li> <li>• Solve real-life problem based on decimals.</li> </ul>

January	Chapter: 5 Connecting the Dots	10	<ul style="list-style-type: none"> <li>• Arithmetic Mean</li> <li>• Median</li> <li>• Visualising Data</li> <li>• Bar Graph</li> </ul> <p><b><u>TLM (Teaching Learning Materials)</u></b></p> <ul style="list-style-type: none"> <li>• Graph paper</li> <li>• Ruler and pencil</li> <li>• Coordinate grid charts</li> <li>• Digital tools (GeoGebra or smart board demonstration)</li> </ul> <p>□ <b><u>Art Integration</u></b> Students will create designs/patterns (rangoli or geometric art) using plotted points on graph paper, showing symmetry and creativity.</p>	<ul style="list-style-type: none"> <li>• Develop spatial visualization skills</li> <li>• Integrate mathematical concepts with other subjects</li> <li>• Find out mean and median</li> <li>• Interpret bar graph</li> </ul>	<ul style="list-style-type: none"> <li>• Find out mean and median</li> <li>• Interpret bar graph</li> <li>• Demonstrate creativity through art integration</li> </ul>
	Chapter: 6 Constructions and Tilings	10	<ul style="list-style-type: none"> <li>• Introduction to geometrical constructions</li> <li>• Use of basic geometrical instruments (ruler, compass, protractor)</li> <li>• Construction of line segments and angles</li> <li>• Construction of simple geometrical figures</li> <li>• Introduction to tiling (tessellation)</li> <li>• Types of tiling patterns</li> <li>• Identification of shapes used in tiling</li> <li>• Creation of tiling patterns using regular shapes</li> <li>• Real-life examples of tiling (floors, walls, designs)</li> </ul> <p><b><u>TLM (Teaching Learning Materials)</u></b></p> <ul style="list-style-type: none"> <li>• Geometry box (compass, ruler, protractor)</li> <li>• Colored paper shapes (square, triangle, hexagon)</li> <li>• Graph paper</li> <li>• Chart showing tiling patterns</li> <li>• Digital tools (GeoGebra / smart board)</li> </ul> <p><b><u>ACTIVITY (Experiential Learning)</u></b> Activity: Create a tiling pattern Students will use cut-out shapes (triangles, squares, hexagons) to create a tiling pattern without gaps or overlaps.</p> <p>□ <b><u>Art Integration</u></b></p>	<ul style="list-style-type: none"> <li>• Understand basic geometrical constructions</li> <li>• Use geometrical instruments accurately</li> <li>• Identify and create tiling patterns</li> <li>• Explore properties of shapes used in tiling</li> <li>• Develop precision and creativity</li> <li>• Relate mathematical concepts to real-life designs and structures</li> </ul>	<ul style="list-style-type: none"> <li>• Construct line segments and angles accurately</li> <li>• Use geometry tools effectively</li> <li>• Identify tessellating shapes</li> <li>• Create tiling patterns without gaps or overlaps</li> <li>• Apply concepts in real-life contexts like flooring and design</li> <li>• Demonstrate creativity through art-integrated activities</li> </ul>

			<p>Students will design floor/rangoli/mosaic patterns using tessellation concepts with colors and shapes.</p> <p><b><u>Life Skills:</u></b></p> <p>Creativity, Spatial Understanding, Precision, Problem Solving</p>		
February	<p>Chapter: 7</p> <p>Finding the Unknown</p> <p>Revision</p>	10	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Solving linear equations in one variable</li> <li>• Methods of solving equations</li> </ul> <p><b><u>TLM (Teaching Learning Materials)</u></b></p> <ul style="list-style-type: none"> <li>• Algebra tiles (paper or cardboard)</li> <li>• Balance model (for equations)</li> <li>• Blackboard demonstration / digital tools</li> </ul> <p><b><u>ACTIVITY</u></b> (Experiential Learning)</p> <p>Activity: Balance the Equation Students will use a balance model to understand solving equations by maintaining equality on both sides.</p> <p><b><u>SDG 4:</u></b> Quality Education</p> <p>Revision of chapters 1 to 7</p>	<ul style="list-style-type: none"> <li>• Learn to form and solve simple equations</li> <li>• Apply systematic steps to find unknown values</li> <li>• Relate algebra to real-life problem situations</li> <li>• Build confidence in symbolic representation</li> </ul>	<ul style="list-style-type: none"> <li>• Solve simple linear equations correctly</li> <li>• Apply algebra in real-life word problems</li> <li>• Explain reasoning behind each step in solving equations</li> </ul>
March			Final Exams		

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

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

MONTH	CHAPTER	No of per	TOPICS	LEARNING OBJECTIVE	LEARNING OUTCOME
APRIL 2026	CH-3 ELECTRICITY: CIRCUITS AND THEIR COMPONENTS	8	<ul style="list-style-type: none"> <li>➤ Introduction, electric circuits</li> <li>➤ Electrical components and symbols.</li> <li>➤ Circuit diagrams (open and closed), cell and battery.</li> <li>➤ Electric switch</li> <li>➤ Electrical conductors and insulators.</li> </ul> <p><b>ART INTEGRATED ACTIVITY-</b></p> <p>Draw electrical circuits and circuit symbols.</p> <p>Schematic diagram of a flashlight.</p>	<ul style="list-style-type: none"> <li>➤ Translate a circuit with actual components into a circuit diagram.</li> <li>➤ Recall the precautions to be observed while working with electricity.</li> <li>➤ Explain the open circuit and closed circuit with the help of diagram.</li> <li>➤ construct an electric switch</li> <li>➤ Understand the meaning of electrical conductors and insulators.</li> <li>➤ Identify common materials that act as conductors and insulators.</li> <li>➤ Differentiate between conductors and insulators based on their properties.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to define an electric circuit with the help of an electrical components and symbols.</li> <li>➤ to enlist the precautions to be observed while working with electricity.</li> <li>➤ to describe the open circuit and closed circuit with the help of diagram.</li> <li>➤ to differentiate between cell and battery.</li> <li>➤ Define conductors as materials that allow electric current to pass through them and insulators as materials that do not.</li> <li>➤ Give examples such as metals (conductors) and rubber/plastic (insulators).</li> <li>➤ Classify objects into conductors and insulators correctly.</li> </ul>
MAY 2026	CH-3 ELECTRICITY: CIRCUITS AND THEIR	4	<p><b>Activity-3.11 EXPERIENTIAL LEARNING - Identifying conductors</b></p>	<ul style="list-style-type: none"> <li>➤ Explain the role of conductors and insulators in everyday</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain practical applications (e.g., electric wires have</li> </ul>

	<b>COMPONENTS</b>		and insulators  Subject enrichment- Make an electric circuit with the help of basic components	life.  ➤ Perform simple activities to test whether a material conducts electricity.	metal inside and plastic covering). ➤ Demonstrate understanding through experiments or answering questions accurately.
<b>JUNE 2026</b>	<b>CH-7 HEAT TRANSFER IN NATURE</b>	<b>4</b>	➤ Meaning of temperature  ➤ Meaning of heat  Transfer of heat (CONDUCTION) <b>ACTIVITY- 7.1 EXPERIENTIAL LEARNING–</b> To show the process of conduction of heat -how the heat transferred from one body to another through this process.	➤ Observe the heating and cooling of objects in order to describe conduction.	➤ Define heat transfer and explain how heat moves in nature.
<b>JULY 2026</b>	<b>CH-7 HEAT TRANSFER IN NATURE</b>	<b>8</b>	Transfer of heat by– Convection Radiation <b>ACTIVITY-7.2 EXPERIENTIAL LEARNING-</b> To show the importance of ventilators in keeping the room cool. Conductors and insulators of heat. kinds of clothes we wear in summer & winter. <b>ACTIVITY- 7.3 EXPERIENTIAL LEARNING</b> To find which clothes are more suitable in summer, dark or light colour.	➤ Understand the concept of heat transfer in nature. ➤ Identify the three modes of heat transfer: conduction, convection, and radiation.  ➤ Explain how heat is transferred in natural processes like wind, ocean currents, and sunlight. ➤ Differentiate between conduction, convection, and radiation. ➤ Relate heat transfer concepts to real-life natural phenomena.	➤ Identify and describe the three modes of heat transfer: conduction, convection, and radiation. ➤ Differentiate between the three modes based on their characteristics. ➤ Explain natural phenomena such as: a) Land and sea breeze b) Heating of Earth by the Sun c) Movement of air and water currents ➤ Classify real-life situations according to the type of heat transfer involved.

			<ul style="list-style-type: none"> <li>➤ Land breeze sea breeze</li> <li>➤ Water cycle</li> </ul> <b>ART INTEGRATED ACTIVITY-</b> Make a chart showing the water cycle in nature.	<ul style="list-style-type: none"> <li>➤ Draw simple diagrams to represent heat transfer processes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply concepts to everyday life (e.g., why coastal areas have moderate climate).</li> <li>➤ Draw simple diagrams to represent heat transfer processes.</li> </ul>
<b>AUG 2026</b>	<b>CH-8 MEASUREMENT OF TIME AND MOTION</b>	<b>8</b>	<ul style="list-style-type: none"> <li>➤ Motion-Types of motion, slow and fast-moving objects.</li> <li>➤ Speed -Units of speed, uniform and non- uniform motion</li> <li>➤ Measurement of time , unit of time, Simple pendulum.</li> <li>➤ Units of time &amp; speed, measuring speed.</li> </ul> <b>Activity</b>  <b>ART INTEGRATED LEARNING</b>  <ul style="list-style-type: none"> <li>➤ Make a calendar of different types of motion.</li> </ul> <b>skills-</b> applying and analysing, creativity, and critical thinking skills.  <b>SUBJECT ENRICHMENT-</b> Make a DIY working model showing types of motion .	<ul style="list-style-type: none"> <li>➤ Recall the different types of Motion.</li> <li>➤ Recall the definition of speed(average speed) as distance covered in unit time.</li> <li>➤ Recall the instrument used to measure speed.</li> <li>➤ Recall change in position of the body with respect to surroundings as motion.</li> <li>➤ Derive the mathematical formula to calculate speed in order to compare the speeds of various moving objects (uniform and non-uniform motion).</li> <li>➤ Calculate speed or distance or time taken if any two of these three are provided.</li> </ul>	<ul style="list-style-type: none"> <li>➤ to state motion and types of motion.</li> <li>➤ to define speed and calculate speed .</li> <li>➤ to compare the speeds of various moving objects (uniform and non-uniform motion).</li> <li>➤ to calculate speed or distance or time taken if any two of these three quantities are provided</li> <li>➤ to calculate and measure distance travelled, average speed for a given time.</li> </ul>
<b>SEPT 2026</b>	<b>REVISION</b>		<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>

OCT 2026	CH-11 LIGHT: SHADOWS AND REFLECTION	4	<ul style="list-style-type: none"> <li>➤ Light-properties of light.</li> <li>➤ Shadow formation</li> <li>➤ reflection of light</li> <li>➤ Real and virtual images</li> <li>➤ characteristics of image formed by plane mirror.</li> <li>➤ Image formation ray diagram.</li> <li>➤ Sample problems</li> </ul> <p><b>ART INTEGRATED ACTIVITY-</b> Show a shadow art story.</p>	<ul style="list-style-type: none"> <li>➤ Recall the properties of light and reflection as change in direction of light by polished surfaces/mirrors</li> <li>➤ Observe and describe image formed by a plane mirror in order to enlist its uses. (image/object, erect/inverted, virtual/real, distance from the mirror)</li> <li>➤ Analyse the reason behind 'AMBULANCE' written as its mirror image on the hospital vehicles/ambulances.</li> </ul>	<p>Describe the properties of light such as travelling in a straight line and forming shadows. Explain shadow formation and identify factors affecting size and shape of shadows. Understand reflection of light and state basic laws of reflection. Differentiate between real and virtual images with suitable examples. Describe the characteristics of images formed by a plane mirror Draw ray diagrams to show image formation.</p>
NOV 2026	CH-11 LIGHT: SHADOWS AND REFLECTION	4	<p><b>ACTIVITY- EXPERIENTIAL LEARNING TO CONSTRUCT PINHOLE CAMERA</b></p> <ul style="list-style-type: none"> <li>➤ PINHOLE CAMERA</li> <li>➤ MAKING SOME USEFUL ITEMS-</li> <li>➤ PERISCOPE</li> <li>➤ KALEIDOSCOPE</li> </ul> <p><b>SUBJECT ENRICHMENT ACTIVITY-</b> Make a pinhole camera.</p>	<p>Understand the working principle of a pinhole camera. Learn how simple optical devices like periscope and kaleidoscope work. Explore the concept of reflection of light used in these devices. Develop skills to make useful items using simple materials. Encourage creativity and hands-on learning through model making. Relate scientific concepts to real-life applications.</p>	<p>Explain how a pinhole camera forms images. Describe the working of a periscope and a kaleidoscope. Identify the role of light and reflection in these devices. Construct simple models of a pinhole camera, periscope, or kaleidoscope using everyday materials. Demonstrate practical skills like cutting, assembling, and designing. Apply concepts of light to create useful and creative items.</p>
DEC 2026	CH-12 EARTH, MOON AND THE SUN	8	<ul style="list-style-type: none"> <li>➤ Introduction of celestial and terrestrial bodies.</li> <li>➤ Rotation of earth</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the meaning of celestial bodies and terrestrial bodies.</li> </ul>	<p>Define and give examples of celestial bodies (Sun, Moon, stars) and terrestrial</p>

			<p><b>ACTIVITY- EXPERIENTIAL LEARNING</b> ➤ Revolution of the earth.</p> <p><b>ACTIVITY- EXPERIENTIAL LEARNING</b>  ➤ Changing view of the night sky from the earth</p> <p>➤ Seasons on the earth</p> <p><b>ACTIVITY- SUBJECT ENRICHMENT ACTIVITY- Make a 3-D model to show the arrangement of the earth, moon and the sun.</b></p>	<p>➤ Explain the rotation of the Earth and its effects (day and night). ➤ Describe the revolution of the Earth and its importance. ➤ Understand how the night sky appears to change over time. ➤ Explain the causes of seasons on Earth.</p> <p>➤ Relate these concepts to real-life observations of the sky.</p>	<p>bodies (Earth). Explain how the rotation of the Earth causes day and night. Describe how the revolution of the Earth leads to the change of seasons. Explain why the position of stars and constellations changes in the night sky. Identify and explain different seasons and their characteristics.</p> <p>Apply knowledge to answer questions and explain real-life phenomena. Demonstrate understanding through discussions, activities, or presentations.</p>
JAN 2027	CH-12 EARTH, MOON AND THE SUN	4	<p>➤ Eclipses</p> <p><b>ACTIVITY- EXPERIENTIAL LEARNING</b> ➤ Solar eclipse</p> <p><b>ART INTEGRATED ACTIVITY- Make an Eclipse flip book.</b></p>	<p>➤ Understand the concept of eclipses.</p> <p>➤ Differentiate between solar eclipse and lunar eclipse.</p>	<p>Describe the formation of eclipses in simple terms. Differentiate clearly between: Solar eclipse and lunar eclipse Draw simple diagrams to explain rotation, revolution, and eclipses.</p>
FEB 2027	REVISION	4	REVISION	REVISION	REVISION

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2026-27**

**ANNUAL PEDAGOGICAL PLAN**  
**CLASS VII**

<b>Subject: Chemistry</b>					
<b>Book: CURIOSITY AND PRACTICE &amp; MORE WORKBOOK</b>					
<b>Month</b>	<b>Chapter</b>	<b>No. of pr.</b>	<b>Topics</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
APRIL 26	CH: The Ever Evolving World of Science	08	<ul style="list-style-type: none"> <li>➤ Introduction to Science as an Evolving Field Discussion: Old vs Modern inventions</li> <li>➤ Nature and Scope of Science Listing science in daily life</li> <li>➤ Chemistry in Daily Life Observation of cooking, rusting, digestion</li> <li>➤ Introduction to Matter and Changes Sorting activity: Physical vs Chemical changes</li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand that science is dynamic and continuously developing.</li> <li>➤ To develop awareness about the scope and importance of science in daily life</li> <li>➤ To introduce basic role of chemistry in surroundings</li> <li>➤ To introduce matter and simple changes in context of daily life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students explain that scientific knowledge changes with new discoveries</li> <li>➤ Students identify examples of science in everyday life</li> <li>➤ Students recognize chemical processes like cooking, rusting, digestion</li> <li>➤ Students identify examples of physical and chemical changes               <ul style="list-style-type: none"> <li>➤ Examine the common substance used at home based</li> </ul> </li> </ul>
APRIL 26	CH: 2 Exploring Substances: Acidic Basic and Neutral  SDG-Quality education		<ul style="list-style-type: none"> <li>➤ Introduction to Acids, Bases and Salts (taste, feel – conceptual)</li> <li>➤ Litmus paper as an indicator</li> <li>➤ Litmus Test Activity: Students test lemon juice, soap solution, and water using red/blue litmus.</li> <li>➤ Natural indicators: Red rose, Turmeric.</li> <li>➤ Turmeric Indicator Activity: Apply turmeric paste on paper → test with soap solution (colour change to reddish-brown).</li> <li>➤ Red Rose Indicator: Prepare rose extract → observe colour change with acid/base.</li> <li>➤ Classification of substances using indicators (acidic/basic/neutral)</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop understanding of acids, bases and salts using observable properties</li> <li>➤ To enable identification of substances using natural and synthetic indicators</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students classify substances as acidic, basic or neutral using indicators</li> <li>➤ Students demonstrate use of litmus, turmeric and red rose indicators</li> <li>➤ Students explain colour changes with proper reasoning</li> </ul>

May 26	CH:2 Exploring Substances:  Acidic Basic and Neutral   SDG- Quality education	04	<ul style="list-style-type: none"> <li>➤ Classification of substances using indicators (acidic/basic/neutral)</li> <li>➤ Neutralisation reaction (acid + base → salt + water)</li> <li>➤ Neutralisation Demonstration: Mix vinegar + baking soda (observe fizz + concept discussion).</li> <li>➤ Everyday examples of neutralisation (indigestion, ant bite, soil treatment)</li> <li>➤ Safety rules while handling substances</li> <li>➤ Testing household substances (lemon juice, soap, baking soda)</li> <li>➤ Group experiment: Making turmeric indicator strip</li> </ul>	<ul style="list-style-type: none"> <li>➤ To explain the concept of neutralisation through experiments</li> <li>➤ To relate chemistry concepts with real-life applications</li> <li>➤ To develop scientific skills: observation, classification, inference</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students explain colour changes with proper reasoning</li> <li>➤ Students describe neutralisation reaction with examples</li> <li>➤ Students relate neutralisation to daily life situations (antacid, soil, stings)</li> <li>➤ Students follow safety measures during simple experiments</li> </ul>
JUNE 26	CH: Introduction to symbols and formula   SDG-4 Quality education	04	<ul style="list-style-type: none"> <li>➤ Symbols of some elements</li> <li>➤ Radicals and its types</li> <li>➤ Examples of different types of radicals</li> <li>➤ Formula writing</li> </ul> <p><b>ACTIVITY-1</b> Drill activity on formula making for playful learning</p>	<ul style="list-style-type: none"> <li>➤ Identify and write chemical symbols of commonly used elements using correct notation.</li> <li>➤ Understand and explain the meaning of a chemical formula in terms of the elements and number of atoms present.</li> <li>➤ Interpret simple chemical formulas (e.g., H<sub>2</sub>O, CO<sub>2</sub>) and express them in words.</li> </ul>	<ul style="list-style-type: none"> <li>➤ List Symbols of some common elements.</li> <li>➤ Radicals and different types of radicals with examples of each type..</li> </ul>
JULY 26	CH FORMULA WRITING   SDG-4 Quality education	08	<p>Chemical symbols</p> <ul style="list-style-type: none"> <li>➤ Valency of elements and radicals</li> <li>➤ Writing formulae of binary compounds</li> <li>➤ Use of brackets in polyatomic ions</li> <li>➤ Balancing of valencies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and write chemical symbols of commonly used elements using correct notation.</li> <li>➤ Understand and explain the meaning of a chemical formula in terms of the elements and number of atoms present.</li> <li>➤ Differentiate between elements and compounds based on their symbols and formulas.</li> <li>➤ Interpret simple chemical formulas (e.g., H<sub>2</sub>O, CO<sub>2</sub>) and express them in words.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can write correct chemical formulae of common compounds (e.g., NaCl, H<sub>2</sub>O, CO<sub>2</sub>).</li> <li>➤ Students can apply valency rules to form compounds independently.</li> <li>➤ Students can identify and correct errors in wrongly written chemical formulae.</li> <li>➤ Students can relate chemical formulae to real-life substances (e.g., table salt, baking soda).</li> </ul>

JULY 26	CH-5 Changes Around Us:Physical and Chemical		<ul style="list-style-type: none"> <li>➤ Substance may change in appearance but remain the same (Physical Changes): change in shape, size, state</li> <li>➤ Activity: Paper folding/tearing, melting ice, dissolving sugar in water</li> <li>➤ Skills: Observation, identification, classification</li> </ul>	<ul style="list-style-type: none"> <li>➤ To enable students to understand the concept of changes occurring in their surroundings.</li> <li>➤ To help students differentiate between physical and chemical changes based on observable characteristics.</li> <li>➤ To develop understanding of reversible and irreversible changes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can identify and classify changes as physical or chemical in real-life situations.</li> <li>➤ Students can differentiate between reversible and irreversible changes with examples.</li> <li>➤ Students can explain the characteristics of physical and chemical changes clearly.</li> </ul>
AUGUST 26	CH:Changes Around Us:Physical and Chemical  SDG-4  Quality educatio n	08	<ul style="list-style-type: none"> <li>➤ Substance may change in appearance and not remain the same (Chemical Changes): formation of new substance</li> <li>➤ Activity: Burning paper, curd formation, vinegar + baking soda reaction</li> <li>➤ Skills: Experimentation, inference, reasoning</li> <li>➤ Some other processes involving changes:– Rusting: formation of rust on iron– Combustion: burning of substances</li> <li>➤ Activity: Observe rusted objects; teacher demonstration of combustion (candle burning)</li> <li>➤ Skills: Analysis, observation, cause-effect relationship</li> <li>➤ Can physical and chemical changes occur in the same process?</li> <li>➤ Activity: Candle burning observation (melting wax + burning)</li> <li>➤ Skills: Critical thinking, differentiation, conceptual understanding</li> <li>➤ Are all changes desirable? (useful vs harmful changes)Activity: Group discussion (food spoilage, cooking, rusting)Skills: Decision-making, evaluation, reasoning</li> <li>➤ Some slow natural changes: Weathering of rocks, erosionActivity: Visual analysis (pictures/videos), case discussion on soil erosion</li> <li>➤ Skills: Interpretation, real-life connection, environmental awareness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To explain characteristics of physical changes (no new substance formed, change in state/shape).</li> <li>➤ To explain characteristics of chemical changes (formation of new substance, change in properties).</li> <li>➤ To introduce examples of chemical changes such as rusting, burning, and cooking.</li> <li>➤ To help students understand processes involving both physical and chemical changes.</li> <li>➤ To develop awareness about desirable and undesirable changes in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can give examples from daily life (e.g., melting ice, rusting iron, burning paper).</li> <li>➤ Students can analyze whether a new substance is formed during a change.</li> <li>➤ Students can recognize changes involving both physical and chemical processes.</li> <li>➤ Students can evaluate whether a change is desirable or undesirable in context.</li> <li>➤ Students can apply scientific reasoning to explain common phenomena around them.</li> </ul>

SEPTEMBER 26	Revision	03	<p>Syllabus of first term</p> <p>Ch-2 Exploring Substances: Acidic, Basic and Neutral</p> <p>Ch-5 Changes around us : Physical and Chemical</p> <p>Ch- 40 Elements</p>	<ul style="list-style-type: none"> <li>➤ To develop understanding of basic scientific concepts from selected Term 1 chapters (e.g., materials, changes, measurement).</li> <li>➤ To promote scientific thinking and observation skills through real-life examples.</li> <li>➤ To enable students to classify, compare, and interpret scientific information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can explain key scientific concepts covered in Term 1 clearly.</li> <li>➤ Students can apply concepts to everyday situations and examples.</li> <li>➤ Students can classify and differentiate scientific phenomena (e.g., types of materials or changes).</li> </ul>
OCTOBER 26	CH Balance the chemical equation	04	<ul style="list-style-type: none"> <li>➤ Introduction to Chemical Equations and Basic Idea of Balancing Chemical Equations</li> </ul>	<ul style="list-style-type: none"> <li>➤ To introduce students to the concept of a chemical equation as a representation of a chemical change.</li> <li>➤ To develop understanding that atoms are conserved during a chemical reaction (law of conservation at basic level).</li> <li>➤ To help students identify reactants and products in a simple chemical equation.</li> <li>➤ To enable students to understand the need for balancing chemical equations.</li> <li>➤ To introduce simple methods of balancing (hit and trial/basic counting of atoms).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can identify reactants and products in a given chemical equation.</li> <li>➤ Students can explain why chemical equations need to be balanced.</li> <li>➤ Students can count the number of atoms of each element on both sides of an equation.</li> <li>➤ Students can balance simple chemical equations using basic methods.</li> <li>➤ Students demonstrate understanding of conservation of matter in reactions.</li> </ul>
NOVEMBER 26	CH Metals and Non Metals	08	<ul style="list-style-type: none"> <li>➤ Properties of materials: Malleability, ductility, sonority, conduction of heat &amp; electricity Activity: Hammer aluminium foil, draw copper wire, sound test using metal spoon, simple circuit test for conductivity Skills: Observation, classification, comparison</li> <li>➤ Effect of air and water on metals (Iron): Rusting of iron, conditions required (air + water) Activity: Rusting experiment (iron nails in water, dry air, boiled water with oil layer) Skills: Experimentation, inference, recording observations</li> <li>➤ Effect of air and water on other metals: Aluminium (protective oxide layer), copper (green coating) Activity: Observation of real-life objects</li> <li>➤ Substances that behave differently from metals in air and water: Non-metals (carbon, sulfur) Activity: Comparison chart (metal vs non-metal behavior) Skills: Differentiation, reasoning</li> <li>➤ Are metals and non-metals essential in everyday life? Uses in utensils, wires, fuels, fertilizers, medicines Activity: Identification and classification of daily objects (group work) Skills: Application,</li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand physical properties of metals and non-metals through hands-on activities</li> <li>➤ To explain rusting and conditions affecting it</li> <li>➤ To differentiate metals and non-metals based on properties and reactions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students demonstrate properties like malleability, ductility and conductivity through activities</li> <li>➤ Students explain rusting with conditions and preventive methods</li> <li>➤ Students differentiate metals and non-metals with examples</li> </ul>
DECEMBER 26	CH Metals and Non Metals	06	<ul style="list-style-type: none"> <li>➤ To relate concepts with real-life applications</li> <li>➤ To develop scientific skills like observation, classification and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students analyse behavior of substances in air and water</li> <li>➤ Students apply knowledge to daily life situations</li> <li>➤ Students record and interpret experimental observations accurately</li> </ul>	

			<ul style="list-style-type: none"> <li>➤ collaboration, decision-making</li> <li>➤ Safety and prevention: Methods to prevent rusting .</li> </ul>		
JANUARY 27	CH Revision of Balancing a chemical equation	08	<ul style="list-style-type: none"> <li>➤ Chemical Formula Writing and Introduction to Balancing Chemical Equations</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop understanding of chemical symbols, valency, and formation of chemical formulae.</li> <li>➤ To enable students to apply rules (criss-cross method) for writing correct chemical formulae.</li> <li>➤ To introduce the concept of a chemical equation as a representation of a chemical change.</li> <li>➤ To help students understand that matter is conserved during a chemical reaction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can write correct chemical formulae using valency rules.</li> <li>➤ Students can interpret chemical formulae of common substances.</li> <li>➤ Students can identify reactants and products in simple chemical equations.</li> <li>➤ Students can explain the need for balancing equations in terms of conservation of matter.</li> </ul>
FEBRUARY 27	CH : Final term Revision	04	<ul style="list-style-type: none"> <li>➤ CH:2 Exploring Substances: Acidic Basic and Neutral</li> <li>➤ CH:4 The World Of Metals and Non Metals</li> <li>➤ Chemical Formula Writing and Introduction to Balancing Chemical Equations</li> </ul>	<ul style="list-style-type: none"> <li>➤ To reinforce students' understanding of classification of substances including metals, non-metals, acids, bases, and neutral substances.</li> <li>➤ To strengthen conceptual clarity of properties and uses of metals and non-metals.</li> <li>➤ To revise and consolidate the rules for writing chemical formulae using valency.</li> <li>➤ To develop basic understanding of chemical equations and the need for balancing them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can classify substances as acidic, basic, neutral, metals, and non-metals with appropriate examples.</li> <li>➤ Students can explain properties and uses of metals and non-metals in daily life.</li> <li>➤ Students can write correct chemical formulae using appropriate rules.</li> <li>➤ Students can identify, interpret, and balance simple chemical equations using basic methods.</li> </ul>

**SURENDRANATH CENTENARY SCHOOL SESSION**

**Session: 2026-27**

**ANNUAL PEDAGOGICAL PLAN CLASS VII**

<b>Subject: Biology</b>					
<b>Book: Curiosity, Practice &amp; More Work Book</b>					
<b>Month</b>	<b>Chapter</b>	<b>No. of pr.</b>	<b>Topics</b>	<b>Learning Objective</b>	<b>Learning Outcome</b>
Apr-26	CH6 Adolescence – A Stage of Growth and Change	8	<b>1. Growing with Age: Teenage Years</b>  Activity: Growth chart comparison  Skill: Observation, analytical thinking  Activity: Group discussion on teenage experiences  Skill: Communication, self- awareness  <b>2. Changes indicating Reproductive Capabilities</b>  Activity: Chart on physical changes in boys and girls  Skill: Scientific understanding, classification  <b>3. Emotional &amp; Behavioral Changes</b>  Activity: Case study / situation discussion	Explain the meaning of growth and development with examples.  Differentiate between physical growth and overall development.  Describe the pattern of growth during adolescence (rapid growth phase).  Recognize factors affecting growth such as nutrition, health, and environment.  Explain hormonal changes during puberty.  Identify secondary sexual characteristics in boys and girls.  Identify emotional changes such as mood swings and sensitivity.  Understand the role of hormones in influencing behavior.	Students will be able to:  Describe changes in height, weight, and body structure during adolescence.  Compare childhood and adolescent stages with clarity.  Interpret growth patterns using examples or charts.  Describe physical changes such as voice change, hair growth, and menstruation  Differentiate between primary and secondary sexual characteristics.  Explain the role of hormones in body changes.  Show respect and sensitivity while discussing these changes.

			<p>Skill: Emotional intelligence, critical thinking</p>	<p>Identify emotional changes such as mood swings and sensitivity.</p> <p>Recognize the need for emotional balance and self-control.</p> <p>Learn strategies for managing stress and emotions.</p>	<p>Express emotional changes appropriately.</p> <p>Demonstrate strategies to manage stress and mood swings</p> <p>Develop positive interpersonal relationships.</p> <p>Show improved self-awareness and emotional control.</p>
May-26	CH-6 Adolescence – A Stage of Growth and Change	4	<p><b>4.. Making Adolescence a Joyful Experience</b></p> <p>Why do some adolescents feel happy and confident while others feel stressed?</p> <p>Students explore how positive habits, healthy relationships, self-awareness, and decision-making help make adolescence a joyful and meaningful phase of life.</p> <p><b>Activity</b> (Joyful &amp; Reflective) “My Happy Plan” <b>Activity:</b> Students write or draw habits that make them feel happy and confident</p>	<ul style="list-style-type: none"> <li>• Understand the importance of positive thinking and self-confidence.</li> <li>• Identify habits that promote happiness and well-being.</li> <li>• Recognize the role of family, teachers, and peers in support.</li> <li>• Develop responsible and ethical behavior.</li> <li>• Understand the importance of personal hygiene during adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to:</li> <li>• Practice positive habits and healthy relationships.</li> <li>• Demonstrate confidence and self-respect.</li> <li>• Make responsible decisions in daily life.</li> <li>• Contribute to a supportive and respectful environment.</li> </ul>

		<p>Group discussion on handling peer pressure and emotions</p> <p><b>Skills</b></p> <p>Self-awareness</p> <p>Emotional intelligence</p> <p>Decision-making</p> <p>Communication and reflection</p> <p><b>5. Personal Hygiene</b></p> <p>Why is hygiene more important during adolescence?</p> <p>Students explore how body changes during adolescence increase the need for cleanliness and hygiene to prevent infections and maintain health.</p> <p><b>Activity 1</b> (Practical &amp; Awareness-based) Hygiene Checklist</p>	<ul style="list-style-type: none"> <li>• Identify daily hygiene practices (bathing, oral care, clean clothes).</li> <li>• Explore menstrual hygiene awareness (age-appropriate and sensitive).</li> <li>• Relate hygiene to prevention of diseases.</li> <li>• Develop responsibility towards personal health and cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper hygiene practices in daily life.</li> <li>• Explain how hygiene prevents infections and diseases.</li> <li>• Maintain cleanliness and healthy habits independently.</li> <li>• Spread awareness about hygiene among peers and family.</li> <li>• Show responsible behavior towards personal and community health.</li> </ul>
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			<p><b>Activity 2:</b> Students create a daily hygiene routine chart Poster making on “Healthy Hygiene Habits”</p> <p><b>Skills</b> Awareness and application Observation Responsibility</p> <p>Health and life <b>skills</b></p>		
Jun-26	CH6 Adolescence – A Stage of Growth and Change	4	<p><b>4.. Making Adolescence</b> Why do some adolescents Students explore how</p> <p><b>Activity</b> (Joyful &amp; “My Happy Plan” <b>Activity:</b> Students write or draw habits that make them feel happy and confident Group discussion on handling peer pressure and emotions</p> <p><b>Skills</b> Self-awareness Emotional intelligence Decision-making Communication and reflection</p>	<ul style="list-style-type: none"> <li>• Understand the importance of</li> <li>• Identify habits that promote</li> <li>• Recognize the role of family,</li> <li>• Develop responsible and ethical</li> <li>• Understand the importance of personal hygiene during adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to:</li> <li>• Practice positive habits and healthy</li> <li>• Demonstrate confidence and self-</li> <li>• Make responsible decisions in daily</li> <li>• Contribute to a supportive and respectful environment.</li> </ul>
			<p><b>5. Personal Hygiene</b></p>	<ul style="list-style-type: none"> <li>• Identify daily hygiene practices (bathing, oral care, clean clothes).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper hygiene practices in daily life.</li> </ul>

			<p>Why is hygiene more important during adolescence? Students explore how body changes during adolescence increase the need for cleanliness and hygiene to prevent infections and maintain health.</p> <p><b>Activity 1</b> (Practical &amp; Awareness-based) Hygiene Checklist</p> <p><b>Activity 2:</b> Students create a daily hygiene routine chart Poster making on “Healthy Hygiene Habits”</p> <p><b>Skills</b> Awareness and application Observation Responsibility</p>	<ul style="list-style-type: none"> <li>• Explore menstrual hygiene awareness (age-appropriate and sensitive).</li> <li>• Relate hygiene to prevention of diseases.</li> <li>• Develop responsibility towards personal health and cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how hygiene prevents infections and diseases.</li> <li>• Maintain cleanliness and healthy habits independently.</li> <li>• Spread awareness about hygiene among peers and family.</li> <li>• Show responsible behavior towards personal and community health.</li> </ul>
Jul-26	CH-9 Life Processes in Animals	8	<p>1. Nutrition in Animals (Digestion in Humans) Why do we feel hungry? What happens to food after we eat it?</p>	<ul style="list-style-type: none"> <li>• Ask questions about what happens to food inside the body.</li> <li>• Explore and explain the stages of digestion through observation and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to:</li> <li>• Explain the process of digestion using correct sequence and reasoning.</li> </ul>

		<p>Students explore how food is processed inside the human body through stages—ingestion, digestion, absorption, assimilation, and egestion—linking it to energy and growth.</p> <p><b>Activity 1</b> (Inquiry-based)</p> <p>“Follow the Food”</p> <p><b>Activity:</b> Students trace the journey of a morsel of food using body mapping or role play</p> <p>Observe changes in food (e.g., chewing bread)</p> <p><b>Skills</b></p> <p>Inquiry and questioning</p> <p>Observation and reasoning</p>	<ul style="list-style-type: none"> <li>• Identify digestive organs and relate their structure to function.</li> <li>• Investigate the role of saliva and digestive juices through simple observations.</li> <li>• Connect digestion with energy needs of the body.</li> <li>• Raise questions about differences in animal feeding habits.</li> <li>• Explore how digestion varies among animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Represent the digestive system through diagrams/models.</li> <li>• Describe functions of organs based on observations and activities.</li> <li>• Apply understanding to explain hunger, energy, and eating habits.</li> <li>• Demonstrate curiosity by asking and answering “what happens inside the body” questions.</li> </ul>
		<p>Sequencing and explanation</p> <p>Connecting science to daily life</p>	<ul style="list-style-type: none"> <li>• Compare digestive processes in humans and other animals.</li> <li>• Investigate special adaptations like cud chewing.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Understand digestion at cellular level (amoeba) through models.</li> </ul>	

			<p>2. Do All Animals Digest Food the Same Way as Humans Do? Do cows eat the same way as we do? How does an amoeba eat? Students explore diversity in feeding habits and digestion across animals and understand adaptations.</p> <p><b>Activity 1</b> (Exploration-based) Compare &amp; Discover: Students observe pictures/videos of animals eating and create their own classification Simulation of amoeba feeding using diagrams</p> <p><b>Skills</b></p>		<ul style="list-style-type: none"> <li>• Classify animals based on feeding habits and digestion.</li> <li>• Explain differences in digestion with examples.</li> <li>• Describe unique digestive processes (ruminants, amoeba).</li> <li>• Relate structure and function in animal digestion.</li> <li>• Show curiosity by comparing and questioning animal life processes.</li> </ul>
			<p>Comparison and classification Observation Analytical thinking Curiosity and exploration</p>		
Aug-26	CH-9 Life Processes in Animals	8	<p>3. Respiration in Animals (Respiration in Human) Why do we breathe faster after running? Where does the air go?</p>	<ul style="list-style-type: none"> <li>• Ask questions about breathing and energy needs.</li> <li>• Investigate breathing patterns through activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to:</li> <li>• Explain breathing and respiration with examples.</li> </ul>

		<p>Students explore breathing and respiration through real-life experiences and experiments.</p> <p><b>Activity</b> (Hands-on Inquiry) Breathing Rate Investigation: Measure breathing before and after <b>Activity</b> Simple lung model using balloons <b>Skills</b> -Experimentation Measurement and data recording Observation and inference</p>	<ul style="list-style-type: none"> <li>• Differentiate between breathing and respiration.</li> <li>• Explore the role of lungs and oxygen in the body.</li> <li>• Relate respiration to energy release in daily activities.</li> <li>• Ask questions about how different animals breathe.</li> <li>• Explore various respiratory organs in animals.</li> <li>• Compare breathing mechanisms across species.</li> <li>• Understand adaptation of organisms to environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret results from breathing experiments.</li> <li>• Describe function of lungs and respiratory organs.</li> <li>• Relate breathing rate to physical <b>Activity</b>.</li> <li>• Demonstrate inquiry by forming explanations based on observations.</li> </ul>
		<p>Scientific reasoning</p> <p>4.Do Other Animals Breathe the Same Way as Humans Do? Content (Curiosity Approach)</p>	<ul style="list-style-type: none"> <li>• Relate structure of organs with their function.</li> </ul>	<ul style="list-style-type: none"> <li>• Classify animals based on respiratory organs.</li> <li>• Explain breathing in fish, insects, and earthworms.</li> </ul>
		<p>Do fish breathe air like us? How do insects breathe?</p>		<ul style="list-style-type: none"> <li>• Compare human respiration with other animals.</li> </ul>

			<p>Students explore diversity in breathing mechanisms and understand adaptation to habitats.</p> <p><b>Activity</b> (Discovery-based)</p> <p>Match &amp; Explore: Match animals with their breathing organs</p> <p>Create a concept map of respiratory systems in animals</p> <p><b>Skills</b></p> <p>Classification</p> <p>Logical reasoning</p> <p>Observation</p> <p>Concept mapping</p>	<ul style="list-style-type: none"> <li>• Explain how breathing is adapted to habitat.</li> <li>• Demonstrate curiosity by exploring diversity in nature.</li> </ul>	
Sep-26	CH – Revision	3	CH6 Adolescence – A Stage of Growth and Change	<ul style="list-style-type: none"> <li>• Analyze the role of the Endocrine System: To understand how ductless glands release hormones directly into the bloodstream to trigger growth and developmental changes.</li> </ul>	Students will be able to:
				<ul style="list-style-type: none"> <li>• Examine Reproductive Health: To learn the importance of physical hygiene, a balanced diet, and the biological reality of the menstrual cycle.</li> </ul>	Explain how plants prepare their own food.

			CH-9 Life Processes in Animals	<ul style="list-style-type: none"> <li>• Understand Energy Conversion: To comprehend how animals take in food and oxygen to produce energy in the form of ATP through digestion and respiration.</li> <li>• Explore Transport and Waste Management: To study how the circulatory and excretory systems work together to deliver nutrients and remove metabolic toxins.</li> </ul>	<p>Identify factors required for plant growth.</p> <p>Relate sunlight and water to plant survival.</p> <p>Demonstrate curiosity by asking “how plants grow” questions. Apply understanding to care for plants Students will be able to:</p>
					<ul style="list-style-type: none"> <li>• Explain the importance of carbon dioxide in photosynthesis.</li> <li>• Interpret simple experimental observations.</li> <li>• Relate plant processes to environmental factors.</li> <li>• Demonstrate reasoning through cause-effect relationships.</li> <li>• Develop curiosity about plant-environment interaction.</li> </ul>
Oct-26	CH-10 Life Processes In Plants	4	Explore Transport and Waste Management: To study how the circulatory and excretory systems work together to deliver nutrients and remove metabolic toxins	Students will be able to:	Learning Outcomes

		<p>(a) How do plants get food for their growth? Content (Curiosity Approach) If plants don't eat like animals, how do they grow?</p> <p>Students explore that plants make their own food using sunlight, water, carbon dioxide, and chlorophyll—introducing the idea of autotrophic nutrition.</p>	<p>Ask questions about how plants obtain food. Explore the concept of autotrophic nutrition. Identify basic requirements for plant growth. Understand the role of leaves in food preparation.</p>	<p>Students will be able to: Explain how plants prepare their own food. Identify factors required for plant growth. Relate sunlight and water to plant survival.</p>
		<p>Activity (Inquiry-based)</p>	<p>Relate plant growth to availability of resources.</p>	<p>Demonstrate curiosity by asking “how plants grow” questions.</p>
		<p>Think &amp; Predict: Do plants need food? What happens if kept in the dark?</p> <p>Observe a plant kept in sunlight vs shade</p> <p>Skills</p> <p>Observation</p> <p>Inquiry and questioning</p> <p>Prediction and reasoning</p> <p>Connecting concepts to real life</p>	<p>Identify components of air used by plants. Understand the role of carbon dioxide in food preparation. Explore how absence of air affects plants. Relate air to plant survival and growth. Ask inquiry-based questions about plant needs.</p>	<p>Apply understanding to care for plants Explain the importance of carbon dioxide in photosynthesis. Interpret simple experimental observations. Relate plant processes to environmental factors. Demonstrate reasoning through cause-effect relationships. Develop curiosity about plant-environment interaction.</p>

			<p>Role of Air in the Preparation of Food Content (Curiosity Approach) Do plants use air? What part of air is needed? Students explore the role of carbon dioxide from air in food preparation. Activity (Exploration-based)</p> <p>Leaf Experiment Discussion: Why is air needed for photosynthesis?</p> <p>Cover part of a leaf and observe differences Skills Observation Analytical thinking Hypothesis formation Scientific reasoning</p>		
Nov-26	CH-10 Life Processes In Plants	8	<p>Photosynthesis in a Nutshell Content (Curiosity Approach) How do sunlight, water, and air work together? Students learn the basic process of photosynthesis as food-making in green plants. Activity (Hands-on / Conceptual)</p>	<p>Students will be able to: Understand the process of photosynthesis in simple terms. Identify raw materials and products. Recognize the role of chlorophyll and sunlight. Represent the process using diagrams/symbols.</p>	<p>Students will be able to: Explain photosynthesis in a simple and clear manner. Draw and label diagrams correctly. Identify inputs and outputs of the process. Relate photosynthesis to food chains and oxygen supply.</p>

		<p>Draw a simple diagram of photosynthesis Use symbols/arrows to show input and output Skills Conceptual understanding Diagrammatic representation</p> <p>Sequencing Integration of ideas</p>	<p>Connect photosynthesis with life on Earth.</p>	<p>Demonstrate conceptual clarity through explanation.</p>
	<p>CH-10 Life Processes In Plants</p>	<p>4. How Do Leaves Exchange Gases During Photosynthesis? Content (Curiosity Approach) If plants don't have lungs, how do they breathe? Students explore stomata and gas exchange in leaves.</p> <p>Activity (Observation-based) Observe leaf surface (diagram/video) Discuss opening and closing of stomata Skills Observation Interpretation Logical reasoning Scientific explanation</p>	<p>Identify stomata as openings in leaves.</p> <p>Understand gas exchange in plants.</p> <p>Relate structure of stomata with function.</p> <p>Explore how plants take in CO<sub>2</sub> and release O<sub>2</sub>.</p> <p>Ask questions about plant breathing processes.</p>	<p>Explain gas exchange in plants.</p> <p>Describe function of stomata.</p> <p>Relate leaf structure with its function.</p> <p>Compare plant gas exchange with animals.</p> <p>Demonstrate curiosity about plant processes.</p>

Dec-26	CH-10 Life Processes In Plants	6	<p>5. Transport in Plants</p> <p>(a) Transport of Water and Minerals</p> <p>Content (Curiosity Approach)</p> <p>How does water reach the top of tall trees?</p> <p>Students explore movement of water and minerals through xylem.</p> <p>Activity (Experiment-based)</p> <p>Place plant stem in colored water and observe movement</p> <p>Skills</p> <p>Experimentation</p> <p>Observation</p> <p>Inference</p> <p>Data interpretation</p> <p>b) Transport of Food</p>	<p>Understand the need for transport in plants.</p> <p>Identify xylem as water-conducting tissue.</p> <p>Explore upward movement of water.</p> <p>Relate roots to absorption of water and minerals.</p> <p>Ask questions about internal transport in plants.</p> <p>Learning Objectives</p>	<p>Students will be able to:</p> <p>Explain transport of water in plants.</p> <p>Interpret results of simple experiments.</p> <p>Describe role of roots and stem.</p> <p>Relate transport to plant survival.</p> <p>Demonstrate inquiry through observation-based reasoning.</p> <p>Explain transport of food in plants.</p> <p>Differentiate between xylem and phloem.</p> <p>Describe distribution of nutrients.</p> <p>Apply understanding to plant growth.</p> <p>Show curiosity about internal plant systems.</p>
			<p>Content (Curiosity Approach)</p> <p>Once food is made in leaves, where does it go?</p> <p>Students learn that food is transported to all parts through phloem.</p> <p>Activity (Concept mapping)</p>	<p>Understand movement of food in plants.</p> <p>Identify phloem as food-conducting tissue.</p> <p>Relate leaves as food-producing parts.</p> <p>Explore distribution of food to different parts.</p>	

			<p>Draw flow diagram of food movement in plant</p> <p>Skills</p> <p>Concept mapping</p> <p>Logical thinking</p> <p>Application</p> <p>Understanding systems</p>	Ask questions about plant nourishment.	
Jan-27	CH-10 Life Processes In Plants	8	<p>6. Do Plants Breathe?</p> <p>Content (Curiosity Approach)</p> <p>Do plants also breathe like animals?</p> <p>Students explore respiration in plants and its importance.</p> <p>Activity (Inquiry-based)</p> <p>Compare day and night processes in plants</p> <p>Discussion: Do plants take in oxygen?</p> <p>Skills</p> <p>Critical thinking</p> <p>Comparison</p> <p>Reasoning</p> <p>Scientific inquiry</p>	<p>Learning Objectives</p> <p>Understand respiration in plants.</p> <p>Differentiate between photosynthesis and respiration.</p> <p>Explore gas exchange during day and night.</p> <p>Relate respiration to energy release.</p> <p>Ask inquiry-based questions about plant life processes.</p>	<p>Students will be able to:</p> <p>Explain respiration in plants clearly.</p> <p>Compare respiration and photosynthesis.</p> <p>Describe gas exchange in different conditions.</p> <p>Relate respiration to survival of plants.</p> <p>Demonstrate scientific thinking through questioning.</p>
Feb-27	REVISION	4	<p>CH-9 Life Processes in Animals</p> <p>CH-10 Life Processes In Plants</p>	<p>Learning objective</p> <p>Integrate and connect concepts of nutrition, respiration, and transport in both animals and plants through comparison and revision activities.</p>	<p>Students will be able to:</p> <p>Explain and compare life processes (nutrition, respiration, transport) in animals and plants with clarity and correct concepts.</p>

				Reflect, question, and clarify understanding by identifying similarities, differences, and real-life applications of life processes in living organisms.	Apply conceptual understanding to answer questions, solve problems, and relate life processes to everyday life situations.
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**SURENDRANATH CENTENARY SCHOOL,  
SESSION -2026-2027  
ANNUAL PEDAGOGICAL PLAN, CLASS VII  
SUBJECT : HISTORY AND POLITICAL SCIENCE**

**BOOK : EXPLORING SOCIETY :INDIA AND BEYOND (GRADE 7 PART 1)**

MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES
APRIL'26	History Ch 4- New Beginnings : Cities and State	12	<p><b>Recapitulation of the previous knowledge</b></p> <ul style="list-style-type: none"> <li>• Janapadas</li> <li>• Mahajanapadas</li> <li>• Early Democratic Traditions</li> <li>• More Innovations</li> <li>• The Varna jati system</li> </ul> <p>Development elsewhere in India</p>	<ul style="list-style-type: none"> <li>• <b>Understand the emergence of new cities</b> after the decline of earlier civilizations and how urban centers began to grow again.</li> <li>• <b>Learn about the formation of early states and kingdoms</b> and how political power started to organize societies.</li> <li>• <b>Understand the role of trade, agriculture, and crafts</b> in the development and prosperity of cities.</li> <li>• <b>Identify important early cities and regions</b> and their contribution to cultural and economic growth.</li> <li>• <b>Understand how governance, administration, and social systems</b> developed in these early states.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical inquiry</b> – Asking questions about how and why new cities and states developed.</li> <li>• <b>Analytical thinking</b> – Understanding the reasons behind the rise of towns, trade, and kingdoms.</li> <li>• <b>Interpretation of sources</b> – Learning from archaeological findings and historical records.</li> <li>• <b>Cause and effect analysis</b> – Studying how agriculture, trade, and governance led to urban growth.</li> <li>• <b>Comparative thinking</b> – Comparing earlier civilizations with the new emerging cities and states.</li> </ul>

<p>MAY'26</p>	<p>Civics Ch 9 From The Rulers To The Ruled</p>	<p>6</p>	<ul style="list-style-type: none"> <li>● What is democracy ?</li> <li>● Functions of Government</li> <li>● What makes government different ?</li> <li>● Democratic governments around the world.</li> <li>● Different forms of democratic governments.</li> <li>● Executive, Legislature, Judiciary.</li> <li>● Early republics.</li> <li>● Other forms of government</li> <li>● Importance of democracy</li> </ul>	<ul style="list-style-type: none"> <li>● To understand how the British East India Company came to India as traders and gradually became rulers.</li> <li>● To learn how the British expanded their control over different regions of India through wars, treaties, and political strategies.</li> <li>● To understand the changes in administration and governance introduced by the British in India.</li> <li>● To learn about the importance and impact of the Indian Rebellion of 1857 in changing the system of rule in India.</li> <li>● To understand how the British Parliament took direct control of India after 1858.</li> <li>● To develop an understanding of how British rule affected the political system and administration of India.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Understanding cause and effect</b> Students learn the reasons behind the rise of the British East India Company and how it led to British political control in India.</li> <li>● <b>Analyzing historical changes</b> Students understand how governance changed from Indian rulers to British administration over time.</li> <li>● <b>Interpreting historical events</b> Students analyze important events like the Indian Rebellion of 1857 and their impact on India's political system.</li> <li>● <b>Understanding continuity and change</b> Learners identify what changed and what remained the same in India's administration during British rule.</li> <li>● <b>Developing critical thinking about history</b> Students learn to question how colonial policies affected Indian society, governance, and people.</li> </ul>
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<p><b>JUNE'26</b></p>	<p>Civics- Ch 5 –The Rise Of Empires</p>	<p>6</p>	<ul style="list-style-type: none"> <li>● <b>What is an Empire?</b></li> <li>● <b>Trade ,Trade Ruotes and Guilds</b></li> <li>● <b>The Rise of Magadha</b></li> <li>● <b>The Arrival of the Greeks</b></li> <li>● <b>Mauryans and Kautilya</b></li> <li>● <b>The King who chose peace</b></li> <li>● <b>Life in the Mauryan Period</b></li> <li>● <b>The Fragile Nature of Empires</b></li> </ul>	<ul style="list-style-type: none"> <li>● To understand how powerful kingdoms grew into large empires in ancient India.</li> <li>● To learn about the establishment of the Maurya Empire by Chandragupta Maurya.</li> <li>● To study the administrative system and governance used to control a large empire.</li> <li>● To understand the role and achievements of Ashoka as a ruler.</li> <li>● To learn about the spread of Ashoka’s ideas of Buddhism and the importance of his edicts.</li> <li>● To develop an understanding of how empires influenced political unity, culture, and administration in ancient India.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Students understand how the Maurya Empire rose as one of the first large empires in India.</li> <li>● They learn about the leadership and achievements of Chandragupta Maurya in establishing a powerful empire.</li> <li>● Students analyze the significance of the Kalinga War in changing the policies of Ashoka.</li> <li>● They understand how Ashoka promoted peace and moral values through the spread of Buddhism.</li> <li>● Students learn to interpret historical evidence such as Ashoka’s edicts and inscriptions to understand the past</li> </ul> <p><b>UT 1 :</b></p> <p><b>CH 4 -NEW BEGINNINGS : CITIES AND STATES</b></p> <p><b>CH -9 FROM THE RULERS TO THE RULED</b></p>
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<p><b>JULY'26</b></p>	<p>Chapter 10 - The Constitution of India -- An Introduction</p>	<p>12</p>	<ul style="list-style-type: none"> <li>● What is Constitution?</li> <li>● Writing the Constitution of India</li> <li>● What shaped and influenced the Indian</li> <li>● Key features of the Constitution of India</li> <li>● Constitution is a Living Document</li> <li>● Understanding the Preamble</li> </ul>	<ul style="list-style-type: none"> <li>● To understand the meaning and importance of the Constitution of India.</li> <li>● To learn why a constitution is necessary for a country.</li> <li>● To understand the role of the Constituent Assembly of India in framing the Constitution.</li> <li>● To learn about the key values like justice, liberty, equality, and fraternity.</li> <li>● To understand the importance of Fundamental Rights.</li> <li>● To develop an understanding of how the Constitution guides the functioning of the government and democracy in India.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand why India needed a Constitution after independence.</li> <li>● Learn the role of the Constituent Assembly of India in preparing the Constitution.</li> <li>● Analyze the importance of the Constitution of India in governing the country.</li> <li>● Understand the significance of Fundamental Rights in protecting citizens.</li> <li>● Develop the ability to relate constitutional values like justice, equality, and liberty to democratic governance.</li> </ul> <p><b>PT 1 : CH 5 -- THE RISE OF EMPIRES</b></p> <p><b>CH -- THE CONSTITUTION OF INDIA.</b></p>
<p><b>AUG'26</b></p>	<p>History Ch 6 -- The Age of Reorganisation</p>	<p>12</p>	<ul style="list-style-type: none"> <li>● Surge of the Shungas</li> <li>● The Satvahanas</li> <li>● The Cholas</li> <li>● The Cheras</li> <li>● The Pandyas</li> <li>● Invasions of the Indo-greeks</li> </ul>	<ul style="list-style-type: none"> <li>● To understand the meaning and importance of the Constitution of India.</li> <li>● To learn why a constitution is necessary for a country.</li> <li>● To understand the role of the</li> </ul>	<ul style="list-style-type: none"> <li>● Students understand the changes that occurred after the decline of the Maurya Empire.</li> <li>● They analyze how new regional kingdoms and powers emerged in</li> </ul>

			<ul style="list-style-type: none"> <li>● The Emergence of the Kushanas</li> </ul>	<p>Constituent Assembly of India in framing the Constitution.</p> <ul style="list-style-type: none"> <li>● To learn about the key values like justice, liberty, equality, and fraternity.</li> <li>● To understand the importance of Fundamental Rights.</li> <li>● To develop an understanding of how the Constitution guides the functioning of the government and democracy in India.</li> </ul>	<p>different parts of India.</p> <ul style="list-style-type: none"> <li>● Students learn about the role of dynasties like the Satavahana Dynasty in reorganizing political power.</li> <li>● They understand the influence of foreign rulers such as the Kushans on Indian society and trade.</li> <li>● Students examine the growth of trade routes and cultural exchanges during this period.</li> <li>● They learn how religions like Buddhism and Hinduism developed and spread further.</li> <li>● Students develop the ability to interpret historical changes and understand how political reorganization shaped ancient Indian history.</li> </ul>
<b>SEPT'26</b>	Revision of the chapter : 4, 5 , 6 , 9 and 10	6	Revision of History/Civics, Q/Ans, competency based questions, case study, mapwork		
<b>OCT'26</b>		6	<ul style="list-style-type: none"> <li>● THE APP WILL BE UPLOADED AFTER THE PART 2 GETS AVAILABLE.</li> </ul>		

<b>NOV'26</b>		12	•		
<b>DEC'26</b>		9			
<b>JAN'27</b>		12			
<b>FEB'27</b>	History/Civics		Revision of History/Civics, Q/Ans, competency based questions, case study, mapwork		

**SURENDRANATH CENTENARY SCHOOL, RANCHI**

**SESSION: 2026-27**

**ANNUAL PEDAGOGICAL PLAN - CLASS VII**

<b>SUBJECT: GEOGRAPHY &amp; ECONOMICS</b>					
<b>BOOK: EXPLORING SOCIETY: INDIA AND BEYOND FOR GRADE 7 PART 1</b>					
<b>WORK BOOK</b>					
<b>MONTH</b>	<b>CHAPTER</b>	<b>NO. OF PERIODS</b>	<b>TOPICS</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>
<b>APRIL 2026</b>	Recapitulation	2	Activity Map Work: <ul style="list-style-type: none"> <li>➤ Political Map of India- States and their Capitals</li> <li>➤ States through which Tropic of cancer is passing</li> <li>➤ Directions</li> </ul>	To help the learners to: <ul style="list-style-type: none"> <li>➤ Locate and label the states and their capitals.</li> <li>➤ Identify states from west to east through which Tropic of cancer is passing.</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>➤ Locate states and capitals.</li> <li>➤ Locate, list and describe the states through which tropic of Cancer passes.</li> </ul>
<b>APRIL &amp; MAY 2026</b>	Ch 1- Geographical diversity of India.	14	<ul style="list-style-type: none"> <li>➤ The Himalayas and its Formation</li> <li>➤ Cold desert and Hot Desert of India.</li> <li>➤ The Gangetic Plains.</li> <li>➤ The Aravalli Hills and The Peninsular plateau.</li> <li>➤ India’s Amazing Coastlines.</li> <li>➤ Sundarbans</li> <li>➤ Hills of North East.</li> </ul> <b>Activity:</b> Art Integrated Project on “ <b>From Mountains to Seas: Geographical Diversity of India.</b> ”	<ul style="list-style-type: none"> <li>➤ Understand Major Physical Divisions of India.</li> <li>➤ Examine why India is referred as” Subcontinent or Mini- Continent”.</li> <li>➤ Describes how physical features affect the climate and living conditions of a place.</li> <li>➤ Compare and contrast different relief features in India and its Importance.</li> <li>➤ Understand the concept of barter System and its Limitations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and locate Major Physical features of India.</li> <li>➤ Explain the formation of Himalayas, Gangetic Plains, etc</li> <li>➤ Explain why deserts are devoid of vegetation.</li> <li>➤ Compares deserts and plains.</li> <li>➤ Develops respect for India’s Diverse environment and cultures.</li> <li>➤ Appreciate national Unity despite Diversity.</li> </ul>



<b>AUGUST 2026</b>	Ch 3- Climates of India  Ch 12- Understanding Markets Revision: Ch 1,2,3,11,12	<b>11</b>	<ul style="list-style-type: none"> <li>➤ Monsoons.</li> <li>➤ Climate and human lives.</li> <li>➤ Climate and disasters.</li> <li>➤ Markets around Us.</li> <li>➤ Role of market in Human lives.</li> <li>➤ Government’s Role in the market.</li> </ul> <p>Activity: Art Integrated project – <b>“From Producers to Consumers”- A Creative Study of Markets.</b></p>	<ul style="list-style-type: none"> <li>➤ Understanding the Mechanism of Monsoons.</li> <li>➤ Discuss natural disasters and climate change.</li> <li>➤ Identify types of Markets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain why different places have different climatic conditions.</li> <li>➤ Develop awareness towards Disaster preparedness.</li> <li>➤ Describe the chain of market from producer to consumer.</li> <li>➤ Compare prices of different market.</li> </ul>
<b>SEPTEMBER 2026</b>			<b>HALF YEARLY EXAM</b>		
<b>SUBJECT: GEOGRAPHY &amp; ECONOMICS</b> <b>BOOK: EXPLORING SOCIETY: INDIA AND BEYOND FOR GRADE 7 PART 2</b> <b>WORK BOOK</b>					
<b>OCT 2026</b>	Ch 1 The Story of Indian farming.  Ch 7- Infrastructure: Engine of India’s development	<b>9</b>	<ul style="list-style-type: none"> <li>➤ India’s Agricultural Landscapes.</li> <li>➤ Climate, Seasons and Crops.</li> <li>➤ Soil and its Formation.</li> <li>➤ Soils of India.</li> <li>➤ Meaning and Importance of Infrastructure.</li> <li>➤ Transport Infrastructure-Road and Highway Network, Indian railways, Metro network.</li> </ul> <p>Activity: Collage on <b>“Soils of India”</b> and Crops grown.</p>	<ul style="list-style-type: none"> <li>➤ Understand diversity in Agriculture and learn Cropping Pattern.</li> <li>➤ Analyse Soil influencing Crops.</li> <li>➤ Recognize Infrastructure as the engine of economic development.</li> <li>➤ Role of infrastructure in Industry and Trade</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe India’s agricultural setup.</li> <li>➤ Explain the role of Monsoon in Indian farming.</li> <li>➤ Explain why Infrastructure is called engine of development.</li> <li>➤ Relate infrastructure development with economic growth.</li> <li>➤ Develop awareness about sustainable development</li> <li>➤ Appreciate the role of infrastructure in national growth.</li> </ul>
<b>NOV 2026</b>	Ch 1 The Story of Indian farming.	<b>6</b>	<ul style="list-style-type: none"> <li>➤ Rain- Fed and Irrigated Agriculture.</li> <li>➤ Agricultural Practices: Traditional Wisdom and Modern Innovation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To learn about various Irrigation method.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classification of Crops based on cropping season.</li> </ul>

	Ch 7- Infrastructure: Engine of India's development	12	<ul style="list-style-type: none"> <li>➤ Air Transport, shipping and ports, communication infrastructure.</li> <li>➤ Collective responsibility towards Infrastructure.</li> </ul> <p>Activity: Art Integrated Project on  <b>“Roots and Routes: Art Exploring Traditional and Contemporary Agriculture”</b></p>	<ul style="list-style-type: none"> <li>➤ To explore the various Farming Techniques: Traditional And Contemporary.</li> <li>➤ Analyse how lack of Infrastructure will affect lives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate the advantage of Modern Farming over Traditional Farming.</li> <li>➤ Develop awareness towards sustainable farming, soil conservation and water management.</li> <li>➤ Develop awareness for optimum use of infrastructure resources.</li> </ul>
<b>DEC 2026</b>	Ch 2- India and Her Neighbours.  Ch 8- Banks and the Magic of Finance	12	<ul style="list-style-type: none"> <li>➤ India: Maritime and Land Based Neighbour</li> <li>➤ Land Based Neighbour: China, Pakistan, Bangladesh, Nepal, Afghanistan,</li> <li>➤ Maritime Neighbour: Sri Lanka, Thailand, Malaysia, Singapore, Indonesia.</li> <li>➤ Banks and their Function.</li> <li>➤ Loans or Credit.</li> </ul> <p>Activity: Art Integrated Assignment on <b>SAARC</b> countries.</p>	<ul style="list-style-type: none"> <li>➤ Understand geographical Location of Asia.</li> <li>➤ Identify Neighbouring countries of India.</li> <li>➤ To Understand India's relation through seas and Trade.</li> <li>➤ Understand the meaning of Banks.</li> <li>➤ To understand essential services by the banks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locate and label neighbouring countries of India.</li> <li>➤ Explain relations between India and its neighbours.</li> <li>➤ Analyse how geography affects international relations.</li> <li>➤ Develop respect and friendly relation with neighbouring countries.</li> <li>➤ Identify different functions and services of Banks.</li> <li>➤ Explain the concept of savings, loans and interest.</li> <li>➤ Use basic banking services (ATM, digital payment)</li> <li>➤ Analyse how banks help in economic development.</li> </ul>

<p><b>JAN 2026</b></p>	<p>Ch 2- India and Her Neighbours.</p> <p>Ch 8- Banks and the Magic of Finance.</p> <p>Revision: Ch 1,2,7,8</p>	<p><b>12</b></p>	<ul style="list-style-type: none"> <li>➤ An Ancient Neighbour: Iran</li> <li>➤ Land of Copper: Oman.</li> <li>➤ Other Financial Institutions.</li> <li>➤ Payment Modes and Systems.</li> <li>➤ Modes of Transfer of Money.</li> <li>➤ Stock Market.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the relations of India and Neighbouring Countries.</li> <li>➤ Identify financial Institutions other than Banks.</li> <li>➤ Understand different Modes of Transfer of Money.</li> <li>➤ Recognize the importance of Cashless transaction.</li> <li>➤ Explain methods like NEFT, RTGS, IMPS, UPI.</li> <li>➤ Understand basic concept of Stock Market.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Role of India's position with respect to its neighbouring countries and global Geopolitics.</li> <li>➤ Understanding trade, transport and economic interdependence.</li> <li>➤ Define banks, Financial Institutions, Stock Market.</li> <li>➤ Describe various payment system and money transfer methods</li> <li>➤ Compare Cash vs Digital Payments.</li> <li>➤ Distinguish between Banks and No- Banking financial Institutions.</li> <li>➤ Build interest in saving and investing habits.</li> </ul>
<p><b>FEBRUARY 2026</b></p>			<p><b>FINAL EXAMINATION</b></p>		

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

<b>SUBJECT : Artificial Intelligence</b>					
<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: Number System	6	<ul style="list-style-type: none"> <li>• Introduction of binary, octal and hexadecimal numbers,</li> <li>• Conversion from binary to decimal and decimal to binary</li> <li>• Computer Arithmetic</li> <li>• Practical Lab</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduced to different number systems</li> <li>➤ Understand the methodology used behind computer arithmetic.</li> <li>➤ Demonstrate and convert the binary numbers to decimal, octal and hexadecimal and vice versa</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the methodology behind Computer arithmetic</li> <li>➤ Convert decimal into binary, octal, hexadecimal and vice versa.</li> <li>➤ Solve application-based questions</li> </ul>
<b>May</b>	Ch 2: Charts in MS Excel	4	<ul style="list-style-type: none"> <li>• Components of chart</li> <li>• Create, resize and move a chart</li> <li>• Chart formatting</li> <li>• Consolidating data</li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand the importance of charts in data representation.</li> <li>➤ To learn how to create different types of charts in Excel, such as column charts, bar charts, and pie charts.</li> <li>➤ To develop skills in customizing and formatting charts in Excel.</li> <li>➤ To understand how to use charts to analyze and interpret data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To explain the importance of charts in data representation.</li> <li>➤ To create different types of charts in Excel, such as column charts, bar charts, and pie charts.</li> <li>➤ To customize and format charts in Excel, including changing colors, fonts, and layouts.</li> <li>➤ To use charts to analyze and interpret data, and make informed decisions</li> </ul>
<b>June</b>	Ch 9: Digital Footprint and Cyber safety	8	<ul style="list-style-type: none"> <li>• Digital footprints – impact and effect</li> <li>• Advantages and disadvantages</li> <li>• Cyber safety, cyber bullying, cybercrime</li> <li>• Online etiquettes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the terms</li> <li>➤ Enlist the advantages and disadvantages of digital footprints</li> <li>➤ Follow rules while surfing the internet</li> <li>➤ Differentiate between cyberstalking and cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn to deal with cyberstalking and cyberbullying</li> <li>➤ Learn to do privacy settings of social media.</li> <li>➤ Apply safety measures to be followed while surfing internet.</li> </ul>
	Generative AI	1	<ul style="list-style-type: none"> <li>• Chatbot</li> <li>• Applications</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the basic concept of <b>Generative AI</b></li> <li>➤ Identify tools or applications that use Generative AI (basic awareness).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain Generative AI</li> <li>➤ Show creativity by generating simple content (stories, images, ideas)</li> </ul>

<b>July</b>	Ch : AI Domain	4	<ul style="list-style-type: none"> <li>• Introduction to Artificial Intelligence</li> <li>• Domains of AI:</li> <li>• Data</li> <li>• Computer Vision (CV)</li> <li>• Natural Language Processing (NLP)</li> <li>• Examples of each domain</li> <li>• Role of AI in solving problems</li> </ul> <p><b>Subject Enrichment Activity</b> Worksheets / Crossword Puzzle</p>	<ul style="list-style-type: none"> <li>➤ To understand the concept of AI and its domains</li> <li>➤ To identify different domains of AI</li> <li>➤ To explore how AI domains solve real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define Artificial Intelligence</li> <li>➤ Differentiate between AI domains (Data, CV, NLP)</li> <li>➤ Identify real-life examples of each domain</li> <li>➤ Understand how AI domains are applied in daily life.</li> </ul>
<b>August</b>	Ch : AI Industries	6	<ul style="list-style-type: none"> <li>• Applications of AI in industries:</li> <li>• Healthcare</li> <li>• Education</li> <li>• Banking &amp; Finance</li> <li>• Agriculture</li> <li>• Transportation</li> <li>• Impact of AI on jobs and society</li> <li>• Benefits and challenges of AI in industries</li> </ul> <p><b>Experiential Learning – Lab Activity</b></p>	<ul style="list-style-type: none"> <li>➤ To explore how AI is used in different industries</li> <li>➤ To understand the impact of AI on society</li> <li>➤ To analyse advantages and challenges of AI</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify AI applications in various industries</li> <li>➤ Explain how AI improves efficiency and productivity</li> <li>➤ Analyse the impact of AI on jobs and daily life</li> <li>➤ Discuss benefits and limitations of AI</li> </ul>
	Machine Learning	2	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Advantages</li> <li>• Types of ML</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the basic idea of <b>Machine Learning</b> in simple terms.</li> <li>➤ Identify examples of Machine Learning in daily life (e.g., recommendations, voice assistants).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain Machine Learning in their own words with simple examples.</li> <li>➤ Understand that better data leads to better results.</li> </ul>
<b>September</b>	Revision		Practical Test / Oral Test/ Revision		
<b>October</b>	Ch 6: Introduction to Python	6	<ul style="list-style-type: none"> <li>• Introduction, translator</li> <li>• Downloading and Installing, IDLE</li> <li>• Modes of python</li> <li>• Variables, operators, data types</li> <li>• Assignment operator and print function</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the concept of Python programming language</li> <li>➤ Differentiate the mode of python</li> <li>➤ Demonstrate the use of variables, operators and data types</li> <li>➤ Write simple python programs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare Python with other programming language.</li> <li>➤ Compare the benefits and limitations of Modes of python.</li> <li>➤ Write simple Python programs.</li> </ul>

			<b><u>Experiential Learning :</u></b> Lab Activity		
<b>November</b>	Ch 7: More on Python	6	<ul style="list-style-type: none"> <li>Using Input Functions, Operators and its types.</li> <li>Operator Precedence, BODMAS, PEDMAS</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the use of Input() function and different operators.</li> <li>Practice writing simple programs using operators and input function.</li> </ul>	<ul style="list-style-type: none"> <li>Write Python programs using input function, operators</li> </ul>
	Data Science	1	<b><u>Subject Enrichment Activity</u></b> Worksheets / Crossword Puzzle <ul style="list-style-type: none"> <li>Definition</li> <li>Applications</li> </ul>	<ul style="list-style-type: none"> <li>Understand what <b>Data Science</b> means in simple terms.</li> <li>Understand the importance of organizing and analyzing data.</li> </ul>	<ul style="list-style-type: none"> <li>Explain Data Science using simple examples from daily life.</li> <li>Recognize how data helps in making better decisions.</li> </ul>
<b>December</b>	Ch 8: Robotics	6	<ul style="list-style-type: none"> <li>Introduction, Importance, Creation, Designing and Evolution of Robotics.</li> <li>Types, Three laws, Key components, Application of Robotics</li> <li>Advantages and Disadvantages, Humanoid</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the importance of robotics.</li> <li>Compare the types of robots.</li> <li>Applications of Robots in different fields.</li> <li>Compare the advantages and disadvantages of humanoid.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the concept of robotics</li> <li>List the various applications of robots in daily life.</li> <li>Enlist the advantages and disadvantages of humanoid.</li> </ul>
<b>January</b>	Ch : Data Visualization	4	<ul style="list-style-type: none"> <li>Meaning of data visualization</li> <li>Importance of representing data visually</li> <li>Types of graphs and charts: Bar graph, Pie chart, Line graph</li> <li>Interpreting visual data</li> <li>Use of tools for visualization</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of data visualization</li> <li>To learn different ways to represent data</li> <li>To develop skills to interpret graphs and charts</li> </ul>	<ul style="list-style-type: none"> <li>Define data visualization</li> <li>Create and interpret different types of charts</li> <li>Represent data effectively using graphs</li> <li>Analyse patterns and trends from visual data</li> </ul>
	Ch : Ethics and Bias	4	<ul style="list-style-type: none"> <li>Meaning of ethics in AI</li> <li>Understanding bias and its types in AI systems</li> <li>Fairness and inclusivity</li> <li>Responsible use of AI</li> </ul>	<ul style="list-style-type: none"> <li>To understand ethical issues in AI</li> <li>To identify bias in AI systems</li> <li>To promote fairness and responsible AI use</li> </ul>	<ul style="list-style-type: none"> <li>Define AI ethics and bias</li> <li>Identify examples of biased AI systems</li> <li>Understand the importance of fairness in AI</li> <li>Apply ethical thinking in AI usage</li> </ul>
<b>February</b>	Revision		Practical Test / Oral Test/ Revision		