

GRADE 6- Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:-MATHEMATICS

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- Identify various patterns in and around us in the form of various activities like shopping, cooking or even throwing a ball and noticing patterns to learn to use numbers and operations in new ways.
- Know the basics of geometry including point, line, ray, line segment and angles in order to understand more advanced topics in geometry such as construction and analysis of different shapes
- Write the factors and multiples of a given number and find the common factors and multiples.
- Apply the concept of HCF or LCM in order to solve problems in a real-life situation.
- Apply the divisibility tests on various numbers for better understanding of concept of multiples.
- Demonstrate an understanding of angles, closed and open figures, line segments and triangles.
- Apply addition and subtraction rules involving positive and negative integers in order to solve real life problems.
- Calculate addition and subtraction of fractions in order to solve daily life problems involving quantities and measures.
- Deduce and apply the formula in order to determine the area and perimeter of a rectangle and a square.
- Identify the lines of symmetry and mark them.
- Find reflectional and rotational symmetry in alphabets, various shapes and objects in nature.
- Arrange the given data in tabular form, make a tally chart and bar graph and interpret them.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> • Number Play • Data Handling and Presentation 	<ul style="list-style-type: none"> • Data Handling and Presentation (cont.) <p>Kaushal Bodh: Introduction – Measurement of liquids (2 periods)</p>	<ul style="list-style-type: none"> • Fractions • Prime Time <p>Kaushal Bodh: Reading recipes (4 periods)</p>	<ul style="list-style-type: none"> • Prime Time (cont.) • Lines and Angles <p>Kaushal Bodh: Making a recipe and a dish using a set of quantities (4 periods)</p>	<ul style="list-style-type: none"> • Revision • Perimeter and Area

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> • Perimeter and Area • Constructions 	<ul style="list-style-type: none"> • The other side of zero 	<ul style="list-style-type: none"> • Symmetry 	<ul style="list-style-type: none"> • Patterns 	<ul style="list-style-type: none"> • Revision

ASSESSMENT PLANNER

PA-1 (20 marks)

Number Play
Data Handling and presentation

HALF YEARLY (60 marks)

Number Play
Data Handling and presentation
Fractions
Prime Time
Lines and Angles

PA-2 (20 marks)

Perimeter and Area
Constructions

ANNUAL EXAMINATION (60 marks)

Perimeter and Area
Constructions
The other side of zero
Symmetry
Patterns
Fractions

MULTIPLE ASSESSMENT (5 marks)

MULTIPLE ASSESSMENT-1 (MA1)

TOPIC : LINES AND ANGLES

ACTIVITY: Demonstrating any three different types of triangles such as isosceles, equilateral, right or obtuse using cut and paste activity

MULTIPLE ASSESSMENT-2(MA2)

TOPIC : THE OTHER SIDE OF ZERO (INTEGERS)

ACTIVITY: Art integrated activity on addition and subtraction of integers

PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks

PORTFOLIO ASSESSMENT (PORT-1)

TOPIC: FRACTIONS

ACTIVITY: Represent any two pairs of equivalent fractions diagrammatically

PORTFOLIO ASSESSMENT (PORT-2)

TOPIC: CONSTRUCTIONS

ACTIVITY: Construct a pentagonal house with a door and a window using a ruler and compass.

PROJECT (PROJ)- (5 marks)

TOPIC: PERIMETER AND AREA

ACTIVITY: On a squared paper, find the area of the given figure by splitting into rectangles or squares.

SUBJECT ENRICHMENT (SE)- (5 marks)

TOPIC: DATA HANDLING AND PRESENTATION

ACTIVITY: Represent the population of Andaman and Nicobar Islands using a bar graph.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

**** Subject to change as per DOE DIRECTIVES**

GRADE 6 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- SOCIAL SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

- Classify and explain Earth's major landforms and domains, analysing their impact on human life and the environment.
- Understand and evaluate different forms of government, with a special focus on democracy and citizen participation.
- Integrate creative and interdisciplinary approaches by connecting Social Studies with art, literature, and hands-on projects
- Identify and summarise the contributions of major Indian civilisations, kingdoms, emperors and rulers, linking them to historical developments.
- Develop map skills by interpreting, labelling, and creating maps with accuracy and relevance.
- Relate Social Studies concepts to contemporary global challenges and the Sustainable Development Goals (SDGs), enhancing critical thinking and awareness.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
History: Timeline and Sources of History Geography: Locating Places	Civics: Unity in Diversity, or 'Many in the One'	History: India's Cultural Roots Geography: Oceans and	Economics: The Value of Work Civics: Grassroots Democracy – Part 1 Governance	Map Work – Oceans and Continents (to be tested) Revision for

on the Earth Kaushal Bodh - School Museum (4 periods)	Kaushal Bodh - School Museum (2 periods) Revision for PA 1	Continents History: The Beginnings of Indian Civilisation Kaushal Bodh - School Museum (4 periods)		Half-Yearly Exams
Oct Geography: Landforms and Life Civics: Grassroots Democracy — Part 2: Local Government in Rural Areas History: India, That is Bharat	Nov History: India, That is Bharat (continued) Revision for PA 2 Economics: Economic Activities Around Us	Dec Economics: Economic Activities Around Us (continued) Civics: Family and Community (Activity only) Civics: Grassroots Democracy — Part 3: Local Government in Urban Areas	Jan Civics: Grassroots Democracy Part 3: Local Government in Urban Areas (continued)	Feb Map Work — States of India and water bodies (to be tested) Revision for Term 2 Final Exams

ASSESSMENT PLANNER

PA-1 (20 marks)

History - Timeline and Sources of History

Geography - Locating Places on the Earth

Civics - Unity in Diversity, or 'Many in the One'

HALF YEARLY (60 marks)

HISTORY

Timeline and Sources of History
India's Cultural Roots
Beginnings of Indian Civilisation

GEOGRAPHY

Locating Places on Earth
Oceans and Continents
***Map Work**

CIVICS

Grassroots Democracy Part 1: Governance
ECONOMICS
The Value of Work

PA-2 (20 marks)

Civics: Grassroots Democracy — Part 2: Local Government in Rural Areas

Geography: Landforms and Life

History: India, That is Bharat

ANNUAL EXAMINATION (60 marks)

Annual Exam Syllabus

CIVICS

Grassroots Democracy — Part 2: Local Government in Rural Areas

Grassroots Democracy — Part 3: Local Government in Urban Areas

ECONOMICS

The Value of Work

Economic Activities Around Us

HISTORY

The Beginnings of Indian Civilisation

India, That is Bharat

GEOGRAPHY

Oceans and Continents

Landforms and Life

***Map Work**

MULTIPLE ASSESSMENT (5 marks)

MULTIPLE ASSESSMENT-1 (MA1)

MA1- Inscription Making on A4 size sheet (Parchment - Coffee Painting)

MULTIPLE ASSESSMENT-2(MA2)

MA2- Seal making with clay from ancient India

PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks

PORTFOLIO ASSESSMENT (PORT-1)

PORTFOLIO 1- Activity – Make an invitation Card with a message for the people of Indus Valley civilisation

PORTFOLIO ASSESSMENT (PORT-2)

PORTFOLIO 2- Activity- Family tree /crest on chapter Family and community

PROJECT (PROJ)- (5 marks)

Project on Kaushal Bodh - School Museum - students will make a short report on a museum they had visited in or around Delhi

SUBJECT ENRICHMENT (SE)- (5 marks)

EBSB Paired State Transdisciplinary Project: Make an Accordion Book on Tourism in Andaman &

Nicobar Islands/ Lakshadweep

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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GRADE 6- Curriculum & Assessment Annual Planner

(2026-2027) SUBJECT:- English

STUDENT'S COPY



LEARNING OUTCOMES

The students will be able to:

- Identify the main idea, characters and details of a given text.
- Organize ideas coherently, using appropriate vocabulary and expressions.
- Summarise a given text.
- Write a paragraph, notice and a letter in a coherent manner.
- Apply comprehension strategies to answer the text.
- Read/recite aloud with proper pronunciation/intonation.
- Use the four language skills, that is, reading, listening, speaking and writing, with proficiency.
- Develop an interest in reading varied texts from different genres by different authors.
- Enhance their vocabulary and create meaningful sentences.
- Ask and answer relevant questions both orally and in writing.
- Build greater confidence and proficiency in written communication.
- Communicate effectively and think critically.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p><u>LITERATURE</u> - A Bottle of Dew <i>SDG 3</i> -The Raven and the Fox</p> <p><u>GRAMMAR</u> -Kinds of Sentences (Declarative, Interrogative, Imperative, Exclamatory) -Punctuations -Jumbled Sentences</p>	<p><u>WRITING</u> -Descriptive Paragraph Writing.</p> <p>PA1 Revision</p> <p><u>LITERATURE</u> -Rama to Rescue</p>	<p><u>GRAMMAR</u> - Transitive and Intransitive verbs - Linking words. -Figures of Speech: metaphor, simile, personification, alliteration and repetition.</p> <p><u>LITERATURE</u> -A Friend's Prayer</p> <p><u>WRITING</u> -Notice Writing.</p>	<p><u>GRAMMAR</u> - Tenses (Simple and Continuous) - Determiners -Prepositions - Phrases and Clauses - Adverbs</p> <p><u>LITERATURE</u> -The Chair</p>	<p><u>TERM 1 REVISION</u></p> <p><i>Unseen Passage/Poem</i> <i>-Ila Schani: Embroidering Dreams with her feet.</i></p> <p><u>TERM 2</u></p> <p><u>WRITING</u> -Story writing (picture)</p>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p><u>GRAMMAR</u> - Phrases and Clauses (recap) -Adverbs (recap)</p> <p><u>LITERATURE</u> -The Unlikely Best Friend. -What a bird thought?</p> <p>PA 2 REVISION</p>	<p><u>GRAMMAR</u> -Subject Verb Agreement -Reported Speech</p> <p><u>LITERATURE</u> -The Kites</p> <p><u>WRITING</u> -Letter Writing (Informal)</p>	<p><u>WRITING</u> -Letter Writing (Informal) Cont.</p> <p><u>LITERATURE</u> -The Winner -Neem Baba</p> <p><u>T&T</u></p>	<p><u>GRAMMAR</u> - Perfect Tenses -Adjectives and Degrees of Comparison</p> <p><u>LITERATURE</u> -Change of Heart</p>	<p><u>GRAMMAR</u> -Reported Speech. (recap)</p> <p><u>TERM2 REVISION</u></p> <p><i>Unseen Passage/Poem</i> <i>-National War Memorial</i></p>

<u>ASSESSMENT PLANNER</u>
<p><u>PA-1 (20 marks)</u></p> <p><u>LITERATURE</u> -A Bottle of Dew -The Raven and the Fox</p> <p><u>GRAMMAR</u> -Kinds of Sentences (Declarative, Interrogative, Imperative, Exclamatory) -Punctuations, Jumbled Sentences</p> <p><u>WRITING</u> -Descriptive Paragraph Writing. -Unseen Passage</p>
<p><u>HALF YEARLY (60 marks)</u></p> <p><u>LITERATURE</u> -A Bottle of Dew -The Raven and the Fox -Rama to Rescue -A Friend’s Prayer -The Chair</p> <p><u>GRAMMAR</u> -Kinds of Sentences - Determiners -Punctuations, Jumbled Sentences - Linking words - Transitive and Intransitive verbs - Tenses (Simple and Continuous) -Prepositions</p> <p><u>WRITING</u> -Notice Writing. -Unseen Poem and Passage Comprehension (Figure of speech based question to be included)</p>

PA-2 (20 marks)

GRAMMAR

- Phrases and Clauses -Adverbs

LITERATURE

-The Unlikely Best Friend.

-What a bird thought?

WRITING

-Story Writing

-Poem Comprehension

ANNUAL EXAMINATION (60 marks)

GRAMMAR

- Phrases and Clauses - Adverbs

- Subject Verb Agreement - Perfect Tenses and Simple, Continuous Tenses

-Reported Speech - Adjectives and Degrees of Comparison.

LITERATURE

-The Unlikely Best Friend -The Kites.

-The Winner -Neem Baba

-Change of Heart

WRITING

- Informal Letter Writing

-Unseen Poem and Passage Comprehension

MULTIPLE ASSESSMENT (5 marks)

MULTIPLE ASSESSMENT-1 (MA1)

MA 1-Ch- Yoga A Way of Life- Listening Comprehension

MULTIPLE ASSESSMENT-2(MA2)

MA 2-Ch- Spices that Heal Us- Magazine cover design

PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks

PORTFOLIO ASSESSMENT (PORT-1)

A flash card on any 2 figures of speech.

PORTFOLIO ASSESSMENT (PORT-2)

Hunt the Adverbs: WORD SEARCH

PROJECT (PROJ)- (5 marks)

Ch-Rama to Rescue - Comic Strip based on SDG

SUBJECT ENRICHMENT (SE)- (5 marks)

Ch- Humara Bharat Incredible India - Art Integrated paired state activity- AD MAD on promoting tourism.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

**** Subject to change as per DOE DIRECTIVES**

GRADE 6 - Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT : - हिंदी STUDENTS 'S COPY

LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे -

1. छात्र पाठों को पढ़कर अपरिचित घटनाओं की कल्पनाओं से बनने वाली छवि और विचारों के विषय में मौखिक व सांकेतिक अभिव्यक्ति की क्षमता का विकास करेंगे।
2. छात्र विभिन्न पठन - सामग्रियों में प्रयुक्त शब्दों, मुहावरों, विराम - चिह्न, कारक - चिह्न, लिंग, वचन, काल - भेद, क्रिया आदि को समझते हुए उनका स्वतंत्र रूप से प्रयोग करना सीखेंगे।
3. छात्र किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे।
4. छात्र कविता, कहानी, नाटक, संस्मरण आदि को पढ़कर साहित्य की विविध विधाओं से परिचित होंगे।
5. छात्र पढ़ी गई सामग्री पर चिंतन करते हुए परिचर्चा एवं तर्क - वितर्क करेंगे व भावों की अभिव्यक्ति सुंदर लेख में लिखेंगे।

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>साहित्य - गोल (संस्मरण)</p> <p>व्याकरण - वर्ण - विच्छेद / संयोजन, लिंग, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश</p>	<p>P.A. - 1 Papers</p> <p>साहित्य - मातृभूमि (कविता)</p> <p>व्याकरण - सर्वनाम, वचन, विलोम शब्द</p>	<p>साहित्य - पहली बूँद (कविता), हार की जीत (कहानी)</p> <p>व्याकरण - अशुद्धि - शोधन, विराम - चिह्न, अनुच्छेद लेखन</p>	<p>साहित्य - रहीम के दोहे (दोहे), मेरी माँ (आत्मकथा)</p> <p>व्याकरण - विशेषण - भेद, कारक - चिह्न</p>	<p>समस्त कार्य की पुनरावृत्ति</p> <p>(अर्धवार्षिक परीक्षा)</p> <p>व्याकरण - पर्यायवाची शब्द, अनेक शब्दों के लिए एक शब्द</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>साहित्य - जलाते चलो (कविता), सत्रिया और बिहू नृत्य (निबंध)</p> <p>व्याकरण - क्रिया, काल - भेद, संवाद - लेखन</p>	<p>P.A. - 2 Papers</p> <p>साहित्य - मैया मैं नहीं माखन खायो (पद)</p> <p>व्याकरण - क्रियाविशेषण - भेद</p>	<p>साहित्य - परीक्षा (कहानी), चेतक की वीरता (कविता)</p> <p>व्याकरण - मुहावरे</p>	<p>साहित्य - हिंद महासागर में छोटा - सा हिंदुस्तान (यात्रा - वृत्तांत)</p> <p>व्याकरण - अनौपचारिक - पत्र</p>	<p>समस्त कार्य की पुनरावृत्ति</p> <p>(वार्षिक परीक्षा)</p>

ASSESSMENT PLANNER

PA-1 (20 Marks)

साहित्य - गोल (संस्मरण)

व्याकरण - वर्ण - विच्छेद / संयोजन, लिंग, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश

HALF YEARLY (60 Marks)

साहित्य - मातृभूमि (कविता), पहली बूँद (कविता), हार की जीत (कहानी), रहीम के दोहे (दोहे), मेरी माँ (आत्मकथा)

व्याकरण - वर्ण - विच्छेद / संयोजन, वचन, विलोम शब्द, अशुद्धि शोधन, संज्ञा - भेद, सर्वनाम, विशेषण - भेद, कारक - चिह्न, विराम - चिह्न, चित्र - वर्णन, अनुच्छेद - लेखन, अपठित - गद्यांश

PA-2 (20 Marks)

साहित्य - सत्रिया और बिहू नृत्य (निबंध)

व्याकरण - क्रिया, काल - भेद, पर्यायवाची शब्द, संवाद - लेखन, अपठित - गद्यांश

ANNUAL EXAMINATION (60 Marks)

साहित्य - जलाते चलो (कविता), मैया मैं नहीं माखन खायो (पद), परीक्षा (कहानी), चेतक की वीरता (कविता), हिंद महासागर में छोटा - सा हिंदुस्तान (यात्रा - वृत्तांत)

व्याकरण - कारक - चिह्न, विराम - चिह्न, विशेषण - भेद, क्रिया, काल - भेद, पर्यायवाची शब्द, मुहावरे, अनेक शब्दों के लिए एक शब्द, क्रियाविशेषण - भेद, चित्र - वर्णन, संवाद - लेखन, अनुच्छेद - लेखन / अनौपचारिक - पत्र, अपठित - गद्यांश

MULTIPLE ASSESSMENT (5 Marks)

MULTIPLE ASSESSMENT-1 (MA-1) - गोल

MULTIPLE ASSESSMENT-2 (MA -2) - हिंद महासागर में छोटा - सा हिंदुस्तान

PORTFOLIO ASSESSMENT (5 marks) - Notebook-3 Marks + Activity-2 Marks

PORTFOLIO ASSESSMENT (PORT-1) - उत्तरपुस्तिका + गतिविधियाँ (पहली बूँद)

PORTFOLIO ASSESSMENT (PORT-2) - उत्तरपुस्तिका + गतिविधियाँ (मेरी माँ)

PROJECT (PROJ) - (5 Marks)

पेड़ की बात

SUBJECT ENRICHMENT (SE) - (5 Marks)

दिल्ली के सहाराज्य से संबंधित गतिविधि

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

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GRADE 6- Curriculum & Assessment Annual Planner (2026-2027)

SUBJECT: - SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

- Explain everyday phenomena (food, magnets, water, environment, etc.)
- Relate science to daily life situations.
- Conduct simple investigations to seek answers to queries.
- Draw diagrams and flowcharts.
- Demonstrate the use of tools and simple apparatus.
- Use measurement units correctly in practical contexts.
- Observe and record changes systematically.
- Interpret data from experiments.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Ch-1 The Wonderful World of Science (to be tested only for Portfolio assessment) Ch-2 Diversity in the Living Organisms Ch-4 Exploring Magnets Kaushal Bodh (Project-Biodiversity register)	Ch-6 Materials Around Us. Kaushal Bodh (Project-Biodiversity register) Contd.	Ch-8 Journey Through States of Water. Ch-9 Methods of Separation in Everyday Life Kaushal Bodh (Project-Biodiversity register) Contd.	Ch-3 Mindful Eating: A Path to a Health body.	Revision for Term-1 Examination
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Ch-5 Measurement of Length and Motion Ch-12 Beyond Earth.	Ch-10 Living Creatures: Exploring their Characteristics.	Ch-11 Nature's Treasure.	Ch-7 Temperature and its Measurement	Revision for Final Term Examination

ASSESSMENT PLANNER

PA-1 (20 marks)

Ch-2 Diversity in the Living Organisms
Ch-4 Exploring Magnets

HALF YEARLY (60 marks)

Ch-2 Diversity in the Living Organisms
Ch-3 Mindful Eating: A Path to a Health body
Ch-4 Exploring Magnets
Ch-6 Materials Around Us.
Ch-8 Journey Through States of Water.
Ch-9 Methods of Separation in Everyday Life

PA-2 (20 marks)

Ch-5 Measurement of Length and Motion
Ch-12 Beyond Earth

ANNUAL EXAMINATION (60 marks)

Ch-2 Diversity in the Living Organisms
Ch-4 Exploring Magnets
Ch-5 Measurement of Length and Motion
Ch-7 Temperature and its Measurement
Ch-10 Living Creatures: Exploring their Characteristics.
Ch-11 Nature's Treasure
Ch-12 Beyond Earth

MULTIPLE ASSESSMENT (5 marks)

MULTIPLE ASSESSMENT-1 (MA1)

Paste pictures of any two Millets. Write their nutritional values, a food item which can be prepared and benefits of it.

MULTIPLE ASSESSMENT-2(MA2)

Record the maximum and minimum temperatures and Air Quality Index (AQI) for 3 days. Present the data in a tabular form.

PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks

PORTFOLIO ASSESSMENT (PORT-1)

Research about a scientist of your choice and prepare a report. (Cover the points- Early life and background, major discoveries and awards & achievements)

PORTFOLIO ASSESSMENT (PORT-2)

Measure the length of a curved line using a thread or a string.

PROJECT (PROJ)- (5 marks)

Art Integrated Activity: Creating skeleton leaf art. The delicate, fibrous veins that remain can be painted with watercolours and inks.

SUBJECT ENRICHMENT (SE)- (5 marks)

EBSB: Find out the living creatures of Andaman and Nicobar (Any two plant/animal). Mention its adaptations.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

**** Subject to change as per DOE DIRECTIVES**



GRADE 6 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT: - SWIMMING

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Discipline
2. Hard Working
3. Perseverance
4. Sense of Rhythm
5. Motor ability Skills
6. Socialization
7. Confidence
8. Building team work
9. Self-Innovation
10. Vision to win
11. Importance of health

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> • PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	<ul style="list-style-type: none"> • PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	<ol style="list-style-type: none"> 1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT) 	<ol style="list-style-type: none"> 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.) 	<ol style="list-style-type: none"> 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)

Assessment Planner TERM-1

TERM -1 (Sep) Grade criteria	Game :- Swimming Skill :- Free Style	CHECK LIST
Mark 5 A		1 JUMPING
Mark 4 B		2 SUBMERGING
Mark 3 C		3 KICKING
Mark 2 C		4 FLOATING
Mark 1 C		5 ARM ACTION

Assessment Planner TERM-2

TERM -2 (Feb) Grade criteria	Game :- Basketball Skill :- One Hand Shot	CHECK LIST
Mark 5 A		1 DISCIPLINE -1
Mark 4 B		2 Foot Movement -1
Mark 3 C		3 Body Posture-1
Mark 2 C		4 Release -1
Mark 1 C		5 FOLLOW THROUGH

** Subject to change as per DIRECTIVES



GRADE 6 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- Spanish

Student's Copy

LEARNING OUTCOMES

The students will be able to:

- Read and pronounce alphabets and words properly
- Give introduction of self, greet and bid farewell
- Talk their daily routine and hobbies
- Conjugate verbs in present tenses and form sentences
- Write short note on family/ house/School
- Learn Spanish song on colours
- Form simple sentences using Ser and Estar
- Tell numbers till 1000
- Build vocabularies of Common and daily life objects (Classroom, Food, fruits, vegetables, sports, body parts, Days, months, season)
- Give physical description of self and friends.
- Ask and tell time in Spanish
- Tell historical and general facts about Spain

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Lesson 1 Introduction to Spanish Language, Family Tree and language family Los saludos y las despedidas Mi Presentación Spanish Alphabets, Pronunciation,	Revision - P.A-1 Papers Gender of Noun Los numeros(1-30) Conversación entre los compañeros nuevos	Lesson 2 Los articulos Determinados y indeterminados Personal Pronoun El verbo Ser El verbo Ser, Tener y llamar	Lesson 3, La formación de Oración El verbo Ser Vocabulario (Profesiones, Nacionalidad, colores)	Half Yearly Exam – Revision Lesson 4 Feliz cumpleaños Signos del Zodiaco
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Lesson 5 EL VERBO ESTAR Ser Vs Estar Los numeros (30 – 100)	Lesson 6 Los Verbos regulares (ar,er,ir), Los Numeros (1-1000) Descripción de	Lesson 6 & 7 El repaso – Losverbos regulares, Los verbosirregulares, La escuela (Descripción de la escuela)	Lesson 7 and 8 Los Adjectivos, El cuerpo humano, el verbo gustar, Picture description	El Repaso (Vocabs, Grammar and lessons done in the class)

	mi casa			
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Assessment Planner

PA-1 (20 marks)

Lesson 1, Los Saludos y las despedidas, Gender of Noun, Numbers 1-30, language and language family

Vocabulario (Chapter 1)

Half Yearly (50 marks)

PA1 Syllabus + Lesson – 1,2,3, Def and Indefinite articles,
 Gender of Noun, El verbo Ser, Descripción de la familia, sentence making
 ,Vocabs - Los días y los meses, Colores.

PA-2 (20 marks)

Lesson 4 and 5

Comprension de lectura (Feliz Cumpleaños)

Ser Vs Estar, Los números. Descripción de la casa, Vocabulary (Signos
 del Zodiaco, Cosas de la casa)

Multiple Assessment (MA) (5 marks)

MA1 - Dialogue writing

MA2 – Picture Description

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- Notebook along with the worksheets

PORTFOLIO 2 - Notebook along with the worksheets

SUBJECT ENRICHMENT - 5 MARKS

Activity : Family Tree – Arbol Genealogico

(Draw a a family tree with picture of the members with relevant informations as instructed)

Work completion - 2

Timely submission – 1

Creativity and presentation(Drawing, date, title, heading,etc.)- 2

Project (PROJ) (5 marks)

Holiday Homework

Activity : Draw the map of Spain and mention all autonomous regions with capital

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

ATTENDANCE will carry 5 marks and will be reflected in both the terms.

Annual (50)

PA2 Syllabus + Lesson – 6,7,8, Reading comprehension, Regular and irregular verbs
Gender of Noun, El verbo Gustar, SerVs Estar,, sentence making , Vocabs - Cuerpo Humano
Numbers – 0 - 1000
Writing - Nuestra Escuela

GRADE 6 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT: - Physical Education

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.
2. Adopt and improve activity specific skills for a variety of games.
3. Select plan and create game that incorporates simple and more Challenging strategies and tactics.
4. Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics
5. Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.
6. Discuss issues related to positive athletic / active living roles.
7. Demonstrate etiquette and fair play.
8. Describe apply monitor and assess leadership and followership skills Related to physical activity.
9. Develop and apply practice that contributes to team work.
10. Identify and Demonstrate positive behaviour that show respect for self and other.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1. Marching 2. Athletes Selection Event: - 50M,100M,200M, 400M 3. Final Selection 4. Football Instep Kick Out Step Kick 5. Rules & Regulation	1. Marching 2. Athletes Selection Event: - Standing Board Jump Ball Throw 3. Final Selection 4. Basketball Dribbling Layup shot 5. Rules & Regulation	1. Marching 2. Cricket Flat & High Catch (Orthodox cup) 3. Athletics Selection 4. Rules & Regulation	1. Marching 2. Term One Assessment 3. Athletics Practice 4. Rules & Regulation	1. Marching 2. Athletics Practice 4. Rules & Regulation
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
1. Marching 2. Athletic Practice 3. Rules & Regulation	1. Marching 2. Athletics Practice 3. Rules & Regulation	1. Cricket Front Foot Drive Back Foot Drive 2. Cricket Selection 3. Cricket Match 4. Match Practice	1. Football Toe Kick Instep Kick Push Pass (Long Distance) 2. Football Section 3. Football Match 4. Match Practice 5. Rules & Regulation	1. Second Term Assessment 2. Fun Game 3. Fun Race 4. Match Practice

ASSESSMENT PLANNER

HALF YEARLY (50 marks)

TERM -1 (Sep)	Game: - Football	CHECK LIST
Grade criteria	Skill:- Instep Kick	
Mark 5 A		1 DISCIPLINE
Mark 4 B		2 APPROACH TOWARDS THE BALL
Mark 3 C		3 CONTACT OF THE BALL
Mark 2 C		4 EXECUTION
Mark 1 C		5 FOLLOW THROUGH

ANNUAL EXAM (50 MARKS)

TERM -2 (Feb)	Game: - Cricket	CHECK LIST
Grade criteria	Skill :- HIGH & FLAT CATCH WITH ORTHODOX CUP	
Mark 5 A		1 DISCIPLINE -1
Mark 4 B		2 KEEP EYES ON THE BALL -1
Mark 3 C		3 TRYING TO COME UNDER THE BALL -1
Mark 2 C		4 MAKE AN ORTHODOX CUP
Mark 1 C		5 CATCH THE BALL & FOLLOW THROUGH

**** Subject to change as per DOE Directives**

GRADE 6- Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:-LIBRARY STUDENT COPY

LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Related Vocabulary – objective – students will learn new words and their usage.
- Newspaper Scavenging : Students will be able to locate, identify, and understand information from a newspaper using skimming and scanning skills.
- Read Aloud will help students to enhance their reading skills and create interest in reading. It will also improve their pronunciation.
- Guided Reading will trigger their interest in reading. It develops the self-learning skills of students. It nurtures good moral values and principles in the children. It cultivates respect and love for the nation and its culture in the students.

The following titles are for compulsory reading:

- BLUE UMBRELLA BY RUSKIN BOND
- MATILDA BY ROALD DAHL

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Library rules to be prepared by the class for their library class during the library period</p> <p>Introduction of the book assigned to the students.</p> <p>They will prepare quiz on the book.</p>	<p>Students will prepare their own dictionary with the help of the newspaper.</p> <p>Self-reading helps students stay focused</p>	<p>Reiteration of Library Rules</p>	<p>Read alone activity will take place.</p> <p>Students will summarize the book which is assigned to them</p> <p>Crossword will be prepared by the students</p>	<p>Self-reading helps students stay focused</p>

Independent reading will take place as well.	5 question test from the book assigned			
<u>Oct</u> Read Aloud Activity 5 questions test from the book assigned	<u>Nov</u> Self-reading helps students stay focused	<u>Dec</u> Self-reading helps students stay focused 5 questions test from the book assigned for the	<u>Jan</u> Self-reading helps students stay focused	<u>Feb</u> Self-reading helps students stay focused

ASSESSMENT PLANNER

HALF YEARLY

First Term Assessment-- will be taken from the books assigned to the students

ANNUAL EXAM

The bookmark assignment will be completed during the class session.

**** Subject to change as per CBSE DIRECTIVES**

Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT: -Art and Craft GRADE 6 (STUDENTS'S COPY)

LEARNING OUTCOMES

1. Understand and use basic elements of art (line, shape, color, texture, space).
2. Apply basic drawing and shading techniques in different artworks.
3. Create compositions based on observation and imagination (nature, still life, animals, etc.).
4. Explore and apply different art styles like Warli, Madhubani, Gond, and doodle art.
5. Understand simple perspective and create depth in drawings.
6. Use colors effectively to enhance visual appeal and expression.
7. Develop creativity through poster making, abstract art, and design activities.
8. Demonstrate skill-based learning through Kaushal Bodh activities (craft, Maker skills, etc.).
9. Handle art materials and tools properly with cleanliness and care.
10. Show originality and confidence in their creative work.
11. Complete assigned tasks on time with neat presentation.
12. Express ideas and explain their artwork confidently.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none">• Elements Of Art• Kaushal Bodh (Introduction & Basics)• Patterned Leaves• Nature Study• Still Life	<ul style="list-style-type: none">• Pencil Shading• Kaushal Bodh (Skill Development)• Illusion Design• Perspective	<ul style="list-style-type: none">• Paper Collage• Kaushal Bodh (Final Project)• Abstract Art• Poster Design• Anime Drawing	<ul style="list-style-type: none">• Doodle Art• Warli Art• Fruits And Vegetables Composition• Cubism Art	<ul style="list-style-type: none">• Madhubani Painting• Facial Expressions
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none">• Animal composition	<ul style="list-style-type: none">• Indian folk Art	<ul style="list-style-type: none">• Christmas Drawing / Craft	<ul style="list-style-type: none">• Color Pencil Landscape	<ul style="list-style-type: none">• Pichwai Painting

<ul style="list-style-type: none"> • Still life with color • Diwali composition 	<ul style="list-style-type: none"> • Caricature drawing • Bird study 	<ul style="list-style-type: none"> • Gond Art • Sunset Composition 	<ul style="list-style-type: none"> • Republic Day Drawing/ Craft • Calligraphy 	<ul style="list-style-type: none"> • Portrait Drawing • Pen Art
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ASSESSMENT PLANNER

HALF YEARLY (20 marks)

ANNUAL EXAM (20 MARKS)

KAUSHAL BODH ASSESSMENT/PROJECT (10 MARKS)

Graded Ability Levels

- Grade A: 41–50 Marks
- Grade B: 31–40 Marks
- Grade C: 21–30 Marks
- Grade D: 0-21 Marks

GRADE 6 - Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- Computer Science

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. **List the real-world applications of coding**
2. **Describe coding in context of computer science**
3. **Define Algorithm, Flowchart, Pseudocode and their application**
4. **Elaborate variable and the various rules to name it**
5. **Explain the commonly used data types**
6. **Perform various operations on variables**
7. **Describe conditions and their application in real life**
8. **Define the different types of operators**
9. **Explain how multiple operators are combined**
10. **Apply logical operations in block coding**
11. **Elaborate on Loops and how they are incremented.**
12. **Define different types of Loops**
13. **Elucidate the concept of Nested Loops**
14. **Create engaging and interactive programs based on the above concepts**

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Chapter 1: Introduction to Coding (Pages 2-5)</p> <p>Chapter 2: Algorithm with Block Coding (Pages 6-8)</p> <p>Kaushal Bhod: Proj 4: Animation and Games (Page 81 to 91 (before Activity 6))</p>	<p>Chapter 2: Algorithm with Block Coding (Pages 9-18)</p> <p>Revision and Worksheet</p> <p>PA1 Exam</p> <p>Kaushal Bhod: Proj 4: Animation and Games (91 (from Activity 6) to 97 (before Activity 11))</p>	<p>Chapter 3: Variables using Block Coding (Pages 19-21)</p> <p>Kaushal Bhod: Proj 4: Animation and Games (97 (from Activity 11) to 101) and Project Submission</p>	<p>Chapter 3: Variables using Block Coding (Pages: 23-36)</p>	<p>Revision and Worksheet</p> <p>Half Yearly Exam</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Chapter 4: Control with Conditionals (Pages 37-46 (Before Nested Condition))</p>	<p>Revision and Worksheet</p> <p>PA2 Exam</p> <p>Chapter 4: Control with Conditionals</p>	<p>Chapter 4: Control with Conditionals (Pages 50 contd..(from Quiz) to 52</p> <p>Chapter 5: Loops using Block Coding</p>	<p>Chapter 5: Loops using Block Coding (Pages 55(from different types of loops) to 57(Before FOR Loop))</p>	<p>Chapter 5: Loops using Block Coding (Pages 57 Contd... (from FOR Loop) to 58 (Before Nested Loop))</p>

	(Pages 46 (from Nested Condition) to 50 (Before Quiz))	(Pages 54-55 (before different types of loops))		Revision and Worksheets Annual Exam
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<u>ASSESSMENT PLANNER</u>				
<u>PA-1 (20 marks)</u>				
Chapter 1: Introduction to Coding (Pages 2-5) Chapter 2: Algorithm with Block Coding (Pages 6-18)				
<u>HALF YEARLY (30 marks)</u>				
Chapter 1: Introduction to Coding (Pages 2-5) Chapter 2: Algorithm with Block Coding (Pages 6-18) Chapter 3: Variables using Block Coding (Pages 19-21 and Pages: 23-36)				
<u>PA-2 (20 marks)</u>				
Chapter 4: Control with Conditionals (Pages 37-46 (Before Nested Condition))				
<u>ANNUAL EXAMINATION (30 marks)</u>				
Chapter 3: Variables using Block Coding (Pages 19-21 and Pages: 23-36) Chapter 4: Control with Conditionals (Pages 37-52) Chapter 5: Loops using Block Coding (Pages 54 to 58 (Before Nested Loop))				
<u>MULTIPLE ASSESSMENT (5 marks)</u>				
MULTIPLE ASSESSMENT-1 (MA1) : Create a Flowchart on the given topic				
MULTIPLE ASSESSMENT-2(MA2) : Create a Pseudocode on the given topic				
<u>PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks</u>				
<u>PORTFOLIO ASSESSMENT (PORT-1)</u>				
Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Pasting and labelling the pictures representing different types of data (e.g. temperature, height etc.) in real life thereby integrating artistic skills of the student.				
<u>PORTFOLIO ASSESSMENT (PORT-2)</u>				
PORTFOLIO 2: Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Diagrammatic presentation of the iterations of loops using real life concepts thereby integrating artistic skills of the student.				

PROJECT (PROJ)- (5 marks)

- Students will be asked to create a program on Arcade.Makecode.Org as per the instructions given on the topic Andaman and Nicobar.
- Artistic skills will also be integrated with the above given task.

SUBJECT ENRICHMENT (SE)- (5 marks)

- Students will be asked to create a program on Arcade.Makecode.Org as per the instructions given.
- Artistic skills will also be integrated with the above given task.
- It will be a hands-on experience on the computer.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

**** Subject to change as per DOE DIRECTIVES**



GRADE 6
Curriculum & Assessment Annual Planner
2026-2027
SUBJECT :- GERMAN
STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- greet others, to introduce yourself & your family, ask peers about their family & surroundings & answer their questions.
- pronounce German words & sentences with correct intonation, learn numbers, enquire about telephone number & give your own.
- understand simple E-Mails & respond to them, differentiate between formal & informal forms of address, recall facts about German speaking countries.
- describe a house, rooms and objects in a house, colours in German, names of the pets, names of countries & their languages, express preferences, learn songs in German.

Curriculum Planner				
<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>MODUL-1</u> <u>LEKTION -1 "Hallo"</u> <ul style="list-style-type: none"> • Verbs: heißen, sein (1st and 2nd Person) • Statement • Question words; wer? wie? • Idiom: "wie geht's" • Phonetics: long and short vowels 	<u>L-2 "Das ist meine Familie"</u> <ul style="list-style-type: none"> • Verbs: heißen, sein (3rd person singular and plural) • Personal pronouns: 3rd person • Definite articles: der, die/die(plural) • Preposition: von • Possessive articles: mein/meine, dein/deine Revision for PA1	<u>L-3 "Hast du Geschwister?"</u> <ul style="list-style-type: none"> • Accusative case • Adjectives • Verb: haben (1st and 2nd person singular) • The formal address Sie • Yes-No questions • Phonetics: Ö and Ü vowels 	<u>L-4 "Wo wohnt ihr?"</u> <ul style="list-style-type: none"> • Verbs: wohnen, heißen, sein (3rd person singular and plural) • Personal pronouns: 1st and 2nd person plural • Question words: wo? wie viele? Woher? • Preposition: in, bei, aus 	Revision for Term 1
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>MODUL-2</u> <u>L-1 "Das Haus von Familie Weigel"</u> <ul style="list-style-type: none"> • Accusative case • Adjectives • Verb: haben (1st and 2nd person singular) • The formal address Sie • Yes-No questions • Phonetics: Ö and Ü vowels 	<u>L-2 "Ein Besuch"</u> <ul style="list-style-type: none"> • Verbs: "möchten" • Personal pronouns: mir, dir, Ihnen. • Phonetics: Ending and pauses within a word/ sentence 	<u>L-3 "Mautzi, unsere Katze"</u> <ul style="list-style-type: none"> • Forms of mögen and haben. • Accusative case • Negation of Indefinite articles. • Phonetics: Combination of Consonants. 	<u>L-4 "Die Nachbarn von Familie Weigel"</u> <ul style="list-style-type: none"> • Verb: sprechen • The impersonal structure "man" • Question Word: Woher? • Preposition: aus • Phonetics: Consonants 	Revision for Term 2

Assessment Planner

PA-1 (20 marks)

Lektion 1- Hallo

Section A: Reading (Reading comprehension)

Section B: Writing (E-Mail writing)

Section C: Grammar (exercises in workbook)

Section D: Vocabulary (word list of the chapter)

Half Yearly (50 marks)

Lektion 1 – Hallo

Lektion 2 – Das ist meine Familie

Lektion 3 – Hast du Geschwister?

Lektion 4 – Wo wohnt ihr?

Section A: Reading (Reading comprehension)

Section B: Writing (E-Mail writing/ Paragraph writing)

Section C: Grammar (Exercises from workbook)

Section D: Vocabulary (word list of the chapter)

Grammar Topics:

verbs - heißen, sein, haben, wohnen, kommen, lernen

Indefinite Artikel: ein, eine, einen

Definite Artikel: Der/Die

Preposition: in, von, aus

Number Names

Questions: Wer? Wie? Wo? Wie viele

Personal Pronoun: ich/ du/er/sie/ ihr/wir/sie/Sie

Possessiv pronoun: mein/meine, dein/deine

Adjectives & Opposites

PA-2 (20 marks)

Lektion 1- Das Haus Von Familie Weigel

Section A: Reading (Reading comprehension)

Section B: Writing (E-Mail writing/ Paragraph writing)

Section C: Grammar (exercises from workbook)

Section D: Vocabulary (word list of the chapter)

Grammar Topics:

Definite Artikel: Der/Die/Das

Indefinite Artikel: ein/eine/ein (masculine/feminine/neuter)

Negation:nicht, kein/keine

Adjectives

Question word: was?

Antworte frei

Multiple Assessment (MA) (5 marks)

MA1 Family Tree

MA2 Landkarte von Deutschland (Map of Germany)

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- sprechen (Introduction)

PORTFOLIO 2- Diktat

Subject Enrichment (SE) (5 marks)

Mein Haus - Meine Wohnung (describe your house: collage)

Project (PROJ) (5 marks)

Holiday Homework on German Food, Culture & Festivals

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (50 marks)

Lektion 1 – Das Haus von Familie Weigel

Lektion 2 – Ein Besuch

Lektion 3 – Mautzi, unsere Katze.

Lektion 4 – Die Nachbarn von Familie Weigel

Section A: Reading (Reading comprehension)

Section B: Writing (E-Mail writing/ Paragraph writing)

Section C: Grammar (exercises from workbook)

Section D: Vocabulary (word list of the chapter)

Grammar Topics:

Definite Articles: der/die/das

Indefinite Articles: ein/eine/einen

Negation: nicht/kein/keine

Question Word: was/wo/wer/wie viele/ wie/woher

Verbs:möchten/mögen/haben/sein/trinken/sprechen/wohnen/kommen

Personal Pronouns: mir/dir/Ihnen

Adjektive

Farben

Haustiere

Sprachen und Länder

**** Subject to change as per DIRECTIVES**



GRADE – 6 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- Music and Singing

STUDENT'S COPY

LEARNING OUTCOMES

Music Gives soul to the universe, wings to the mind, flight to the imagination and life to everything (Plato)

Philosophy and Purpose of Music Education

Music is a universal human endeavor which exists in various contexts in all cultures. Music connects individuals and communities through the expression of thoughts and emotions. Musical experiences enhance our lives and enrich our understanding of ourselves and the world. music is a medium of self-expression.

IT enables the sharing of feelings, ideas and experiences. It has the capacity to cross cultural and social boundaries; it also helps us to understand culture through times.

Music plays important roles in encouraging social bond, strengthening social identities and national identity formation.

Music education therefore contributes to the appreciation and renewal of Indian cultural heritage and traditions.

Our music education philosophy embraces the belief that all children are musical and seek to develop their aural abilities to empower them, to appreciate and participate in music.

Program of Singing Training

: We would like to cover per month two songs from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box on the Google Class Room

: We would like to teach Basic common and Morden songs and will cover songs in other Language also, we will prepare the Children for Mélange, Tune and Tales and various combined assemblies, for example Republic Day and Independence Day assemblies, Christmas Carols and Easter assemblies, teachers day assemblies, Founder Day assemblies (Edmund Rice) and various festivals and celebrations and choir and Band Competitions.

: Selection criteria in the school Choir and in the school Band

: The person who plays the instruments Skill fully well and sing outstandingly Good will get a chance to participate in the school choir and in the school Band these students will go for inter-School Competition onsite and online.

: The students code of conduct and his presentation will also be taken into consideration.

Assessment Tools

Teaching to a middle school class a song in an effective way to get all singers in an ensemble to technically and musically improve.

When all singers learn as a soloist.

Students should Focus on their range

1. **Flexibility Tone**
2. **Phrase Shape**
3. **Language Skills**
4. **Overall Musicality**
5. **Stage performance**

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Per Month Two Songs Selection For Mélange Solo for classes 6th and 7th Rock Band Selection Five Members	Per Month Two Songs Practice For Mélange Solo Song Band Genre Rock Five members	Per Month Song Practice For Mélange Solo Song Band Genre Rock Five members	Independence, day Assembly Selection For Tune And Tales Choir	Teacher's Day Assembly Vocal Test
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Gandhi Jayanti Assembly Practice for Tune and Tales & And Sports Day	Two Songs and Carols Sports Day Practice for Tune and Tales	Christmas Carols and Songs Tunes and Tales	Republic Day Assembly Vocal Test	Vocal Test

Assessment Planner

PA-1

Assessment Planner Term -1

Graded Singing Levels :- Key Features in singing Exam at classes 4 – level

:- Dynamics , Lyrics, Rhythms, short and Long Phrases

:- The Basic fundamentals of music and Songs for example :- Edmund Rice songs ,Prayer song, School song, School anthem ,National Anthem, Patriotic Songs, Melange Solo Category Voices of Peace and Band Category Unison Jam

:- Small Major intervals and Basic Rhythms pattern

For example 3/4, 2/4,

Day -3 Music Club

Introduction of the Instruments western and Indian

Guitar and Keyboard

Major Chords for Guitar and Keyboard

Major Scales For Guitar and Keyboard

Singing Exams will be conducted in September.

Criteria for Assessing the Graded Singing Levels

GRADE PITCH RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE

OUTSTANDING	Highly accurate notes and intonation Plus Perfect Rhythm (A)
MERIT	Largely accurate notes and intonation and Good Rhythm sense (B)
PASS	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 st Beat/ Or sing in the Group of Boys

PA-2

Assessment Planner Term -2

Graded Singing Levels :- Key Features in singing Exam at classes 4 – level

:- Dynamics , Lyrics, Rhythms, short and Long Phrases

:- The Basic fundamentals of music and Songs for example :- Songs on Friendship And Unity, Let there be Peace, Songs on other languages ,Tunes and Tales Carols, and Christmas Song

:- Small Major intervals and Basic Rhythms pattern

For example 3/4, 2/4, 4/4

Songs of their Choices

Minor Chords For Guitar and Keyboard

Minor Scales for Guitar and Keyboard

Tune and Tales

Singing exam will be conducted in February

Criteria for Assessing the Graded Singing Levels

GRADE PITCH RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE

OUTSTANDING	Highly accurate notes and intonation Plus Perfect Rhythm (A)
MERIT	Largely accurate notes and intonation and Good Rhythm sense (B)
PASS	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 st Beat/ Or sing in the Group of Boys (C)

Subject Enrichment (SE) (5marks)

Project(PROJ) (5 marks)

Club Activity Making Charts

Writing Songs in the Music Copy

Making a diagram of Guitar, Drum set, and Keyboard and Label it

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

**** Subject to change as per DIRECTIVES**

GRADE 6 - Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT : - संस्कृत STUDENTS' COPY

LEARNING OUTCOMES

छात्र निम्न तथ्यों को समझने में सक्षम होंगे -

- संस्कृत शब्दों (व्याकरणिक एवं व्यावहारिक शब्द) का परिचय एवं संस्कृत में शुद्ध उच्चारण।
- भाषिक तत्वों के श्रवण, भाषण, पठन तथा लेखन कौशल का विकास।
- पाठों में निहित श्लोकों / पाठों के माध्यम से छात्रों में नैतिक मूल्यों का विकास।
- रोचक कथाओं के पठन एवं अर्थ ग्रहण कौशल द्वारा कथा - घटनाक्रम संयोजन कर सकने की क्षमता का विकास।
- निर्देशों के आधार पर प्रश्न - उत्तर की क्षमता व भाषा अनुवाद का कौशल विकसित करना।

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
पाठ - 1 वर्णमाला, वर्ण - विच्छेद, वर्ण - संयोजन पाठ - 2 एषःकः? एषा का?... व्यावहारिक शब्द - पुष्पाणि नाम्नानि , अपठित गद्यांश, चित्रवर्णनम्	P.A. - 1 Papers पाठ - 3 अहं च त्वं च पाठ- 4 अहं प्रातः उत्तिष्ठामि व्यावहारिक शब्द- वर्णाणि , खगानि नाम्नानि (रंगों, पक्षियों के नाम), अपठित गद्यांश	पाठ- 5 शूराः वयं धीराः वयं, पाठ- 6 सः एव महान् चित्रकारः धातुरूप - लट् लकार वर्तमान काल (पठ्, नम्) शब्द रूप - (बालकः)	संख्यागणना ननु सरला (गिनती) पाठ - 7 अतिथिदेवो भव	समस्त कार्य की पुनरावृत्ति अपठित गद्यांश (अर्धवार्षिक परीक्षा) Term 2 - कोर्स व्यावहारिक शब्दः - शाकानि नाम्नानि (सब्जियों के नाम) फलानि नाम्नानि (फलों के नाम) , अव्यय धातुरूप - लट् लकार वर्तमान काल (पठ् ,खाद्), चित्रवर्णनम्
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
पाठ 8 - बुद्धिः सवार्थसाधिका, पाठ - 12 आलस्यं हि.... शब्द रूप - बालिका	P.A. - 2 Papers पाठ - 9 यो जानाति सः पण्डितः पाठ- 13 संख्यागणना ननु सरला (गिनती)	पाठ- 11 पृथिव्यां त्रीणि रत्नानि शब्द रूप - फलम्, व्यावहारिक शब्द - खगानि नाम्नानि (पक्षियों के नाम)	पाठ - 14 माधवस्य प्रियम् अङ्गम् पाठ - 15 वृक्षाः सत्पुरुषाः इव चित्रवर्णनम्	समस्त कार्य की पुनरावृत्ति (अपठित गद्यांश) (वार्षिक परीक्षा)

धातुरूप - लट्लकार वर्तमान काल (पच) व्यावहारिक शब्द - प्रकृति उपहाराः इदानीं कः समयः (पृष्ठ -61) चित्रवर्णनम् अपठित गद्यांश				
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ASSESSMENT PLANNER

PA-1 (20 Marks)

साहित्य - पाठ - 1, 2 व्याकरण - व्यावहारिक शब्द - पुष्पाणि नाम्नानि, चित्रवर्णनम्, अपठित गद्यांश

HALF YEARLY (50 Marks)

साहित्य - पाठ - 3 अहं च त्वं च, पाठ- 4 अहं प्रातः उत्तिष्ठामि, पाठ - 5 शूराः वयं धीराः वयं, पाठ- 6 सः एव महान् चित्रकारः, पाठ 7 - अतिथिदेवो भव
 धातुरूप - लट्लकार वर्तमान काल (पठ, नम्), शब्द रूप - (बालकः), गणना (गिनती), अव्यय, चित्रवर्णनम्,
 व्यावहारिक शब्द - खगानि नाम्नानि (पक्षियों के नाम), वर्णाणि नाम्नानि (रंगों के नाम), अपठित गद्यांश

PA-2 (20 Marks)

साहित्य - पाठ - 8 बुद्धिः सवार्थसाधिका पाठ - 10 आलस्यं हि मनुष्याणां..., शब्द रूप - बालिका, धातुरूप - लट्लकार वर्तमान काल (पच), इदानीं कः समयः (पृष्ठ - 61)
 व्यावहारिक शब्द - प्रकृति उपहाराः, चित्रवर्णनम्, अपठित गद्यांश

ANNUAL EXAMINATION (50 Marks)

साहित्य - पाठ - 9 यो जानाति सः पण्डितः, पाठ - 11 पृथिव्यां त्रीणि रत्नानि, पाठ - 13 संख्यागणना ननु सरला, पाठ - 14 माधवस्य प्रियम् अङ्गम्, पाठ - 15 वृक्षाः सत्पुरुषाः इव
 व्यावहारिक शब्दः - शाकानि नाम्नानि (सब्जियों के नाम), खगानि नाम्नानि (पक्षियों के नाम), फलानि नाम्नानि (फलों के नाम), धातुरूप - लट्लकार - वर्तमान काल (पच, पत्, खाद्), शब्द रूप - बालिका, फलम्, गणना, चित्रवर्णनम्, अपठित गद्यांश

MULTIPLE ASSESSMENT (5 Marks)

MULTIPLE ASSESSMENT-1 (MA-1)

पाठ 10 - त्वं आपणम् गच्छ

MULTIPLE ASSESSMENT-2 (MA -2)

श्लोक वाचन

PORTFOLIO ASSESSMENT (5 marks)- Notebook-3 Marks + Activity-2 Marks

PORTFOLIO ASSESSMENT (PORT-1)

TERM- 1 धातु रूप वाचन

PORTFOLIO ASSESSMENT (PORT-2)

TERM- 2 कारक Activity

PROJECT (PROJ) - (5 Marks)

पाठ - 12 आलस्यं हि मनुष्याणां शरीरस्थो महान् रिपुः

SUBJECT ENRICHMENT (SE) - (5 Marks)

पाठ - 6 सःएव महान् चित्रकारः (दिल्ली के सह राज्य संबंधित गतिविधि)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*

**** Subject to change as per DOE DIRECTIVES**



COUNSELING CURRICULUM (2026-2027)

APRIL – SELF-AWARENESS (Knowing Myself)

- **Grades 4–5**
 - My likes, dislikes, strengths
 - Identifying basic emotions
 - What makes me unique
- **Grades 6–7**
 - Personality traits
 - Emotional triggers
 - Strengths and weaknesses
- **Grades 8–10**
 - Self-concept and identity
 - Strengths, weaknesses, blind spots
 - Self-image vs others' perception

MAY – EMPATHY (Understanding Others)

- **Grades 4–5**
 - Recognizing others' feelings
 - Being kind and helpful
- **Grades 6–7**
 - Perspective-taking
 - Understanding different situations
- **Grades 8–10**
 - Cognitive vs emotional empathy
 - Respecting differences (opinions, backgrounds)

JULY – EFFECTIVE COMMUNICATION

- **Grades 4–5**
 - Kind vs hurtful communication
 - Listening skills
- **Grades 6–7**
 - Assertive communication
 - Expressing feelings appropriately
- **Grades 8–10**
 - Assertiveness vs aggression vs passivity
 - Handling conflicts through communication

AUGUST – INTERPERSONAL RELATIONSHIPS

- **Grades 4–5**
 - Qualities of a good friend
 - Sharing and cooperation
- **Grades 6–7**
 - Peer influence
 - Friendship conflicts
- **Grades 8–10**
 - Healthy vs unhealthy relationships
 - Boundaries and respect

SEPTEMBER – DECISION-MAKING

- **Grades 4–5**
 - Making simple choices
 - Understanding consequences
- **Grades 6–7**
 - Short-term vs long-term decisions
 - Responsibility for choices
- **Grades 8–10**
 - Decision-making under peer pressure

- Evaluating consequences and risks

OCTOBER – PROBLEM SOLVING & CRITICAL THINKING

- **Grades 4–5**
 - Identifying problems
 - Thinking of possible solutions
- **Grades 6–7**
 - Steps of problem solving
 - Thinking before reacting
- **Grades 8–10**
 - Logical thinking and analysis
 - Recognizing thinking errors and biases

NOVEMBER – CREATIVE THINKING

- **Grades 4–5**
 - Thinking differently
 - Exploring multiple ideas
- **Grades 6–7**
 - Flexible thinking
 - Looking at problems in new ways
- **Grades 8–10**
 - Reframing situations
 - Innovation and perspective shift

DECEMBER – COPING WITH EMOTIONS

- **Grades 4–5**
 - Identifying emotions
 - Basic emotion control
- **Grades 6–7**

- Managing anger and frustration
- Understanding emotional reactions
- **Grades 8–10**
 - Emotional regulation
 - Thought–emotion connection

JAN–FEB – COPING WITH STRESS (EXAM FOCUS)

- **Grades 4–5**
 - Understanding stress
 - Basic calming strategies
- **Grades 6–7**
 - Stress and body responses
 - Managing academic pressure
- **Grades 8–10**
 - Performance anxiety
 - Building resilience and coping strategies