ANNUAL PEDAGOGICAL PLANNER 2021-2022

ENGLISH CLASS –VI

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF WORKING DAYS** |
| **March - April** | o **MCB:**   * Chapter – Problem Solving * Chapter - The Turning Point   + **Grammar:** * Noun * Adjectives   + **Writing Skills:** * Notice Writing * Biographical Sketch   + **Vocabulary**: * Phrasal verbs * Homophones * Phrases * One Word Substitution * Idioms * Words often confuse us * General Phrases * Antonyms * Synonyms | * **MCB:**   + PDFs/Online links will be provided to read and understand the story/poem.   + Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check.   + Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will be attempted by the learners.   + Reference To Context will be given. * **Grammar:** * Through connection of previous knowledge with current knowledge. * Identification of same words by usage in different sentences in different parts of speech. * Through change of words in their various parts of speech | * Recite the poem with proper rhythm and expression, * Explain the poem and answer questions based on it, * Describe the feelings and thoughts expressed in the poem, * Identify rhyming words and the rhythm in a poem, and * Write lines that rhyme together. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * The learners would be able to organize their thoughts and express freely. * They would develop an interest towards writing thus enhancing their writing skills. * Students will be able to analyze any NOTICE shown to them on the basis of the knowledge imparted. * They will be able to frame notice about any event. * They will be able to identify important information in any given notice.    | **5 +22** |

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|  |  | **Suggested Links**  <https://youtu.be/hT1IrDscIpc> <https://youtu.be/YElXvY84y0o>   * Editing a given paragraph. * MCQs * Card making activity * Online Quizzes * Assignments * Power Point Presentation   o **Vocabulary**:   * Online Quizzes * Assignments * Framing Sentences   o **Writing Skills**   * The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. * The teacher would discuss in detail what a notice should contain. The wide range of themes and objectives covered by notice would be discussed with examples * **Suggested Links**   [**https://www.youtube.com/watch?v=c**](https://www.youtube.com/watch?v=cS3-bcW-dQU)[**S3-bcW-dQU**](https://www.youtube.com/watch?v=cS3-bcW-dQU) | * Students will be able to use appropriate style and format to write a NOTICE effectively. * Explain what nouns are * Identify the different types of nouns * Effectively use nouns in sentence composition * Able to correctly identify adjectives. * Able to distinguish shades of meaning among closely related adjectives. * Use adjectives correctly in their writing. * Create or select   vivid adjectives to enhance their writing as they write and revise. |  |

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| **May** | o **MCB:**   * Chapter - Dinner by Moonlight * Chapter - Conquering Mount Everest   + **Grammar:** * Verbs – to be, to do, to have * Pronouns   + **Writing Skills:** * Diary Entry * Factual description   + **Vocabulary**: * Antonyms * Synonyms * Homophones * General Phrases * One Word Substitution | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given   **Suggested Link**  [https://simple.wikipedia.org/wiki/Tenzing\_Nor](https://simple.wikipedia.org/wiki/Tenzing_Norgay) | * To enable them to understand the importance of focus and concentration when playing a sport * To enable them to define and categorize some adventure sports. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * All students will be able to fill in key descriptive and emotive words. * Most students will be able to complete sentences in their diary entry. * Some students will be able to write their own sentences in their diary entry. * Define the term 'pronoun' * Outline the different types of pronouns * Use pronouns effectively in writing | **22** |
| [gay](https://simple.wikipedia.org/wiki/Tenzing_Norgay)  o **Grammar:**   * Power Point Presentation * Different verb structures will be given to synthesis the sentences * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   o **Writing Skills** |

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|  |  | * Power Point Presentation will be shown * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks. * General topics like   Food ,Fashion, Travel ,Sports ,Work , School ,Dreams ,Friends or Family will be given for brainstorming.  **Suggested link**  https:[//w](http://www.youtube.com/watch?v=BGL)ww[.youtube.com/watch?v=BGL](http://www.youtube.com/watch?v=BGL) 1EX4nXXI |  |  |
| **June** | REVISION | | | **12** |
| **July** | o **MCB:**   * Spaceship Landed Over There   + **Grammar:** * Sentences- Subject verb Agreement * Tenses   + **Writing Skills:** * Paragraph Writing * Diary Entry   + **Vocabulary**: * Phrasal verbs, * Synonyms, | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer | * To identify poetic devices * To learn about space travel * To encourage them to discuss what may happen in the future with progress in science and technology * To draw a comparison between humans and robots * Student will learn the basic definition, parts, and structure of a paragraph. * Student will write paragraphs that include a main idea, or topic. * Student will write a paper that includes three paragraphs. * Comprehend meaning of the | **24** |

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|  | * Antonyms, * Commonly misspelt words * Homophones | * At the end of the text questions will be attempted by the learners. * Reference To Context will be given   o **Grammar:**   * Some sentences will be shown on the slide and learners will be asked to figure out the action words. * To reinforce understanding of basic verb identification, learners will be asked to identify nouns and verbs in each sentence given on the slide. * Learners will be encouraged to look for more examples online and write. * Learners will study a picture and tell a story about what they see. The story will be set in the past, present, or future. * Tense chart will be shown on slide. * Usage will be explained through examples. * Differences will be explained by timeline chart.   **Suggested Link**   * <https://youtu.be/OmOcMs_mFnc> (Grammar practice for verbs and Tenses) * https:[//w](http://www.slideshare.net/mobile/gury)ww[.slideshare.net/mobile/gury](http://www.slideshare.net/mobile/gury) a87/verb-tenses-44959646 * **Vocabulary**: * Dictation * Online Quizzes * Assignments | different words by looking into dictionary.   * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * Students will understand that verbs change form depending on their relationship to time. * Students will be able to recognize the past, present, and future tenses of regular and irregular verbs. * Identifies incorrect and correct tense in text * Identifies common verb & tense errors * Uses appropriate tense in communication * Organizes sentences coherently in English with the help of verbal and * Identify the three key parts of a paragraph: topic sentence, supporting details, and conclusion. * Write a paragraph containing a topic sentence, supporting details, and conclusion. |  |

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|  |  | o **Writing Skills**   * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks.   **Suggested Link** https:[//w](http://www.slideshare.net/mobile/DeepakKar)ww[.slideshare.net/mobile/DeepakKar](http://www.slideshare.net/mobile/DeepakKar) unakaran/1452339-634758770676533750 |  |  |
| **August** | o **MCB:**   * The Emperor’s Seed   + **Grammar:** * Auxiliary verbs * Voices   + **Writing Skills:** * Paragraph Writing * Diary Entry   + **Vocabulary**: * Phrasal verbs, * Synonyms, * Antonyms * Synonyms * Proverbs * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given   **Suggested Link** [**http://www.english-for-**](http://www.english-for-students.com/Moral-Stories.html)[**students.com/Moral-Stories.html**](http://www.english-for-students.com/Moral-Stories.html) | * To enable them to work in pairs to role play * To encourage the students to speak about situations that they find challenging and are afraid to face * To enable them to overcome their fears related to such situations * The students would be able to identify and comprehend the use of active and passive voice. * They would be able to convert active voice into passive and passive to active. * The analyzing skills would be improved * They would be able to express themselves and deliver information in a grammatically and mechanically correct form. * Infers the meaning of unfamiliar words by reading them in context. * Refers to dictionary, thesaurus and | **21** |

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|  |  | o **Grammar: Warm-up:**  The teacher writes two sentences on the board:   1. People speak Japanese in Japan. 2. Shakespeare wrote Romeo and Juliet.   The students are asked to present another way to say the two sentences.  The rules are derived (Inductive Method)  The session would continue with a play delivering dialogues wherein the students would be asked to speak about the dialogues and the characters using passive voice (to test prior knowledge). The rules of usage and conversion would be explained with examples. The purpose of using active and passive voice would be discussed. Written and oral practice would follow.  The usage of Passive voice in writing newspaper report, headlines and notices would be discussed.  **Suggested Link** [**https://learnenglish.britishcouncil.**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)  [**org/englishgrammar/active-**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)[**and-passive-voice.**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)  o **Vocabulary**:   * + Online Quizzes   + Assignments   + Dictation   o **Writing Skills** | encyclopedia to find meanings / spelling of words while reading and writing   * Student will learn the basic definition, parts, and structure of a paragraph. * Student will write paragraphs that include a main idea, or topic. * Student will write a paper that includes three paragraphs. |  |

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|  |  | * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks. |  |  |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | o **MCB:**   * I Am Watching Grandpa   + **Grammar:** * Adverbs * Preposition   + **Writing Skills:** * Formal Letter (School Application) * Paragraph Writing   + **Vocabulary**: * Synonyms, * Antonyms * Idioms * Proverbs * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners.   + Reference To Context will be given   + **Grammar:** * Power Point Presentation * **Who am I ? (Activity)**   Write a sentence on the whiteboard with no modifiers (e.g. The kid walks.)Ask a  student to come act out the sentence. Add | * To make them understand that our environment is our responsibility and we should act responsibly towards conversing it. * To learn more about endangered species * Students will be able to identify and use adverbs as modifiers to express time, place, manner, degree, and frequency. * Students will be able to identify and use prepositions to write complete sentences. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * Identify the elements of a letter * Apply the elements to compose a letter * Describe the difference between | **22** |

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|  |  | an adverb to the sentence (e.g. The kid walks quickly), and have the student act it out again.Change the adverb and, once more, have the student act it out.Underline the adverb in the sentence and label it as an adverb.  o **Vocabulary**:   * “Bingo” Vocabulary game * Online Quizzes * Assignments   o **Writing Skills**   * Begin by explaining to students that there are two types of writing: formal and informal. * Read aloud an example of formal writing and ask students to discuss why the piece might be considered formal. * Read aloud an example of informal writing and ask students to discuss the differences between the two pieces. * Next, play the video lesson, [Formal](https://study.com/academy/lesson/formal-writing-definition-rules-examples.html%23/lesson) [Writing: Definition, Rules & Examples.](https://study.com/academy/lesson/formal-writing-definition-rules-examples.html%23/lesson) * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks. | formal and informal writing   * Write an original formal or informal piece |  |

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| **November** | o **MCB:**   * The Little People   + **Grammar:** * Conjunctions * Phrases and Clauses   + **Writing Skills:** * Formal Letter (Placing Order) * Diary Entry   + **Vocabulary**: * Phrasal verbs, * Synonyms, * Antonyms * Synonyms * Homophones * One Word Substitution | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given   + **Grammar:** * **Link-up Games**. Two students write a simple sentence simultaneously. Then, have students think of as many conjunctions as they can that would correctly link these two sentences together. . * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments | * To enable them to know about the explorers * To enable them to write a story * To enable them identify different figure of speech * To enable them to write a diary entry * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * Define the term 'conjunction' * Identify different types of conjunctions * List conjunctions within each category * Explain the purpose of conjunctions * Identify the elements of a letter * Apply the elements to compose a letter * Describe the difference between formal and informal writing * Write an original formal or informal piece | **20** |

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|  |  | o **Writing Skills**   * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks.   Suggested Links  [**https://kv2libraipur.files.word**](https://kv2libraipur.files.wordpress.com/2017/02/the-nighttrain-at-deoli-and-other-stories-ruskin-bond.pdf)[**press.com/2017/02/the-**](https://kv2libraipur.files.wordpress.com/2017/02/the-nighttrain-at-deoli-and-other-stories-ruskin-bond.pdf)[**nighttrain-at-deoli-and-other-**](https://kv2libraipur.files.wordpress.com/2017/02/the-nighttrain-at-deoli-and-other-stories-ruskin-bond.pdf) **stories-ruskin-bond.pdf**  https:[//w](http://www.youtube.com/watch)ww[.youtube.com/watch](http://www.youtube.com/watch)  ?v=k4PeUWd3TG8 |  |  |
| **December** | o **MCB:**   * The Mountain and the Squirrel   + **Grammar:** * More Sentences   + **Writing Skills:** * Story Writing (With the help of pictures, out lines and hints)   + **Vocabulary**: * Idioms * Synonyms, * Antonyms | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given * Listening Skills | * To build a positive view of failure by telling them that if we fear failure, we will never try and if we never try, we will never achieve * Their listening skills would be enhanced through peer discussions. They would be able to evaluate their own language as well as of others and improve through checking the errors. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * They would be able to transform | **22** |

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|  | * Synonyms * Proverbs * Homophones | o **Grammar:**   * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills**   Pre-writing (brain storming) would be assigned to stimulate the students’ creativity. The rules and process of evaluating, structuring and editing would be discussed in detail.   * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks. | dialogues and speech with various reporting verb.   * The analyzing skills would be enhanced * The students would be able to produce independent writing thus strengthening their thinking skills, creative and evaluative skills. * Students will be able to understand independent and dependent clauses, as well as identify phrases that are not clauses (fragments). * Students will also be able to understand how to create complex sentences using both independent and dependent clauses. |  |
| **January** | o **MCB:**   * The Enchanted Shirt   + **Grammar:** * Reported Speech   + **Writing Skills:** * Story Writing * Paragraph Writing   + **Vocabulary**: * Words often confuse us * General Phrases * Synonyms, * Antonyms * Synonyms | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be | * The learners would be able to identify the use of punctuations in direct speech and the changes followed in the indirect speech. * They would be able to spot the use of reporting verbs and the tense. * They would be able to transform dialogues and speech with various reporting verb. * The analyzing skills would be enhanced * The students would be able to produce independent writing thus strengthening their | **22** |

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|  | * Homophones | attempted by the learners.   * Reference To Context will be given   + **Grammar:**   The teacher would start with a game board (whisper game) where the class would be divided into three groups involving direct and indirect dialogues to test the students’ prior knowledge.  The changes would be explained. The rules to change direct sentences to indirect would be explained through rule chart and examples. The changes in the verb, pronouns and time would be detailed. The learners would be taught about the usage of reporting verbs.   * Power Point Presentation   + **Writing Skills**   Pre-writing (brain storming) would be assigned to stimulate the students’ creativity. The rules and process of evaluating, structuring and editing would be discussed in detail.   * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks.   **Suggested Link** [**http://learnenglishteens.britishcouncil.org/**](http://learnenglishteens.britishcouncil.org/) **grammar/intermediate**   * Identification of parts of speech of the words underlined in a passage. * Editing a given paragraph. * MCQs | thinking skills, creative and evaluative skills.   * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * To build a positive view of failure by telling them that if we fear failure, we will never try and if we never try, we will never achieve |  |

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|  |  | * Online Quizzes * Assignments * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills** * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks. |  |  |
| **February** | **REVISION** | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

HINDI CLASS –VI

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| uoacj | ikB ikB&11 tksns[kdjHkhugha ns[krs & 12 lalkj ,diqLrdgS   * ckyjkedFkk   O;kdj.k   * vO;; ¼fØ;kfo”ks’k.k] laca/kcks/kd o foLe;kfncks/kd½ * okD; Yks[ku&dgkuh | * vfHku; ¼vaxzsth fo’k; ds lkFk lesfdr½ * dSyhxzkQh * ^lalkj ,diqLrdgS^ ikBesa ls vO;; “kCnNk¡VdjHksn dk uke fy[kukA   Ckkyfnol&iz”uksRrjhA | * ys[kudkS”ky dk fodkl * vkRefo”okl | 20 |
| fnlacj | ikB& 15 ukSdj  O;kdj.k | * fFk;sVj ;k Mªkek * ^Lokoyach^ fo’k; ijppkZA | * mǔpkj.k * dk;Z ds izfr #fpmRiUu * orZuh “kqn~/krk | 22 |

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| tuojh | ikB&yksdxhr ckyjkedFkk  O;kdj.k  eqgkojsvkSjykdksfDr;k¡ Yks[ku&vuqǔNsn | 1. yksdxhrksa dk ladyu 2. fofHkUudykd`fRr;ksa dk ladyu 3- x.kra= fnol&iz”uksRRkjhA   ^j^ o ^\_^ esavarjdjrsgq, “kCnfuekZ.kA | fofHkUuHk’kkvksa ds ckjsesatkuldsaxs fofHkUuizdkj dh isafVax ds ckjsesalh[k ldsaxsA | 22 |
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MATHEMATICS CLASS –VI

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| **MONTH** | **TOPIC** | **METHODOLOGY/ACTIVITIES** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | * Knowing Our Numbers * Whole numbers | * What is the sum of all 100 digits. If thepattern 910879108791087 is   continued to form a 1000 digit number?   * Link -<https://youtu.be/i7AFqlaZmZA> * Use the number 8 exactly eight times to make the no. 1000. * Link -<https://youtu.be/PVNiyorUc2s> | * To know Indian & International system comparing numbers estimating sum differenceproduct. Roman Number, Operation on number+,-,\*,/. * To Know about the concept of different properties like Associative, Commutative, Distributive, Suitable rearrangement etc. | **5 +22** |
| **May** | * Playing with Numbers * Integers | * To find out prime numbers from 1 to 50 without actually checking the factors of a number. * Link-<https://youtu.be/nBu7m-EIMa0> * To find the sum of two given integers. * Link-<https://youtu.be/2NiXgfMp9Mw> | * To learn about factors & multiples prime number, composite number, divisibility rule of 2,3,4,5,6,8,9,10,11. * To know about the opposite of natural numbers, ordering of   integers and absolute value of integers | **22** |
| **June** | **REVISION** | | | **12** |
| **July** | * Fractions * Basic Geometrical ideas | * To find the sum of two unlike fractions. * Link -<https://youtu.be/M0fyuNtK_QE> * To make a protractor by paper folding. * Link-[*U*https://youtu.be/dQxczxQmV\_k*U*](https://youtu.be/dQxczxQmV_k) | * Addition & Subtraction of mixed fraction. Multiplication & division of fraction. Word problems related to fraction.   + To know about the basic concept of geometry like collinear point, open & closed figure, polygons, interior & exterior points | **24** |

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| **August** | * Algebra | * To observe the given matchstick patterns and to identify the rules that explain those patterns in terms of a variable. * Link -<https://youtu.be/T8XY_wL9G1o> | * To Know about the methods of presentation, variables, terms, coefficient & Values of Algebraic expression like   (Monomial, Binomial, Trinomial). | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | * Understanding Elementary shapes * Decimals | * To make a rabbit by paper folding, to make design with seven pieces of a tangram. * Link -<https://youtu.be/h_lBICtlafI> * To find the sum of two decimal numbers. * Link -<https://youtu.be/mAnfRhl2ISc> | * To know about comparison of line segment, Pair of lines, types of angle, Classification of angles. * To Know the concept of decimal part. To convert fraction into decimal. To convert Decimal into Fraction., Standard form., like&   unlike Decimal | **22** |
| **November** | * Mensuration * Data handling | * To derive the formula for the area of arectangle. * Link -<https://youtu.be/fJaEscBRXSk> * To study bar graphs in day to daylife. * Link-[*U*https://youtu.be/jFUy24xHouw*U*](https://youtu.be/jFUy24xHouw) | * Introduction of Perimeter & Area of regular & irregular figure. * To know about the data & its type   (Pictograph, Tally marks, Bar Graph). | **20** |
| **December** | * Symmetry * Ratio and Proportion | * To depict symmetry by collecting the 5 pictures of quadrilateral family. * Link-[*U*https://youtu.be/APzbhiC2fWQ*U*](https://youtu.be/APzbhiC2fWQ) * To develop the concept of directproportion. * Link-[*U*https://youtu.be/FEQ3iIDDOSo*U*](https://youtu.be/FEQ3iIDDOSo) | * To strengthen idea of symmetry * To know about the types of proportion (Direct & Indirect). Unitary Method. | **22** |
| **January** | * Practical Geometry | * To make a chord, diameter and sector of a circle by paper folding. Also, to shade the minor and major segment of the circle. * Link-[*U*https://youtu.be/jlSn9O813fk*U*](https://youtu.be/jlSn9O813fk) | * To know about the concept of making triangle, bisector of line segment, perpendicular bisector etc. | **22** |
| **February** | **REVISION** | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

SCIENCE CLASS –VI

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | FOOD – WHERE DOES IT COME FROM   * Foodvariety * Sources offood * Food from plants andanimals   GARBAGE IN, GARBAGE OUT   * Dealing withgarbage * Vermicomposting * Recycling ofpaper * Plastics-A boon or acurse | * To observe the germination of seed through sprouting of moongdal. * To find out different types of ingredients needed to prepare different food items and theirsources. * To find out the use of different coloured bins. * To show videos on different ways to reducewastes. | * To identify the different sources of food. * To classify the animals on the basis of their foodhabits. * To understand the importanceof living organisms in maintaining the balance of nature. * To differentiate between the biodegradable and non- biodegradablewastes. * To explain the different methods of wastedisposal. * To understand the different ways to minimize the overuse ofplastic. | **5 +22** |
| **May** | COMPONENTS OF FOOD   * Components offood * Importance ofnutrients * Balanceddiet * Deficiencydiseases * Obesity FIBRE TO FABRIC * Variety offabrics * Fibre * Plant fibres- cotton | * To show test for starch, protein andfat through videos. * To prepare a menu of balanced diet in the context of diversity of food eaten in different parts of the country. * To find out the percentage of different nutrients present in various packaged fooditems. * To identify different types of fabrics and making collageby usingthem. * To show videos on the topic fibre to | * To classify the different components offood. * To generate awarenesstowards healthy foodhabits. * To list the different kinds of deficiency diseases and their symptoms. * To understand the causes of obesity and the ways to get rid ofit. * To explore different types offibres. * To explain the history of clothing materials. | **22** |

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|  | andjute   * Yarn tofabric * History of clothingmaterials | fabric. | * To describe the process of manufacturing fabric fromfibres. |  |
| **June** | REVISION | | | **24** |
| **July** | SORTING MATERIALS INTO GROUPS   * Objects aroundus * Properties ofmaterials   GETTING TO KNOW PLANTS   * Categories ofplants * Parts of plants and their functions | * To show solubility of various substances through experimentation. * To demonstrate the property of lusture and hardness by using livesamples. * To show the property of floating and sinkingthrough experimentation. * To observe taproots and fibrous roots in variousplants. * Dissection of aflower. * To observe anchorage by roots | * To understand the importanceof classification in our dailylife. * To list the different properties of materials. * To classify different objects on the basis of theirproperties * To classify plants into herbs, shrubs andtrees. * To find the difference between climbers andcreepers. * To list the different parts of plants and understand theirfunctions. | **24** |
| **August** | MOTION AND MEASUREMENT OF DISTANCES   * Story oftransport * Measurement oflength * Standard units ofmeasurement * Concept of rest andmotion * Types ofmotion | * To measure length of a table in termsof footsteps, handspans, footlength etc. (Integration withmaths) * To observe the various types of motionthrough dancing movements. | * To know the story oftransport. * To enable them to measurethe length of differentobjects. * To list the standard unitsof measurement. * To explain the concept of rest and motion. * To describe the different types of motion. | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |

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| **October** | THE LIVING ORGANISMS AND THEIR SURROUNDINGS   * Habitat andAdaptation * Kinds ofhabitat * Characteristics of livingthings | * To germinate seeds to show that living thingsgrow. * To study the response of a plant tosunlight. * To compare the adaptations of mountain habitat and deserthabitat. | * To explain the kinds ofhabitat. * To describe the adaptations of different plants andanimals. * To understand the characteristics of livingorganisms. | **22** |
| **November** | LIGHT, SHADOW AND REFLECTIONS   * Luminous andnon- luminous objects * Shadow * Pinholecamera * Mirrors andReflections | * To classify objects as luminous and nonluminous. * To show that light travels in a straight line and reflected from amirror. * To construct a pinholecamera. * To demonstrate formation of ashadow. | * To differentiate between luminous and non- luminousobjects. * To understand the conditions necessary for the formation of shadow. * To explain the concept ofreflection oflight. | **20** |
| **December** | ELECTRICITY AND CIRCUITS   * Electriccell * Electric circuit and its components * Conductors andinsulators * Electricalsafety | * To construct an electricalcircuit. * To test the electrical conductivity of givenmaterials. | * To list the different components of electriccircuit. * To draw an electriccircuit. * To explain electric conductors and insulators * To learn different preventive measures to avoid electricshocks. * To generate awarenesstowards conservation of electricenergy. | **22** |
| **January** | WATER   * Importance ofwater * Sources ofwater * Watercycle * Importance of rain fall | * To draw the diagram of water cycle. * Class discussion on Importance of Water. * Using videos to show various sources of water. | * To understand the importanceof water. * To know the different sourcesof water. * To explain the watercycle. | **22** |

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|  | * Natural disasters dueto unpredictablerain * Ways to conservewater |  | * To understand the importanceof rainfall. * To list ways of conservingwater. * To sensitize others about water crisis. |  |
| **February** | **REVISION FOR FINAL TERM EXAMS** | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

SOCIAL SCIENCE CLASS –VI

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF WORKING DAYS** |
| **April** | History: L-1 An approach Towords the Past.  Geography: L-1 The Earth in the solar system  Political: L-1 Diversity in India. | * Observe the Pictures given books. * Draw the solar System   + You must be having a best friend or a very close friend. | * To make students aware and curious about history. * To enable understanding about the life of the people in Stone Age.   + To let the students understand about the diversity of language, food, religion and many more.     - To make the students understand celestial bodies and the solar   system. | **5 +22** |
| **May** | History : L-2 The stone age and earliest societies.  History : L-3 The age of farming  Geography: L-2 Globe: Latitudes and Longitudes | * Imagine yourself as the owne sitesr of a travel agency You have to Prepare a travel brochure that is designed to attract tourist to visit some Prehistroic.   + Observe theto given Picture in book .Now circle the things which belong to the ancientera. * Observe the globe and note the Latitude and longitude. | * To illuminate the students that how the diversity results in discrimination. * Represent the state of Meghalaya and Arunachal Pradesh by making a video   + To make the students familiar with the use of globe. * To make the students aware about   different types and levels of a government. | **22** |
| **June** | REVISION | | | **24** |
| **July** | History: L-4 In the Earliest Cities  Geography: L-3 Motion of the Earth | * Use of maps and images. * Record the time of Sunrise and sunset of your city for ten days and oberve the variations. | * To tell the students about the Harappa civilization. * To develop an understanding about ancient literature and burials. | **24** |

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|  | Political : l-2 Diversity and Discrimination | * Use of Globe and images | * To make the students aware about   the effects of the different motions of the Earth. |  |
| **August** | History: L-5 The Vedic Age  Geography: L-4 Maps and globes    Political L -3 Types of government | * Make several groups I your class an discuss the system of the sabha and samithi of the Vedic Age * You can also find the north with the help of magnetic compass.Take a compass and go around your school. Find out which side of your school the north is . Note the things you see in that directions * On a chart paper write salient features of the government (Direct, Representative ,Parlimentary). | * To enhance the curiosity of students about the key elements those influence the working of a government. * To impart the understanding about Gram Sabha and Gram Panchayat * To impart the knowledge about   Buddhism, Jainism and the Upanishads. | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | History: L- 6 Early King dom in India  Geography : L-5 Major domains of The Earth.  Political L -4 Democratic Goverment | * Imagine Yourself to be King of the Later vedic Age You have attended An Ashvamedha yajna Perfomed by a neighbouring king Write dairy entry on your experience and also records your thougths that the event evoked. * With the help of your teacher and the internet , prepare a project report on the different layers of atmosphere. Student from groups to search through newspaper and other search resources .And Collect list three Polical parties | * To explain the working of rural administrative officers. * To impart the knowledge about different spheres of the Earth * To tell the students about the role of traders and pilgrims. | **22** |
| **November** | History : L-7 Rise of new ideas and Religions.  History : L -8 The First Empire and Ashoka.  Geography : L-6 Major landforms of the Earth.  Political : L-5 Panchayati Raj. | * + Try to find out how your district administration works and compare it with Ashoka’s administration   + Compare the living conditions in villages of hills and plains . | * To make the students understand that who is responsible to control the administration of a city.   + To let the students know about mountains, plains and other landforms of the earth. | **20** |

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| **December** | History : L-9 From villages to towns.  Geography : L-7 India location ,Political and Physical Division.  Geography : L-8 Climate of india  Political : L-7 Urban Administration | * Oragnise a debate in your class .   + Form groups and discuss in class ,” The effect of Northen Mountain Wall on the climate of India   + Prepare lemonade for your parents During Summer .  1. First Make a list of the ingredients needed. 2. Take the help of your friends or Teacher | * To develop an understanding among students about different ways in which people earn their living in villages.   + To make the students aware about the physical and political divisions of our country: India.   + To illuminate the students about the weather, vegetation and wild   life of India. | **22** |
| **January** | History: L-10 Flowering of Trades And Religion.  History: L-11 India During The Ages  History : L-12 Literature Art And Architecture  Geography : L-9 India Natural Vegetation And Wildlife.  . | * Make a list of the six things that you purchase from the market .Find out Which of these items are made in the city /village you live in and which of these are by trades from other areas. * Identify the given Pictures in book. * Make a presentations on the impact of deforestation on the environment   . | * To reinforce the curiosity of the students about what the ancient buildings, paintings and books tell us about the history. * To enable understanding about different employment and earning opportunities in big cities. | **22** |
| **February** | Political: L-6 Rural Administration  Political : L-7 Urban Administration  Political : L-8 Livehood In Rural India  Political : L-9 Livehood In Urban India  REVISIONAL WORK | * You have learned about the villages Panchayat.In * Revision ( All the chapters of Term II and L-3(Geo), L-1(civics) |  | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

COMPUTER CLASS –VI

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | * The Computer System | * Make a PPT on Generations/Languages/Classification of Computers * Make a PPT on Computer with Artificial Intelligence * Conducting online quiz based on the various topics being discussed and done in lab. * <https://www.youtube.com/watch?v=rrPExJGqlag> * <https://www.youtube.com/watch?v=tZ3zOAQIFco> | * To recapitulate the basics of computer, * Gain knowledge of the evolution of computer and about the classification of computers based on different criteria. * Knowledge of the various generations of computer   language. | **5 +22** |
| **May** | * More on Windows 10 | * Save data from comp to CD and CD to comp. * Change various setting using options available in control panel. * Disk cleanup. * Conducting online quiz based on the various topics being discussed and done in lab. | * To inculcate knowledge about basics of Windows and make its use to work on various computer settings. | **22** |
| **June** | REVISION | | | **12** |
| **July** | * More on PowerPoint 2010 | * In the above created Database add various features: Subtotal, Data validations, Sorting and Filtering data,   Creating Pivot tables.   * Create various shapes using various tools of Flash interface * Write text on images and making it more effective to represent. * <https://www.youtube.com/watch?v=D2U7Dh56CIw> * <https://www.youtube.com/watch?v=UugbMh5K_aQ> * <https://www.youtube.com/watch?v=u1hOFeSMgx0> | * To enable students understand the difference between various features that can be used to make the PowerPoint presentation more effective and presentable. * Understanding the use to Charts in MS PowerPoint to make effective data   representation. | **24** |

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| **August** | * Introduction to Adobe Flash CS6 * Using Tools in Flash CS6 | * Create various shapes using various tools of Flash interface * Write text on images and making it more effective <https://www.youtube.com/watch?v=D2U7Dh56CIw> * <https://www.youtube.com/watch?v=UugbMh5K_aQ> * <https://www.youtube.com/watch?v=u1hOFeSMgx0> * Create a flying butterfly effects in Flash with the help of link   <https://www.youtube.com/watch?v=kVAlcbhJvUI>   * Create beautiful scenery using the various tools and make it look like a live scene. * Conducting online quiz based on the various concepts of Flash. * <https://www.youtube.com/watch?v=fojLctyW4RU> | | * To introduce the concept of animation to the students and make them understand the use of the same in real time visual animated effects. * To stimulate the skills of using the various features of Flash in the learner. So that the concepts can be used to make animations. | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | | **22** |
| **October** | * Working on Flash CS6 | * Create a flying butterfly effects in Flash with the help of link   <https://www.youtube.com/watch?v=kVAlcbhJvUI>   * Create beautiful scenery using the various tools and make it look like a live scene. * Conducting online quiz based on the various concepts of Flash. * <https://www.youtube.com/watch?v=fojLctyW4RU> | * To stimulate the skills of using the various features of Flash in the learner. So that the concepts can be used to make animations. | | **22** |
| **November** | * More on MS Word 2010 | * Create a nominal roll in MS Excel * Integrated the roll with MS Word using mail merge. | * To enable students to understand the use of MS Word as integrated with mail merge and then to generate different reports that can be used in   routine official work purpose. | | **20** |

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| **December** | * Learning MS Excel 2010 | * Prepare your Report Card on any subjects UT1, UT2 mark list and calculate your total, max, min, average, percentage and grades using various formulas. | * To stimulate the skills of using the various features of MS Excel in the learner. So that the concepts can be used to make reports in MS Word using mail   merge. | **22** |
| **January** | * Working with Flash (Revision) | * Designing human body structure and to show blood flow in the different parts of the body * Design circuit diagram and make it animated functional. * Design volcano’s | * To integrate flash with Science and SST subject topics and to make animated scene of different topics covers in the two subjects. | **22** |
| **February** | * MS Excel (Revision) | * Generate a complete report of marks obtained in different assessment exams and then to generate result. | * To recapitulate the different features of MS Excel and to relate it to get real time data and   generate related reports. | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

GERMAN CLASS –VI

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | **Modul – 1**  **Lektion – 1 Hallo** !   * To introduce * To greet others * Question words : ,, wer ? wie?” | * Dialogue puzzle * [https://www.youtube.com/watch?v=](https://www.youtube.com/watch?v=LLTX3k1gJ0A) [LLTX3k1gJ0A](https://www.youtube.com/watch?v=LLTX3k1gJ0A) * [https://www.youtube.com/watch?v=](https://www.youtube.com/watch?v=LLTX3k1gJ0A&t=33s) [LLTX3k1gJ0A&t=33s](https://www.youtube.com/watch?v=LLTX3k1gJ0A&t=33s) | * Acquainting with introduction. * Self confidence by answering about oneself | **5 +22** |
| **May** | **Lektion – 2 Das ist meine Familie**   * To introduce one’s family * To report about a person | * Familienbaum (Family tree) * Crossword puzzle * [https://www.youtube.com/watch?v=np](https://www.youtube.com/watch?v=npzGh2GorGQ) [zGh2GorG Q](https://www.youtube.com/watch?v=npzGh2GorGQ) * [https://www.youtube.com/watch?v=n](https://www.youtube.com/watch?v=npzGh2GorGQ&t=85s) [pzGh2GorGQ&t=85s](https://www.youtube.com/watch?v=npzGh2GorGQ&t=85s) | * Value of love and care is generated through family introduction. * Acquainting with introduction. | **22** |
| **June** | REVISION | | | **12** |
| **July** | **Lektion – 3 Hast du Geschwister?**   * Zahlen 0 bis 1000 * Akkusative case * Yes / No question * Verbs : haben/ sein | * Interview ( speaking) * Horen (listening) * Lesen (Reading) * [https://www.youtube.com/watch?v=6IjIYF](https://www.youtube.com/watch?v=6IjIYFeAzV0&t=54s) [eAzV0&t=54s](https://www.youtube.com/watch?v=6IjIYFeAzV0&t=54s) * [https://www.youtube.com/watch?v=SjJHB](https://www.youtube.com/watch?v=SjJHBZYKY6k&t=161s) [ZYKY6k&t=161s](https://www.youtube.com/watch?v=SjJHBZYKY6k&t=161s) | * Developed the skills of group discussion. * To count 0 to 1000 | **24** |
| **August** | **Lektion – 4 Wo wohnt ihr ?**   * Verbs : wohnen , heissen * Personal pronouns 1 & 2 person * Question words : ,,wo “? ,   ,,wie viele ?” ? | * Dialogue puzzle * Profile * E mail : Residential information | * Awareness about their locality. * To Understand about their domicile and answer question about the same | **21** |
| **September** | **First term examination** | | | **22** |

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| **October** | **Modul – 2**  **Lektion – 1 Das Haus von Familie weigel**   * Das Haus * Difinite and indefinite articles : * Negation : ,, nicht/kein(e)” | * Game based on colours and Family * Horen (listening) * Lesen (Reading) * [https://www.youtube.com/watch?v=nl](https://www.youtube.com/watch?v=nl7qa4ewjNQ) [7qa4ewjNQ](https://www.youtube.com/watch?v=nl7qa4ewjNQ) | * Knowledge of different rooms in one’s house. * To make understand about objects in a house and answer the question | **22** |
| **November** | **Lektion – 2 Ein Besuch**   * Verb :mochten * Personal pronouns : ,, mir , dir Ihnen” | * Partnerarbeit (Partner work) * Rollen spielen ( Play roles) | * To express a wish or preference * To understand about the wellbeing of a person and answer questions about the same. | **20** |
| **December** | **Lektion – 3 Mautzi unsere katze**   * Forms of mogen and haben * Haustiere( Pet animals) * Akkusative case | * Fairy tales “Rotkappchen” and Der Hase und Die Schildkorte” * Song ,,Hast du Tiere “ | * Enhancing the knowledge about * Acquired the knowledge of food habits of different types of pets | **22** |
| **January** | **Letion – 4 Die Nachbarn von Familie Weigel**   * Verb : sprechen * Question word : woher | * Song: sprechen sie ein bisschen Deutsch * Hören | * Awareness gained by discussing about different foreign languages. * To understand about   one’s place of orgin and answer question about the same. | **22** |
| **February** | * Countries and languages * Preposition: ,,aus” | * Gruppenarbeiten (work in groups) * Partnerarbeit (Partner work) | * Gained knowledge about different languages spoken in different countries. * To enable them to speak about their   neighbours | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

SANSKRIT CLASS –VI

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| **MONTH** | **“kh’kZde~** | **fdz;kdyki** | | **mn~ns”;e** | **NO. OF**  **WORKING DAYS** |
| **March - April** | * *laLd`r “kCn ifjp;* | * *fuR; thous iz;qDrka “kCnkuka o.kZ foǔNsn d`Rok rs’kka lfp=* fu:i.ka | |  =;k.kka fyaxkuke~ opukuke~ p ifjp;% | **5 +22** |
| **May** | * /kkrq ifjp;% | * fuR; thous iz;qDrkuke~ /kkrq& :ik.kka lfp= fu:i.ka *iz;ksx”p* | | * fofHkUu /kkrwuke~ izFke :ik.kka Kkue~ vFkZ% p | **22** |
| **June** | **REVISION** | | | | **24** |
| **July** | * *izFke iq#’k%* | * *^rs& loZukeL; okD;s’kq iz;ksxs.k fyax&opuk/kkfjra vUrjL; fp=S% Li’Vhdj,ke~* | | * *izFke iq#’kL; “kCnkuke~fuR;thous* iz;ksx% | **24** |
| **August** | * *e/;e iq#’k%* * *mRreiq#’kL;* | * Fp=k.ke~ *lkgk:;su okrkZykisu p e/;eiq#’kL; okD;s’kq fyaxHksbe~ u Hkofr\* bfr Li’Vhdj.ke~* * *Ikz”uksRrj fof/kuk fp=S% p ijLijL;& okrkZyki mnkgj.kkfu* | | * *e/;e iq#’kL; loZukekuke~* fdz;kinkuke~ p fuR;thous mi;ksx% * *e/;e iq#’kL; loZukekuke/kkrwuke~ p Kkue~ okD;s’kq iz;ksx”p* | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | | **22** |
| **October** | * vO;;inkfu | * *vO;;k% vifjorZuh;k% bfr fp=S% okD;S% p Li’Vhdj.ke~* | * vO;;inkuke~ ifjp;%] mi;ksx% *iz;ksx”p* | | **22** |
| **November** | * drkZdkjd% * izFkek foHkfDr% | * drkZinS% lg mfpr /kkrqesyue~ d`Rok lfp=okD;fuekZ,ke~ | * *drkZ dkjdL; okD;fuekZ,ksu Hkk’kk;k%* Kue~ | | **20** |
| **December** | * deZdkjd% | * *fp=S% okrkZykiS% p laLd`rHkk’kk;k% kkue~ iz;ksx”p* | * drkZ&deZ&fdz;kinS% okD;fuekZ.ke~ *iz;ksx”p* | | **22** |
| **January** | * Dj.kdkjdS% | * fp=S% okD;S% p dj.k&dkjdL; opukuqlkjs.k iz;ksx%fu:i.ke~ p | * Dj.kinS% okD; jpuk% | | **22** |
| **February** | * lEiznkudkjd% | * fp+=k.kka okD;kuka p lgk;rk lEiznkudkjdL; fu:i.ke~ *Li’Vhdj.ke p~* | * LkEiznkudkjdinS%lg drkZ&deZ&dkj.k fØ;kinkuke~ esyue~ okD;jpuk | | **20** |