

BIFURCATION OF SYLLABUS (2023-24)

SUBJECT: MATHEMATICS

CLASS: VI

TEXT BOOK - NCERT MATHEMATICS

TERM-1	ASSESSMENT & MARKS	MONTH	CHAPTER & SUB TOPICS	LEARNING OBJECTIVES	ACTIVITY	SYLLABUS COVERAGE
APRIL TO SEPTEMBER		April	1. Knowing our Numbers <ul style="list-style-type: none">• Revisiting place value, Comparing numbers• Ascending/ Descending numbers• Large number in practice• Estimation• Roman Numbers	<ul style="list-style-type: none">• Find the place value of the digit in any number in Indian Number System and International Number System to, expand given number to find place value of a given digit, Comparing numbers.• Making smaller/ greater number from given digits, arrange numbers in ascending and descending order.• Using places of digits and commas to read large number easily, Using large numbers in applications.• In order to round off estimate the given number to nearest tens and hundreds and getting sum, differences and product easily.• Using Roman number rules, perform various arithmetic operations with them like sum, difference and product.	Verify commutative property of addition and multiplication by paper cutting and pasting.	
			2. Whole Numbers <ul style="list-style-type: none">• Whole Numbers• Successor and Predecessor• Operations on the number line• Properties of whole numbers• Pattern in whole numbers	<ul style="list-style-type: none">• Understanding the whole numbers by the concept of predecessor of 1.• Draw number line to represent whole numbers, recognizes successor/ predecessor of a given number.• Performs operation on whole numbers.• Simplify arithmetic expressions using properties of whole numbers, to perform verbal calculations.• Establish patterns using whole numbers, forming shapes using dots.	To find prime numbers from 1 to 100 by Sieve of Eratosthenes	

		May	3. Playing with Numbers <ul style="list-style-type: none"> • Factors and Multiples • Prime and Composite number • Test for divisibility of numbers 	<ul style="list-style-type: none"> • To find factors, find numbers which exactly divide the given number, find multiples of given numbers. • To find common factors and common multiples, listing down the factors and multiples of given numbers. • To find Prime and Composite number using factors of given number. • To find factors use divisibility rules of various numbers. 	To find the LCM of the given numbers by using number grid.	
PT-1 Max M:40 (Weightage 5 m)		July	3. Playing with Numbers (Cont.) <ul style="list-style-type: none"> • HCF and LCM • Common Factors and Common Multiples • Problems on HCF & LCM 	<ul style="list-style-type: none"> • To find HCF, list down common factors of the given numbers. • To find LCM, list down common multiples of the given numbers. • Solving real life problems using concept of LCM and HCF. 		30% of Term-1
			4. Basic Geometrical Ideas <ul style="list-style-type: none"> • A Point, A Line Segment, A Line, Ray, Parallel lines, Intersecting lines • Curves • Polygon • Angles • Triangle, Quadrilateral and Circle 	<ul style="list-style-type: none"> • To discuss the concept of a point, a line segment, a line, Ray, Parallel lines, intersecting lines using examples. • To discuss different types of curves • To draw rough sketch of polygons in order to describe its element. (Sides, Vertices and Diagonals) • To discuss concept of angle and its elements and give examples in order to name an angle in the given figure. • To discuss concept of Triangle, Quadrilaterals, Circle and its elements. To identify the parts of a circle. 	Geometrical representation of lines.	
		August	5. Understanding Elementary Shapes <ul style="list-style-type: none"> • Measuring Line Segment • Angles Right and Straight • Angle Acute, Obtuse and Reflex • Perpendicular line • Classification of Triangles • Quadrilateral 	<ul style="list-style-type: none"> • To compare the given line segments by measuring their length. • To classify angles based on the amount of rotation by examining rotation. • To classify angles as acute, obtuse and reflex according to their measure. • To discuss concept of Perpendicular lines and perpendicular bisectors using examples. • To classify the types of triangles on the basis sides and angles. • To classify the types of Quadrilaterals based on their properties. 	To classify triangles on the basis of sides and angles from group of triangles.	

			<ul style="list-style-type: none"> • Polygons • 3-Dimensional shapes 	<ul style="list-style-type: none"> • To examine the given figures in order to identify polygons based on its sides. • To discuss concept of three-dimensional shapes. 		30+20=50% of Annual Syllabus
			6. Integers <ul style="list-style-type: none"> • Introduction • Integers • Addition/ Subtraction of Integers 	<ul style="list-style-type: none"> • To understand positive and negative number and zero using concept of successor/ predecessor. • To represent integers on number line and to determine order of integers and compare them. • To perform arithmetic operations on integers by representing them on number line and using rules of integers operation to find the integers. 	Addition of integers with the help of coloured button	
	PT-2 Max M:80 (Weightage 80 m)	September	7. Fractions <ul style="list-style-type: none"> • A Fraction • Types of Fractions • Comparing Fractions • Addition and Subtraction of Fractions 	<ul style="list-style-type: none"> • To discuss concept of fraction and to identify numerator and denominator by showing them on number line. • To understand the types of fractions. (Proper, Improper, mixed, like, unlike and equivalent fraction). • To compare like/unlike fractions. • Solve like and unlike fraction (addition/subtraction). 	Forming proper fraction with the help of paper cutting and pasting.	
TERM-2 OCT TO MARCH		October	8. Decimals <ul style="list-style-type: none"> • Introduction • Tenth and Hundredths • Using Decimals • Addition and Subtraction of Decimals 	<ul style="list-style-type: none"> • To discuss the concept of decimal in order to know the meaning and relevance of dot point. • Determine the place of the digits of a decimal number in order to write it in words. • Determine the place value of decimal numbers up to tenth and hundred in order to write the number in expanded form. • Represent/Convert the money, length and weight into smaller units in order to represent it into decimal form. • Add and subtract the whole and parts of decimal numbers in order to find their sum and difference. 	To represent decimals numbers 0.25, 0.5 etc. on 10x10 grid by shading.	
		November	9. Data Handling <ul style="list-style-type: none"> • Recording of data • Organisation of Data • Pictograph • Bar Graph 	<ul style="list-style-type: none"> • Observe different tables in order to gather the information recorded in the table. • Organise raw data into a table using tally marks in order to organize the given data. • Observe pictograph and find meaningful inferences. • Draw a pictograph in order to represent the given information using appropriate symbols. • Observe bar graph in order to reason the information presented. 	Collecting data from students regarding time spent in watching TV and representing it by bar graph.	

PT-3 Max M:40 (Weightage 5 m)			<ul style="list-style-type: none"> Choose an appropriate scale to draw the bar graph and find the relevant information from it. 		30% OF Term-2
		10. Mensuration <ul style="list-style-type: none"> Perimeter Area 	<ul style="list-style-type: none"> Give example(s) in order to define perimeter of closed figures, Deduce and apply the formula to determine the perimeter. (Rectangle, Square and Regular polygon) Count the squares in order to estimate the area of the given closed curve in the squares grid sheet. Deduce and apply the formula in order to determine the area of a rectangle and square. 	Finding area of irregular figure by counting squares.	
	December	11. Algebra <ul style="list-style-type: none"> Introduction to Variable Match stick pattern Expressions with variable What is an Equation? 	<ul style="list-style-type: none"> Describe algebraic expressions in order to distinguish them from arithmetic expressions. Use variable with different operations in order to generalise a given situation. Examine patterns in order to identify relationship in patterns. Use variable with different operations in order to form an algebraic expression. Explain the meaning of an equation, using trial and error to find its solution. 	Relation between number of matchsticks and number of alphabet pattern.	
		12. Ratio and Proportion <ul style="list-style-type: none"> Ratio Proportion Unitary Method 	<ul style="list-style-type: none"> Compare two quantities in order to find their ratio. (same unit) Multiply/divide numerator and denominator by same number in order to find equivalent ratio. Compare ratio in order to determine whether they are in proportion. Solve the problems with the help of Unitary method in order to compute the value of one article, given the value of many. 	To study the concept of ratio by cutting and pasting.	
	January	13. Symmetry <ul style="list-style-type: none"> Introduction Reflection and Symmetry 	<ul style="list-style-type: none"> Explain the meaning of symmetry in order to identify symmetric figures in our surrounding. Draw line(s) of symmetry in order to classify the given shapes as shapes with no symmetry, one line of symmetry, two lines of symmetry or multiple lines of symmetry. 	Number of lines of symmetry by paper folding.	

	ANNUAL EXAMINATION Max M:80 (Weightage 80 m)			<ul style="list-style-type: none"> 2. Draw the mirror image of the given 2D shapes or objects in order to identify objects with reflection symmetry. 			
			14. Practical Geometry <ul style="list-style-type: none"> Introduction The Circle A Line Segment Perpendicular Angles 	<ul style="list-style-type: none"> Discuss the different tools of construction in order to describe their uses. Steps to construct a circle when its radius is known. Steps to construct a line segment when its length is known. Perpendicular to a line through a point on it and not on it. Construction of angles using protractor, using compass 60°, 120° and angle bisector (multiples of 15°) 	Representing different types of angles by paper folding.		
		February	Revision				
		March	Annual Exam				10% of Term-1 + Entire syllabus of Term-2a

ARMY PUBLIC SCHOOL,LBSMARG
SYLLABUS SPLITUP
SESSION 2023-24
SUBJECT:- SANSKRIT
CLASS :VI

TEXT BOOK -1- रुचिरा भाग-1 2- दिव्यम व्याकरण 3- रुचिरा अभ्यास पुस्तिका

TERM-1	ASSESSMENT	MONTH	CHAPTER & Sub Topics	Learning objectives	Activities	SYLLABUS COVERAGE
APRIL TO SEPTEMBER		April	रुचिरा- पाठ -1 शब्दपरिचय:-1 पाठ -2 शब्दपरिचय:-2 दिव्यम- वर्णमाला तथा वर्ण -विचार:	संस्कृत भाषा में वर्णों का शुद्ध उच्चारण करना और शुद्ध लिखना सिखाना छात्र, संस्कृत शब्द को पढ़ने में समर्थ होंगे।	चित्र देखकर शब्दों के संस्कृत में नाम लिखेंगे। बच्चों से कहा जाएगा कि आप सुबह नाश्ते में जो- जो खाते हैं, और पीते हैं, उनमें से 5 खाद्य सामग्री को वर्ण विन्यास के रूप में लिखिए।	
		May	रुचिरा- पाठ -3 शब्दपरिचय:-3 दिव्यम- लिङ्गविचार	लिङ्ग का परिचय कराना शब्दों के अंतिम वर्ण द्वारा लिङ्ग की पहचान करना सिखाना।	वर्ग पहली दी जायेगी जिससे बच्चे 5-5 पुल्लिङ्ग, स्त्रीलिङ्ग और नपुंसकलिङ्ग शब्द चुनकर सूची बनाएंगे।	
		July	रुचिरा-पाठ -4	संस्कृत के वचनों का परिचय	अपने विद्यालय पर संस्कृत में पांच वाक्य लिखें। (उत्तर	

	<p>PT-1 (July)</p> <p>Max M: 40</p> <p>(Weightage 5m)</p>		<p>विद्यालय:</p> <p>पाठ -5 वृक्षा:</p> <p>दिव्यम-वचन –</p> <p>प्रयोगा :</p> <p>पुरुष:विचार:</p> <p>संख्या-1 से 10</p>	<p>कराना वचनानुसार शब्दों का प्रयोग करना</p> <p>सिखाना,विभक्ति वचन के अभ्यास से विषय की अवधारणा शुद्ध बनेगी तथा व्याकरण गत कठिनाइयाँ दूर कर सकेंगे </p>	<p>पुस्तिका में) वृक्ष का चित्र बनाएं, वृक्ष के तीन पर्यायवाची शब्द लिखें,और वृक्ष का विलोम शब्द लिखें तथा वृक्ष शब्द का वर्ण विच्छेद करें </p>	<p>30% of Term 1 (April to May)</p>
		August	<p>रुचिरा-पाठ -6</p> <p>समुद्रतट:</p> <p>पाठ -7</p> <p>बकस्यप्रतिकार:</p> <p>दिव्यम-</p> <p>श्लोक लेखन धातु-परिचय: (लट्,लृट्, लङ्)</p>	<p>बुरे व्यवहार का परिणाम दुखद होता है, इससे अवगत कराना निर्णय क्षमता का विकास करना, अर्थ ग्रहण कर संस्कृत के शब्दों, वाक्यों का हिंदी अनुवाद करना सिखाना समुद्री पर्यटन स्थलों के भ्रमण हेतु रुचि जागृत करना अवलोकन क्षमता का विकास करना </p>	<p>छात्रों से पाठ का दूसरा नाम निकलवाने एवं उसी से जोड़ने संबंधित गतिविधि यदि आपका कोई मित्र आपसे बुरा व्यवहार करेगा तो आपको कैसा लगेगा, उसके प्रति आपका व्यवहार कैसा रहेगा ?उस पर चर्चा मानचित्र कार्य- पाठ में वर्णित समुद्र तटों का नामांकन </p>	
		September	<p>रुचिरा- पाठ -8</p> <p>सूक्तिस्तबक:</p>	<p>पुस्तक में पढ़ी बात को जीवन में अपनाने की सीख देना, मधुर वचन बोलने की सीख</p>	<p>सूक्तिस्तबक: के पाठ से मिलने वाली शिक्षा को अपने शब्दों में</p>	

	PT2 (Sep) Max M: 80 (Weightage 80 m)		दिव्यम- लकार-परिचय :	देना, संस्कृत विषय पढ़ने व लिखने के प्रति रुचि उत्पन्न करना संस्कृत के शब्दों से परिचित कराना ।	उत्तर पुस्तिका में लिखिए ।	30 + 20 = 50% Of Annual Syllabus (April to September)
TERM-2 OCTOBER TO MARCH		October	रुचिरा- पाठ- 9 क्रीड़ास्पर्धा: पाठ -10 कृषिकाकर्मवीरा: दिव्यम-अकारांत- पुलिंग –शब्द रूप (बालक)	संस्कृत संभाषण कला में सक्षम बनाना अर्थग्रहण क्षमता का विकास करना । सर्वनाम शब्दों का प्रयोग करना सिखाना, संवेदनशील बनाना ।	हमारे जीवन में किसान के महत्व पर कक्षा में चर्चा व किसान पर हिंदी में एक अनुच्छेद लिखवाया जायेगा ।	
		November	रुचिरा पाठ -11 पुष्पोत्सव: पुनर्संयोजित पाठ) पाठ -12 दशम:त्वम्असि	संख्यावाची शब्दों की जानकारी देना । आत्मविश्वास जागृत करना, सही अवलोकन न करने से होने वाले असमंजस	छात्रों को संख्याएँ लिखने को दी जाएगी ।और पाठ में आए हुए पुल्लिंग, स्त्रीलिङ्ग, नपुंसकलिङ्ग शब्दों को छांटने की गतिविधि दी जाएगी । दशम:त्वम्असि पाठ से मिलने	

			<p>दिव्यमआकारांत स्त्रीलिंग –शब्द रूप –(बालिका) संख्याशब्द -11 से 30, धातु रूप-पठ्</p>	से परिचित कराना ।	वाली शिक्षा को अपने शब्दों में पांच पंक्तियों में व्यक्त करें पांच फूलों के नाम संस्कृत में लिखवाये जाएँगे ।	
	PT-3(Dec) Max M: 40 (Weightage 5m)	December	<p>रुचिरा- पाठ13 विमानयानम् रचयाम दिव्यम- धातुरूप गम् श्लोक लेखन</p>	छात्र धातु रूप को समझ कर विभिन्न लकारों में धातु शब्दों का सही प्रयोग कर सकेंगे । श्लोक वाचन से विषयगत समझ बेहतर बनेगी ।	बच्चों से कागज की नाव बनवाई जाएगी ।	30% of Term 2
		January	<p>रुचिरा- पाठ -14 अहह आःच</p>	विपरीत परिस्थिति में न घबरा कर सही निर्णय लेने की	पाठ को कहानी के रूप में अपनी उत्तर पुस्तिका में लिखें चंद्रमा	

			पाठ -15 (मातुलचन्द्रः पुनर्संयोजित पाठ) दिव्यम- संख्याशब्द -३१ से ४०	सीख देना लगन एवं परिश्रम से कार्य करने की सीख देना	शब्द के 3 पर्यायवाची लिखें चंद्रमा शब्द का वर्ण विच्छेद करें 	10% of Term 1 + Entire syllabus of Term 2
		February	वार्षिक परीक्षा में आने वाले पाठ्यक्रम की पुनरावृत्ति	छात्र परीक्षा में अच्छा प्रदर्शन कर सकेंगे		
		March	वार्षिक परीक्षा			
	Annual Exam (Mar) Max M: 80 (Weightage 80 m)					

पुनर्संयोजित पाठ -11 ,15 इन पाठों का केवल परियोजना कार्य कराया जायेगा उत्तर पुस्तिका में प्रश्न उत्तर नहीं लिखवाये जायेंगे।

SPLIT SYLLABUS (2023-24)**SUBJECT: ENGLISH****CLASS - VI****TEXT BOOKS - HONEYSUCKLE (NCERT)****A PACT WITH THE SUN****SUPERB ENGLISH GRAMMAR -6**

TERM-1	ASSESSMENT AND MARKS	MONTH	CHAPTER & SUBTOPICS	LEARNING OBJECTIVES	ACTIVITIES	SYLLABUS COVERAGE
APRIL TO SEPTEMBER		APRIL	Honeysuckle Chapter 1- Who Did Patrick's Homework? Poem - A House, A Home Supplementary Reader - Chapter 1. A Tale of Two Birds Grammar- Chapter 2- The Sentence Writing Skill- Picture Composition	<ul style="list-style-type: none"> ● To recite the poem with proper intonation and correct pronunciation. ● To develop production skills (fluency and accuracy in speaking and writing). 	<ul style="list-style-type: none"> ● SPEAKING: Express their feelings and opinion about homework. ● Discuss Supernatural creatures and famous books that have a reference to elves. 	
		MAY	Honeysuckle Chapter2- How the Dog Found Himself a New Master Poem- The Kite Supplementary Reader - Chapter 2	<ul style="list-style-type: none"> ● To be able to organise and structure thoughts in writing and enhance 	<ul style="list-style-type: none"> ● Speaking - Discuss and share their first-hand accounts of experiences with their own 	

			<p>The Friendly Goose</p> <p>Grammar- Chapter 6- Adjectives: Degrees of Comparison</p>	<p>vocabulary.</p> <ul style="list-style-type: none"> ● Identify different collective nouns in connection with animals and enhance their vocabulary. ● Discuss folktales and different famous books that have a reference to morals. 	<p>pets</p> <ul style="list-style-type: none"> ● Make a kite using coloured paper and decorate it with writing a special message and paste it in your notebook. 	
	<p>PT-1 Max M: 40 (Weightage 5m)</p>	<p>JULY</p>	<p>Honeysuckle Chapter 3- Taro's Reward Poem- The Quarrel</p> <p>Supplementary Reader - Chapter 3.The Shepherd's Treasure</p> <p>Grammar- Chapter 8 – Verbs Writing Skill: Notice Writing</p>	<ul style="list-style-type: none"> ● To discuss Japanese folktales and belief as well as Taro and his character. ● To describe their own recent fight or quarrel they had with their siblings. ● To understand the grammatical forms in 	<ul style="list-style-type: none"> ● Share your experience of argument or quarrelling with your sibling. ● Discuss the value of honesty and that it is always appreciated and rewarded. 	<p>30% of Term 1</p>

				context through reading.		
		AUGUST	<p>Honeysuckle Chapter 4- An Indian American Woman in Space Poem- Beauty</p> <p>* Supplementary Reader: Chapter 4. The Old Clock Shop Grammar- Chapter 10- Subject- Verb Agreement Chapter 11- Tenses</p> <p>Writing Skill- Informal Letter</p>	<ul style="list-style-type: none"> ● To discuss the world of space, to acquaint them with space and spaceship and to enable them to understand the difference between an aeroplane and a spaceship. ● To narrate simple experiences, describe objects and people, report events to peers. 	<ul style="list-style-type: none"> ● Share any 5 qualities which show the inner beauty of their friend. ● Write a letter to your grandfather thanking for the Christmas gift. 	

	PT-2 Max M: 80 (Weightage 80m)	SEPTEMBER	<p>Honeysuckle- Chapter 5- A Different Kind of School Poem-Where Do All Teachers Go?</p> <p>Supplementary Reader: Chapter 5. Tansen</p>	<ul style="list-style-type: none"> ● Read a variety of texts in English and main ideas, characters, plot. To identify main ideas and events and relate to his / her personal experiences. 	<ul style="list-style-type: none"> ● Mute, blind and hearing activity will be done in the class. ● Conduct a group discussion: In what way this school may be different from other schools. 	30+20= 50% of Annual Syllabus
TERM-2 OCTOBER TO MARCH		OCTOBER	<p>Honeysuckle- Chapter 6- Who Am I Poem- The Wonderful Words Chapter 7- Fair Play</p> <p>Supplementary Reader – Chapter 6 .The Monkey and the Crocodile Grammar- Chapter 13- Adverbs Kinds and Formation</p>	<ul style="list-style-type: none"> ● To discuss diversity that everyone has something special in him or her. Everyone is unique in their own way. ● To understand the grammatical forms in context / through reading eg. Adverbs. ● Comprehend the text and 	<ul style="list-style-type: none"> ● Different professions will be discussed and their aim in their life. ● Students will be asked to write five things to keep in mind while playing a fair game. ● Group Discussion- Friendship and its significance in one's life. 	

				answer questions based on it.		
		NOVEMBER	<p>Honeysuckle- *Chapter 8- A Game of Chance Poem-Vocation</p> <p>Supplementary Reader – Chapter7. The Wonder Called Sleep</p> <p>Grammar- Chapter 15- Conjunctions</p> <p>Writing Skill – Formal Letter</p>	<ul style="list-style-type: none"> ● Read a variety of texts in English and main ideas, characters, plot. To identify main ideas and events and relate to his / her personal experiences. ● To distinguish between sleep and dream. ● Recite the poem with proper intonation and correct pronunciation 	<ul style="list-style-type: none"> ● Speaking - discuss about fairs in context of India by sharing their first- hand experience of their visit to a fair. 	
	PT-3 Max M: 40 (Weightage 5m)	DECEMBER	<p>* Honeysuckle- Chapter 9- Desert Animals Poem – What if</p> <p>Supplementary Reader- Chapter 8- A Pact with the Sun</p> <p>Grammar- Chapter 17- Direct and Indirect Speech</p>	<ul style="list-style-type: none"> ● To know about the lifestyle of animals in the desert. ● To learn how to adjust to adverse situations in life. ● To understand the central idea 	<ul style="list-style-type: none"> ● Discuss that fear is inevitable, however to or go beyond your fear and not to let it go the better of you how you can overcome it by sharing their 	30% of Term2

				and locate details in the text.	personal experiences	
	ANNUAL EXAMINATION Max M: 80 (Weightage 80m)	JANUARY	Honeysuckle- Chapter 10- The Banyan Tree * Supplementary Reader- Chapter 9. What Happened to the Reptiles? * Chapter 10. A Strange Wrestling Match Writing Skill- Story Writing	<ul style="list-style-type: none"> Analyse the relationship between the banyan tree and the narrator by reading and comprehending the text. 	<ul style="list-style-type: none"> Group Discussion- Deserts and its unique features A general talk on the importance of unity in diversity. Paragraph Writing - Appearance can be Deceptive 	10 % of Term-1 + Entire Syllabus of Term 2
		FEBRUARY	REVISION			
		MARCH	ANNUAL EXAMINATION			

NOTE: * Rationalised syllabus. Lessons to be taught through activities.

ARMY PUBLIC SCHOOL, LBS MARG

**SYLLABUS SPLIT-UP
SESSION – 2023 – 24
SUBJECT: HINDI
CLASS: VI**

BOOK NAME- (1) वसंत भाग -1 (2) गुलमोहर हिंदी व्याकरण (3) बालरामायण कथा

TERM-1	ASSESSMENT	MONTH	CHAPTER & Sub Topics	Learning objectives	Activities	SYLLABUS COVERAGE
APRIL TO SEPTEMBER		April	<p>वसंत - 1 वह चिड़िया जो 2 बचपन व्याकरण- भाषा और व्याकरण (भाषा के रूप व्याकरण की परिभाषा) वर्ण विचार (स्वर तथा व्यंजन वर्णमाला मात्रा चिह्न अनुनासिक)अनुच्छेद लेखन बालराम कथा पाठ 1 अवधपुरी में राम 2 -जंगल और जनकपुरी</p>	छात्रों को स्थान विशेष के फलों एवं अन्य विषय की जानकारी होना, तथा अपना कार्य स्वयं करने को प्रोत्साहित होंगे तथा लेखन अभिव्यक्ति का विकास होगा।	विद्यार्थी पंचम वर्ण के प्रयोग के लिए 10 शब्द लिखेगा। विद्यार्थी मूल्य आधारित कहानी का वाचन करेंगे। श्रुतलेख	
		May	<p>वसंत- पाठ-3 नादान दोस्त पाठ- 4चाँद से थोड़ी सी गप्पें व्याकरण- अपठित बोध बालराम कथा –पाठ- 3 दो वरदान पाठ 4-राम का वन गमन 5-चित्रकूट में भरत</p>	छात्र चंद्रमा के घटने बढ़ने की प्रक्रिया को समझने में समर्थ होंगे, तथा पढ़ने के कौशल का विकास होगा धार्मिक ग्रंथ रामायण	गर्मी सर्दियों की लंबी छुट्टियों में आप अपने रिश्तेदार में किसी के यहाँ गए हैं तो उसका अनुभव एक पोस्टकार्ड या अंतर्देशीय पर लिखकर बताओ। कृष्ण पक्ष और शुक्ल पक्ष का अर्थ और अंतर	

	PT-1(July) Max M: 40 (Weightage 5m)	July	<p>वसंत (पाठ-5 अक्षरों का महत्त्व पाठ-6 पार नजर के पुनर्संयोजित पाठ) व्याकरण-शब्द- विचार (उत्पत्ति के आधार पर रचना के आधार पर शब्द विकार के आधार पर अर्थ के आधार पर) औपचारिक पत्र</p> <p>बालराम कथा- पाठ 4-राम का वन गमन 5-चित्रकूट में भरत</p>	<p>से परिचित होना ।</p> <p>अक्षरों की खोज कैसे हुई यह जानना तथा प्राचीन काल के मनुष्यों का जीवन कैसा होगा इसका अनुमान लगाना ।अपने से भिन्न भाषा खान-पान, रहन-सहन संबंधी व्यवस्थाओं पर बातचीत कर सकेंगे।</p>	<p>कक्षा में चर्चा करेंगे।</p> <p>सांकेतिक भाषा में परियोजना कार्य, पार नजर की कहानी का नाट्य मंचन को संवाद के रूप में लेखन(लेखन अभिव्यक्ति) यदि आपको भी कोई एलियन मिल जाए तो आपका उसके प्रति कैसा व्यवहार होगा। (मौखिक अभिव्यक्ति)</p>	30% of Term 1
		August	<p>वसंत पाठ-7 साथी हाथ बढ़ाना</p> <p>पाठ 8 ऐसे-ऐसे</p> <p>व्याकरण- उपसर्ग,प्रत्यय, संवाद लेखन,विज्ञापन लेखन,लघु कथा लेखन ।</p> <p>बालराम कथा-पाठ -6 दंडक वन में दस वर्ष</p>	<p>साथ मिलकर काम करने की प्रेरणा पाठ्यपुस्तक को पढ़कर उसके विषय वस्तु का अनुमान लगाना बालक के बाल मनोभावों को जानने की चेष्टा । लेखन कौशल का विकास तथा अभिव्यक्ति की</p>	<p>गीत वाचन कहानी लेखन</p>	

				कला का विकास कर सकेंगे।		
	PT-2 (Sep) Max M: 80 (Weightage 80 m)	September,	वसंत -पुनरावृत्ति व्याकरण -पर्यायवाची शब्द, विलोम शब्द, अनेकार्थी शब्द।	शब्दावली का अर्थ ज्ञात होगा और सही रूप का प्रयोग कर सकेंगे।	अभ्यास पत्र के माध्यम से कुछ शब्द दिए जायेंगे। विलोम, पर्यायवाची लिखने को दिए जाएंगे।	30 + 20 = 50% Of Annual Syllabus (April to September)
TERM-2 OCTOBER TO MARCH		October	वसंत - पाठ -9 टिकट अलबम पाठ -10झाँसी की रानी व्याकरण श्रुतिसमभिन्नार्थक शब्द, वाक्यांशों के लिए एक शब्द, अनौपचारिक पत्र बालराम कथा -पाठ 7सोने का हिरन पाठ - 8सीता की खोज	छात्र पश्चाताप के भाव से परिचित होंगे और आपसी मित्रता के महत्व को समझने में समर्थ होंगे आजादी की पृष्ठभूमि पर परिचर्चा ।	डाक टिकटों, देशों के राष्ट्र ध्वज आदि को एकत्र कर एक एल्बम बनाएंगे। लक्ष्मीबाई का चित्रांकन करेंगे।	
		November	वसंत - पाठ-11 जो देखकर भी नहीं देखते पाठ -12 संसार पुस्तक है पाठ -13 मैं सबसे छोटी होऊँ व्याकरण संज्ञा(संज्ञा के भेद व्यक्तिवाचक जातिवाचक भाववाचक) लिंग (लिंग के प्रकार लिंग परिवर्तन) वचन (वचन के प्रकार वचन परिवर्तन) कारक	छात्र प्रकृति का अनुभव करने तथा आँखों की महत्ता को समझने में समर्थ होंगे। माता का स्नेह अमूल्य होता है। जिसे पाने के लिए बच्चा हमेशा छोटा बना रहता है।	नेत्रदान की प्रेरणा हेतु नारा लेखन एवं विज्ञापन लेखन। अपनी माता पर एक अनुच्छेद (लिखित अभिव्यक्ति)	
	PT-3(Dec) Max M: 40	December	वसंत - पाठ-14 लोकगीत पाठ-15 नौकर	छात्र यह जानने में समर्थ होंगे कि	किसी भी दो राज्य के एक-एक लोकगीत अपनी कॉपी में लिखेंगे।	30% of Term 2

Annual Exam (Mar) Max M: 80 (Weightage 80 m)	(Weightage 5m)		व्याकरण -विराम –चिह्न,मुहावरे, लोकोक्तियाँ बालराम कथा- पाठ-9 राम और सुग्रीव पाठ 10 –लंका में हनुमान पाठ -11 लंका विजय	लोकगीतों का सामाजिक रीति रिवाज में महत्वपूर्ण स्थान होता है। गांधी जी के व्यवहार को समझ सकेंगे सभी को एक समान समझने की प्रेरणा मिलेगी।	वर्तमान समय में गांधीजी की उपयोगिता के विषय पर परिचर्चा करेंगे।	
		January	वसंत - पाठ 16 वन के मार्ग में <u>पाठ 17 साँस- साँस में बाँस पुनर्संयोजित पाठ)</u> बालराम कथा- पाठ-12राम का राज्याभिषेक	बाँस के बनने की प्रक्रिया तथा दैनिक जीवन में उनके प्रयोग की जानकारी।	बाँस से बनने वाली 10 वस्तुओं के नाम उत्तर पुस्तिका में लिखवाया जायेगा।	
		February	वार्षिक परीक्षा में आने वाले पाठ्यक्रम की पुनरावृत्ति	छात्र परीक्षा में अच्छा प्रदर्शन कर सकेंगे		
		March	वार्षिक परीक्षा			
						10% of Term 1 + Entire syllabus of Term 2

पुनर्संयोजित पाठ -5 ,6 ,17 इन पाठों का केवल परियोजना कार्य कराया जायेगा उत्तर पुस्तिका में प्रश्न उत्तर नहीं लिखवाये जायेंगे।

BIFURCATION OF SYLLABUS (2023-24)**CLASS: - VI****SUBJECT: - SCIENCE****TEXT BOOK – NCERT SCIENCE**

Term	Assessment & Marks	Month	Chapters / Subtopics	Learning Objectives	Activities	syllabus Coverage
TERM-1 APRIL TO SEPTEMBER		April	Ch -1. Food: Where does it come From?(Rationalised) <ul style="list-style-type: none"> ● Food variety ● Foods eaten by living organisms ● Sources of food ● Food habits of people ● Some steps to avoid wastage of food 	<ul style="list-style-type: none"> ● Analyze the food items in order to Identify the ingredients used in different food items. ● Identify the sources of ingredients which are used to prepare food items. ● Observe different food ingredients in order to recognize if their origin is from the part of the plant and recognize the respective part ● List the animal products in order to understand how we depend on them for our food. ● Categorize organisms into Herbivores, carnivores & omnivores based on their food habits or nutrition 	<ol style="list-style-type: none"> 1. Naming the parts of the plant used in an ingredient. 2. Sprouting of moong and grams to prepare sprouted salad. 	
			Ch-2.Components of Food <ul style="list-style-type: none"> ● Nutrients in food ● Composition of some food items ● Balanced diet ● Diseases due to imbalance in the diet ● Deficiency diseases 	<ul style="list-style-type: none"> ● Acquire the skill of testing the main food nutrients. ● Explain the function of each nutrient in order to discuss the importance of nutrients in good health. ● Hypothesize consequences of eliminating any one major nutrients in order to make a healthy food choice. ● Explain the importance of balanced diet. ● Design a balance diet plan in order to provide body sufficient nutrients it 	<ol style="list-style-type: none"> 1. Preparing a diet chart to provide balance diet to a 12 yr old child. The diet chart will include food items which are not expensive and are commonly available in our area. 2. Demonstration 	

				<p>need to function properly</p> <ul style="list-style-type: none"> ● Develop healthy food habits. 	<p>of starch and protein test on food sample.</p> <p>3. Testing the food usually eaten by cattle or a pet to find out which nutrients are present in animal food.</p>	
		May	<p>Ch-3 Fibre to Fabric.(Rationalised)</p> <ul style="list-style-type: none"> ● Variety in fabrics ● Fibre ● Kind of fibres ● Some plant fibres ● Spinning of cotton yarn ● Yarn to fabric ● Uses of cotton, jute and coconut fibre 	<ol style="list-style-type: none"> 1. Examine various fabrics in order to predict what they are made up of. 2. Classify the given fabrics as Natural or Synthetic based on their source. 3. Describe the processing of cotton and jute fibres into yarn in order to conclude the required conditions to grow them. 4. Explain the various processes of making yarn from fibres in order to create the fabric. 	<ol style="list-style-type: none"> 1.Virtual visit to handloom or powerloom unit and observing the weaving or knitting of fabric. 2.Finding out if any crop is grown in our region for obtaining fibre. If yes, what is it used for? 3.India has been a major producer of cotton and its fabric. India exports cotton fabrics and items to many other countries. Finding out, how it helps us? 	
	PT-1(July) Max M:40 (Weightage 5 marks)	July	<p>Ch-4 Sorting Materials into Groups</p> <ul style="list-style-type: none"> ● Objects around us ● Important properties of materials ● How are materials grouped? 	<ul style="list-style-type: none"> ● List the objects around us in order to analyse the materials they are made up of. ● Observe the appearance of the materials in order to differentiate them as luster and non-luster material. ● Examine the materials by compressing or scratching them in 	<ol style="list-style-type: none"> 1. From a large collection of materials present in classroom or home, making groups of objects having different properties like transparency, 	PT-1 30% of Term-1

				<p>order to categorize them as hard and soft material</p> <ul style="list-style-type: none"> ● Observe the solubility of the object when added to water in order to categorize them as soluble and insoluble materials. ● Investigation of various objects to classify them based on whether the object sink or float in water 	<p>solubility in water and other properties.</p>	
			<p>Ch-5.Separation of Substances.</p> <ul style="list-style-type: none"> ● Need of separation of mixtures ● Methods of separation of mixtures ● Separation of insoluble solids from a mixture ● Separation of soluble solids from a mixture 	<ul style="list-style-type: none"> ● Identify properties of given items and select a property that would help them easily separate the items from each other. ● Examine the solubility of salt in water in certain conditions in order differentiate the solution as saturated and unsaturated. ● Explain how multiple processes can be employed when the mixture has a soluble and insoluble component ● Outlines methods that can be adapted in everyday life situations such as separation of husk from grains, separation of fine sand from coarse sand 	<ol style="list-style-type: none"> 1. Virtual Visit to a dairy and reporting about the processes used to separate cream from milk. 2. Demonstration of process of Loading in the classroom. 3. Showing activity of magnetic separation. 4. Demonstration of process of filtration using filter paper. 	

		August	<p>Ch-6 Changes Around Us(Rationalised)</p> <ul style="list-style-type: none"> ● Examples of a few changes taking place around us ● Changes caused by heating ● Changes caused by pressure or force ● Reversible and irreversible changes 	<ul style="list-style-type: none"> ● Classifies these changes based on interpretations into reversible and irreversible changes ● Organizes the observation to make generalizations about various changes ● Illustrates with examples of changes to find out the factors that can bring about specific changes ● Checks the effect of various factors on materials with the help of simple activities 	<ol style="list-style-type: none"> 1. Observing preparation of dishes at your home. Identifying two changes that can be reversed. 2. Maintaining a record for one year of the seasonal changes in vegetables, clothing, nature and events around. Identifying the changes that can or cannot be reversed. 	
			<p>Ch-7. Getting to Know Plants</p> <ul style="list-style-type: none"> ● Parts of a plant ● The root system ● The Shoot system ● The leaf ● The flower 	<ul style="list-style-type: none"> ● Analyze the parts of a plant and their function to in order to classify them into root and shoot system ● Compare the roots of different plants in order to classify them into tap roots and fibrous roots. ● Compare the features of Herbs, Shrubs & Trees in order to classify them considering their physical features / appearance ● Recognize patterns on leaves of different plants in order to classify them into reticulate venation and parallel venation. ● Examine the stems of different plants and design an activity to demonstrate water conduction 	<ol style="list-style-type: none"> 1. Visit to schools herbal garden. Exploration and classification of plants. 2. Showing two different types of roots. 3. Demonstration of conduction of water through stem. 4. Collection of leaves having different types of venation for 	

				<p>through stem (from roots).</p> <ul style="list-style-type: none"> ● Demonstrate the process of transpiration in order to describe the functions of the leaf. ● Illustrate the structure of a (typical) flower with at least 6 labelling & elaborate on each (Labelling) 	tracing	
	PT-2 (September) Max M:80 (Weightage 80 m)	Sept.	<p>Ch-8.Body Movements</p> <ul style="list-style-type: none"> ● Movement and locomotion ● Human body and its movements ● Skeletal system in other animals ● Locomotion in animals- " Gait of animals " 	<ul style="list-style-type: none"> ● Identify the type of joints in human body & their extent of movement. ● Compare the characteristics features of body movements of various organisms ● Identify the structure and function of skeletal system. ● Demonstrate how muscles work in order to explain its functions 	1. Identifying different types of joints in fingers and toes.	PT-2 30+20=50% of Annual syllabus
TERM -2 OCTOBER TO MARCH		October	<p>9.The Living Organisms and their Surroundings</p> <ul style="list-style-type: none"> ● Living places of organisms ● Habitat and adaptation ● Types of organisms on the basis of habitat ● Components of a habitat ● Adaptations in different habitats <p>10. Motion and Measurement</p>	<ul style="list-style-type: none"> ● Summarize the key features of living organisms that contribute to their survival in their habitats. ● Differentiate between terrestrial & aquatic habitats based on abiotic factors. ● Devise an experiment to show the importance of abiotic factors for the growth & sustenance of life on earth ● Identify the function of different physical feature that assist inhabitants to survive in harsh conditions. ● Explore various adaptive features of different organisms in their habitats. 	1.A journey through different habitat through ppt. and videos. Showing migratory birds and fishes.	

			<p>of Distances</p> <p>Story of transport</p> <ul style="list-style-type: none"> ● Need to measure distance ● What is measurement ● Need for measuring scale ● Need for standard scale or standard unit ● Introduction to motion ● Rest and Motion 	<ul style="list-style-type: none"> ● Sequence different modes of transport from earliest to the most recent in order to suggest possible modification occurring over the period of time. ● Construct a device by choosing appropriate materials in-order to measure length of given objects. ● Hypothesize reasons for utilisation/usage of Standard units of measurement. ● Summarize the rules associated with the measurement of length. ● Identify to find any errors associated with finding measurements using standard measurement devices. ● Compare the measurement of length for an object using a scientific instrument and a non scientific instrument in order to differentiate between standard and non-standard units of measurement. ● Distinguish between rest and motion in order to classify objects as in motion or at rest. ● Find out the similarities and differences between the two objects based on the types of motion. 	<ol style="list-style-type: none"> 1. Learning correct measurement of length of the school table with precaution avoiding errors. 2. Measurement of length of a curved line using a thread 	
		Nov.	<p>Ch-11. Light, Shadow and Reflection</p> <ul style="list-style-type: none"> ● What is light? ● Sources of light ● Everyday phenomenon which suggest that light travel in a straight line. ● Pinhole camera ● What is Shadow? 	<ul style="list-style-type: none"> ● Distinguishes objects based on the emission of light by them and visibility through them. ● Concludes that there should be a source of light, opaque object and a surface for shadows to form. ● Evaluates criteria for formation of 	<ol style="list-style-type: none"> 1. Demonstration of reflection laser light trough mirror. 2. Playing with shadow art. 3. Making a pin-hole camera using show box. 4. Making a simple 	

				<p>shadows and makes judgment about situations like, shadow of an airplane flying at a higher altitude and shadow of a bird flying nearer to the ground.</p> <ul style="list-style-type: none"> ● Represents working of a pinhole camera diagrammatically. ● Summarizes the characteristics of image formed by a pinhole camera. ● Distinguish between shadows & reflections. 	periscope.	
			<p>Ch-12. Electricity and Circuits</p> <ul style="list-style-type: none"> ● Electric cell ● Electric bulb ● Lighting of a bulb with an electric cell ● Electric Circuit ● Electric switch ● Electric conductors and insulator 	<ul style="list-style-type: none"> ● Describe the structure and function of the electric cell. ● Analyse the flow of current in a simple electric circuit with battery, bulb and wires to identify necessary condition to ensure flow of current. ● Distinguish between complete and incomplete circuit with a well labelled figure. ● Make a simple working model of an electric switch with easily available materials. ● Test items to classify them as conductor and insulator in order to examine the role of conductors and insulators in day-to-day life. 	<ol style="list-style-type: none"> 1. Making a simple electric circuit on a cardboard. 2. Making own switch using thumbnail and safety pin. 3. Checking conductivity of different materials and classifying them into groups. 	

	<p>PT - 3</p> <p>Max M:40 (Weightage 5 Marks)</p>	<p>Dec.</p>	<p>Ch-13. Fun with Magnets</p> <ul style="list-style-type: none"> ● Discovery of magnet ● Natural and artificial magnets ● Magnetic and Non- magnetic substances ● Poles of a magnet ● Attraction and repulsion between the magnets 	<ul style="list-style-type: none"> ● Outline the events responsible for the discovery of natural magnets. ● Classify given substances as magnetic & non-magnetic based on their ability to be attracted by magnets. ● Suggest an activity to determine the poles of a magnet. ● Create a set up using magnet in order to find the direction. ● Make a magnet in order to demonstrate how artificial magnets can be created. ● Make a magnet in order to demonstrate how artificial magnets can be created. ● Analyse what happens when two magnets are placed together in order to conclude the property of magnet. 	<ol style="list-style-type: none"> 1. Showing different shapes and sizes of artificial magnets. 2. Demonstrating properties of magnets. 3. Demonstration of working of magnetic crane. 4. Activity showing magnetization of iron bar. 	<p>PT – 3 30% of Term -2</p>
			<p>Ch-14. Water (Rationalised)</p> <ul style="list-style-type: none"> ● How do we use water? ● Oceans as the major source of water ● Transpiration as a means of adding water vapour to air ● How are clouds formed ● Precipitation or rain ● Water cycle ● Rain water harvesting 	<ul style="list-style-type: none"> ● List various sources of water in order to conclude the importance of oceans as a major source of water. ● Create a concept map of the water cycle in order to explain the processes that take place during water cycle. ● Establish the important role played by trees/plants in water cycle. ● Attribute natural calamities like drought & floods to the disturbance in water cycle. ● Infer the problems that may arise due to heavy rainfall in order to suggest possible measures that can be taken. ● Predict what will happen if rain doesn't happen in order to explain the significance of rain. 	<ol style="list-style-type: none"> 1. Poster making on conservation of water. 2. Finding new ways of water harvesting techniques. 3. Turn PET bottles into a sprinkler. 4. Water balloon art for fun. 5. Virtual visit to villages of Karnataka practicing rain water harvesting. 	

				<ul style="list-style-type: none"> Evaluate the consequences of mismanagement of water or excessive usage of ground water. 		
		January	<p>Ch-15. Air around Us</p> <ul style="list-style-type: none"> How do we know the presence of air? What is air made of? Atmosphere Respiration by organisms Why does the amount of oxygen does not change in air? 	<ul style="list-style-type: none"> Conduct activities in order to examine the presence of air around us. Execute an improvised plan to test the presence of CO₂, oxygen, water vapour, nitrogen, dust and smoke in air. Depict the composition of air using pie chart. Outline the causes & effects of Air pollution. Design and inquiry to prove the presence of air in water and soil in order to explain how oxygen becomes available to animals and plants. Illustrate the Oxygen cycle using well labelled figure. Evaluate the importance of air for the sustenance of life on earth. 	<ol style="list-style-type: none"> Making a colorful wind vane and a firki. Activity to show oxygen is necessary for burning process. Activity showing air has weight and occupies space. 	
			<p>Ch-16. Garbage in, Garbage out (Rationalised)</p> <ul style="list-style-type: none"> Waste Dealing with garbage- Some methods of managing solid waste Recycling of wastes Recycling of paper 	<ul style="list-style-type: none"> Discuss the waste management system in the community in order to explain the process of garbage disposal by 'Safai Karamcharis. Evaluate the reasons for layering the composting pit with different types of 	<ol style="list-style-type: none"> Making our own compost pit in an earthen pot using kitchen waste. Virtual visit to plastic recycling centre. 	

			<ul style="list-style-type: none"> • Benefits of waste management 	<p>materials.</p> <ul style="list-style-type: none"> • Compare distinguishing features between compostable waste and non-compostable waste, in connection with properties of the end product. • Infer reasons for success or failure of vermicomposting, considering steps involved and resultant products, etc. • Design a method to ensure effective disposal of garbage, in the context of different types of wastes, their properties, etc. • Outline possible means of dealing with a specific type of waste (Plastics), in connection with composting, reuse, recycle, reduce etc. 		
		Feb	REVISION FOR ANNUAL EXAM			
	Annual Examination Max M:80 (Weightage 80 m)	March	ANNUAL EXAM			10% of Term-1 + Entire syllabus of Term-2 Annual Exam

Note:- *Rationalised chapters be taught through activities. Not to be tested.

ARMY PUBLIC SCHOOL LBS MARGLUCKNOW
SPLIT SYLLABUS
SUBJECT: SOCIAL SCIENCE
CLASS : VI

TEXT BOOK – NCERT
HISTORY- OUR PAST –I
GEOGRAPHY -THE EARTH : OUR HABITAT
CIVICS- SOCIAL AND POLITICAL LIFE – I

TERM 1	ASSESSMENT	MONTH	CHAPTER & Sub Topics	LEARNING OBJECTIVES	ACTIVITIES	SYLLABUS COVERAGE
APRIL TO SEPTEMBER		April	History Chapter – 1 What Where, How and When?	*Learners will gain knowledge of the basics of History. *Comprehend how historians study the past with the help of different sources.	Role play on the earliest people . Map activity-On the political map of India locate and mark the important archaeological places given in the chapter.	
			Geography- Chapter-1 Earth in the solar system	*To make them understand about unique position of the	Chart making activity of Solar System.(Draw and colour all the Planets of the solar	

				earth in the solar system .	system in proper sequence on half chart paper)
		MAY	Civics-1 Understanding Diversity	To make learners understand and appreciate various forms of diversity in their daily environment * To develop sensitivity towards pluralism and interdependence	Poster making on the topic- Diversity of India. (Depict food, Culture, festivals etc from different parts of India)
			Civ. L-2 Diversity and discrimination (Activity Based)	To make learners enable to understand the meaning and difference between prejudice and stereotype, Importance of equality.	Sing a song on unity. Group Discussion about the Diversity and discrimination
			GEO- L- Globe, Latitude and Longitude	*To describe imaginary lines, latitudes, longitudes	Showing a model of the globe by the teacher. Activity by students-Draw a

PT-1 JULY Max m:40 (weightage5m)	JULY		equator , heat zones, locating places on the globe, GMT, IST .	diagram of the globe showing the Earth's axis and, the Equator.	
		History Lesson- 2 From hunting gathering to growing food * (Activity based - Not to be assessed -Rationalised by Cbse)	*Describe the transition from hunting gathering to settled life. *To understand about the early tools, pottery, agriculture and domestication of animals	Project including - collection of different types of stones and Flipped classroom. Activity. Chapter will be explained by the teacher after that topics will be assigned to learners ,they will read the topic at home and present it in classroom with their peers.	
		GEO-L-3 Motions of the Earth	Understanding the structure of the earth and its rotation and revolution of earth round the sun describe about different seasons here, leap year .		30% OF Term 1

			<p>Civ-3 What is Government?</p>	<p>*Describe about the government its requirement and the levels of government *To understand the need of universal adult franchise and suffrage movement</p>	<p>Newspaper cuttings and collage making. Look at the newspaper headlines and list the different kinds of activities that the government is reported to be doing in these newspaper headlines. Cut it and make a collage. Discuss in class.</p>	
			<p>History L-3 InThe Earliest cities</p>	<p>*To make the learners comprehend meaning of civilization and urbanisation *To give knowledge offer upon civilization its extent and culture *To apprise them with distinct features of Harappan</p>	<p>Brochure-Making: Make a four-page brochure on Dholavira for tourists. The following points can be included *Geographical location *How to reach Dholavira *Historical importance of Dholavira & awarding it as UNESCO World Heritage site.</p>	

				towns /cities.		
		AUGUST	Geo L-4 Maps (Activity Based)	*Explain the importance of maps and develop the basic skill of using a map and see the directions * Understanding the conventional symbols	Draw a sketch of your school and locate the following places- School gates ,your classroom and play ground.	30 +20 =50% Of Annual Syllabus
			HIS L-4 What Books and Burials Tells Us	Knowledge of social conditions and different social groups during early historic period.*Know the role of people belonging to different categories.	Web chart And Role play(Students will make a web chart on the different social groups-Brahmans ,Rajas and also mention their roles)	
			Civ.L-4 Key elements of Democratic Government (Project -	*Knowledge of the apartheid system *The concept	Project -Make a multimedia presentation about the role of government in	

			Rationalised by CBSE)	of equality and justice and the key elements that influence the function of democracy	Society.
			His-L-5 Kingdoms, Kings and An Early Republic	<p>*Discuss about the Rajas and evaluate how they became so powerful.</p> <p>*Apprise them about Ashvamedha sacrifice ,Varnas ,Jan pada and Mahajan padas</p> <p>*Describe the changes in agriculture and emergence of Magadh and Vajji.</p>	Suppose you are a raja and you are going to perform the <i>Ashvamedha yajna</i> . Make a list of the people who you would invite and why, and also make a list of things you will need to perform the ritual.
			Civ-L-5 Panchayati Raj	*Discuss development of the decentralised system in India and its various implications	Roleplay showcasing the features and functions of panchayat.

				*Explain the salient features of the Panchayati Raj System		
	PT 2 (SEPTEMBER) Max M :80 (Weightage 80 m)	SEPTEMBER	REVISION AND PT 2 EXAMINATION			30+20=50% of Annual syllabus
TERM 2 (OCTOBER TO MARCH)		OCTOBER	His-L-7 New Questions and Ideas	*Explain the major roles played by Gautam Buddha and Mahaveer Jain in society. *Discuss about the karmas and Upanishads	Write a small 'Write up , about the similarities of Buddhism and Jainism.Discuss it in your class with teacher and students.	
			Geo-L-5 Major Domains of the Earth	*Identify the major domains of the earth.(Lithosphere,Hydrosphere etc) *Interdependence of each sphere.	Draw Biosphere and Lithosphere .Colour it and put it up in your classroom or library.	

			<p>Geo-L-6 Major Landforms of The Earth (Project based- Rationalised by CBSE)</p>	<p>*Explain the natural processes of formation of various landforms, *Classify landforms into three main categories (Mountains, Plateaus and Plains) *Discuss about the suitable place for human settlement, the process of weathering, ,erosion etc.</p>	<p>Project including Group discussion on the topics- *The Over-Use of Natural Resources *The construction of houses on fertile land. Developing landforms as tourist destinations</p>	
			<p>Civ.-L- 6 Rural Administration</p>	<p>*Explain about the working of a local self-government body and the Panchayti Raj System. *To understand the functions of the Tehsildars</p>	<p>Find out *The word used for Patwari in your state. *The Functions of Patwari, Tehsildar, Anganwadi.</p>	

				and the Patwaris and Hindu Succession Amendment Act 2005	
		NOVEMBER	His-L-7 Ashoka the Emperor who gave up the war	*To introduce the concept of Empire. *Knowledge of Ashoka ,his Dhamma , inscriptions and their use in history*Kalinga War	Mark the important cities in political map of India during Mauryan Empire.
			His-L- 8 Vital Villages, Thriving Towns	*Describe about the Iron tools and agriculture. *Explain other steps to increase agriculture production. *Provide detailed information about Who lived in the	Collect and paste pictures of different types of occupation done by early people in your history notebook.

				villages.	
			Geo L-7 Our Country India	<ul style="list-style-type: none"> *Identify geographical features of India. *Locate India on a map. *Describe the history and culture of India. 	Make a chart of states and capitals of India.
			Civ.L-7 Urban Administration	<ul style="list-style-type: none"> *Explain about Wards and the role of the Ward Councillors and Municipal Commissioner in a city. * Explain the importance and role of local people in administration. 	Quiz conducted by learners on the topic functions of Municipal corporation and Municipal council.

	PT-3 (DECEMBER) Max m:40 (weightage5m	DECEMBER	His-L-9 Traders, Kings and Pilgrims (Activity Based)	*To introduce the idea of contacts between faraway places, and what makes them happen (business, war, and religion) *explore how textual and visual material is used to understand the history.	Creating a market scene in classroom. *. Make a list of five pilgrim centers in India.	30% of Term 2
			His-L-10 New Empires And Kingdoms	*Make the students enlighten about the major changes that took place in the country after the seventh century.	Map Activity-Mark important cities and kingdoms in the political map of India.	
			Civ-L- 8 Rural Livelihoods	*Discussion on Agriculture; *Types of Farmers; Other Occupations; Fishing Community. *	Make a chart showing different ways in which people earn in their villages.	

			Civ.L-9 Urban Livelihoods	*Explain about Occupations in Cities*To differentiate between Permanent Job and daily base work.	Make a flowchart to show the services provided by people in urban areas.	
		JANUARY	His-L- 11 Buildings, Paintings And Books	* Evaluate the old Indian literature, including the Puranas, the epics, and theSanskrit and Tamil works.	Comic strip showing Indian Vedic Puranas architecture , sculpture and paintings.	
		FEBRUARY	Geo-L-8 India- Climate, Vegetation and Wildlife (Project-based Rationalised by CBSE)	*Describe the influence of land, climate, vegetation, and wildlife on human life*To appreciate the need for conserving natural vegetation and wildlife	Project including collage making activity on (plants, animals and birds) *Plant a sapling near your home with the help of your parents, nurture it and write down the changes you observe in few months	
			Syllabus Complete Revision for Annual	----- -----		

		MARCH	Examination			
	Annual Examination (MARCH)		Annual Examination	----- ----- -		10% of Term-1 + Entire syllabus of Annual Examination