



GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: SOCIAL

STUDIES

STUDENTS' COPY

LEARNING OUTCOMES

The students will be able to:

- 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.
- 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.
- Relate Social Studies concepts to contemporary global challenges and the Sustainable Development Goals (SDGs), enhancing critical thinking and awareness.

Curriculum Planner

<p><u>April</u></p> <p><u>History:</u> Timeline and Sources of History</p> <p><u>Geography:</u> Locating Places on the Earth</p>	<p><u>May</u></p> <p><u>Civics:</u> Unity in Diversity, or 'Many in the One'</p> <p>Revision for PA 1</p>	<p><u>July</u></p> <p><u>History:</u> India's Cultural Roots</p> <p><u>Geography:</u> Oceans and Continents</p> <p><u>History:</u> The Beginnings of Indian Civilisation</p>	<p><u>Aug</u></p> <p><u>Economics:</u> The Value of Work</p> <p><u>Civics:</u> Grassroots Democracy – Part 1 Governance</p>	
<p><u>Oct</u></p> <p><u>Geography:</u> Landforms and Life</p> <p><u>Civics:</u> Grassroots Democracy — Part 2: Local Government in Rural Areas</p> <p><u>History:</u> India, That is Bharat</p>	<p><u>Nov</u></p> <p><u>History:</u> India, That is Bharat (continued)</p> <p>Revision for PA 2</p> <p><u>Economics:</u> Economic Activities Around Us</p>	<p><u>Dec</u></p> <p><u>Economics:</u> Economic Activities Around Us (continued)</p> <p><u>Civics:</u> Grassroots Democracy — Part 3: Local Government in Urban Areas</p>	<p><u>Jan</u></p> <p><u>Civics:</u> Grassroots Democracy — Part 3: Local Government in Urban Areas (<i>continued</i>)</p> <p><u>Civics:</u> Family and Community</p>	<p><u>Feb</u></p> <p>Map Work – States of India, Neighbouring Countries, Oceans and Continents (to be tested)</p> <p>Revision for Term 2 Final Exams</p>

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

Multiple Assessment (MA) (5 marks)

MA1- Inscription Making on A4 size sheet (Parchment - Coffee
Painting) **MA2- Seal making with clay from ancient India**

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

**PORTFOLIO 1- Activity – Make a Card with a message for the people of Indus Valley
Civilisation** **PORTFOLIO 2- Activity- Written Quiz on Economic vs. Non-economic Activities.**

Subject Enrichment (SE) (5 marks)

EBSB Paired State Transdisciplinary Project: Make an Accordion Book on Tourism in Andaman & Nicobar Islands/ Lakshadweep

2

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

T1+T2

Annual (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*

*** Subject to change as per DIRECTIVES**

GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT:- SCIENCE

STUDENTS' COPY

Curriculum Planner			
<u>April</u> L.1 THE WONDERFUL WORLD OF SCIENCE L.2 DIVERSITY IN THE LIVING WORLD L-4 EXPLORING MAGNETS	<u>May</u> L- 6 MATERIALS AROUND US	<u>July</u> L-9 METHODS OF SEPARATION IN EVERYDAY LIFE L- 8 A JOURNEY THROUGH STATES OF WATER	<u>Aug</u> L-3 MINDFUL EATING: A PATH TO A HEALTHY BODY
<u>Oct</u> L-7 TEMPERATURE & ITS MEASUREMENT L-12 BEYOND EARTH	<u>Nov</u> L-10 LIVING CREATURES – EXPLORING THEIR CHARACTERISTICS	<u>Dec</u> L-11 NATURE’S TREASURES	<u>Jan</u> L-5 MEASUREMENT OF LENGTH & MOTION
Assessment Planner			

PA-1 (20 marks)

- L-2 DIVERSITY IN THE LIVING WORLD
- L-4 EXPLORING MAGNETS

Half Yearly (60 marks)

- L-2 DIVERSITY IN THE LIVING WORLD
- L-3 MINDFUL EATING: A PATH TO A HEALTHY BODY
- L-4 EXPLORING MAGNETS
- L-6 MATERIALS AROUND US
- L-8 A JOURNEY THROUGH STATES OF WATER
- L-9 METHODS OF SEPARATION IN EVERYDAY LIFE

PA-2 (20 marks)

- L-7 TEMPERATURE & ITS MEASUREMENT
- L-12 BEYOND EARTH

Multiple Assessment (MA) (5 marks)

MA1: Paste pictures of any two Millets and write their nutritional values.

MA2: Record the maximum and minimum temperatures; and Air Quality Index (AQI) for 3 days. Present the data in a tabular form.

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PORTFOLIO 1 - Paste a picture of a plant/ animal on an A4 sheet and draw its habitat around it.

PORTFOLIO 2 – Draw a pictographic representation of any one of the following constellations on an A4 sized sheet of paper: Canis major, Taurus or Orion.

Subject Enrichment (SE) (5 marks)

List the ingredients and nutritional values of any two dishes traditional to Sikkim.

Project (PROJ) (5 marks)

Make a flyer on any two deficiency diseases, write their causes and symptoms.

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (60 marks)

- L-5 MEASUREMENT OF LENGTH & MOTION
- L-7 TEMPERATURE & ITS MEASUREMENT
- L-10 LIVING CREATURES – EXPLORING THEIR CHARACTERISTICS
- L-11 NATURE'S TREASURES
- L-12 BEYOND EARTH
- **L-3 MINDFUL EATING: A PATH TO A HEALTHY BODY**

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



GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :-MATHS

STUDENTS' 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.
- Understand basics of geometry including point, line, ray, line segment and angle in order to understand more advanced topics in geometry such as the 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 the 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 square.
- Identify the lines of symmetry in various shapes 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>
<ul style="list-style-type: none"> • Number Play • Data handling and Presentation 	<ul style="list-style-type: none"> • Data Handling and presentation (cont.) 	<ul style="list-style-type: none"> • Fractions • Prime Time 	<ul style="list-style-type: none"> • Prime Time (cont.) • Lines and Angles

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PA-2 (20 marks)

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Multiple Assessment (MA) (5 marks)

MA1

TOPIC : LINES AND ANGLES

ACTIVITY: Draw any three different types of triangles such as isosceles, equilateral, right or obtuse triangle

MA2

TOPIC: THE OTHER SIDE OF ZERO (INTEGERS)

ACTIVITY: Art integrated activity on addition and subtraction of integers

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<div> <div>PORTFOLIO 1</div> <div>TOPIC:</div> <div>FRACTIONS</div> <div>ACTIVITY: Represent any two pairs of equivalent fractions diagrammatically</div> </div>
<div> <div>PORTFOLIO 2</div> <div>TOPIC: CONSTRUCTIONS</div> <div>ACTIVITY: Construct a pentagonal house with a door and a window using a ruler and compass.</div> </div>

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ACTIVITY: Represent the population of Sikkim using a bar graph.

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

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 marks)

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

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



GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

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>
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

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> • DRILL PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	<ul style="list-style-type: none"> • DRILL PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)	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
Mark 5 A	
Mark 4 B	
Mark 3 C	
Mark 2 C	
Mark 1 C	

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



GRADE 6

Curriculum & Assessment Annual Planner

2025-2026

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>MODUL-1 LEKTION -1</u> <u>"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

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>
<u>MODUL-2</u>	<u>L-2 "Ein Besuch"</u>	<u>L-3 "Mautzi, unsere Katze"</u>	<u>L-4 "Die Nachbarn von Familie Weigel"</u>

<u>L1 "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 	<ul style="list-style-type: none"> • Verbs: "möchten" • Personal pronouns: mir, dir, Ihnen. • Phonetic s: Ending and pauses within a word/ sentence 	<ul style="list-style-type: none"> • Forms of mögen and haben. • Accusative case • Negation of Indefinite articles. • Phonetics: Combination of Consonants. 	<ul style="list-style-type: none"> • Verb: sprechen • The impersonal structure "man" • Question Word: Woher? • Preposition: aus • Phonetics: Consonants 	<ul style="list-style-type: none"> • Revision for Annual
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Assessment Planner
<p align="center">PA-1 (20 marks)</p> <p>Lektion 1- Hallo</p> <p>Section A: Reading (Reading comprehension)</p> <p>Section B: Writing (E-Mail writing)</p> <p>Section C: Grammar (exercises in workbook)</p> <p>Section D: Vocabulary (word list of the chapter)</p>
<p align="center"><u>Half Yearly (50 marks)</u></p> <p>Lektion 1 – Hallo</p> <p>Lektion 2 – Das ist meine Familie</p> <p>Lektion 3 – Hast du Geschwister?</p> <p>Lektion 4 – Wo wohnt ihr?</p> <p>Section A: Reading (Reading comprehension)</p> <p>Section B: Writing (E-Mail writing/ Paragraph writing)</p> <p>Section C: Grammar (Exercises from workbook)</p> <p>Section D: Vocabulary (word list of the chapter)</p>

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)

Multiple Assessment (MA) (5 marks)

MA1 sprechen (Introduction)

MA2 hören (MCQ)

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- Mein Haus - Meine Wohnung

PORTFOLIO 2- Laufdiktat

Subject Enrichment (SE) (5 marks)

Family Tree

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)

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



GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: - PE

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.**

<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. Drill Practice 5. Football Instep Kick Out Step Kick 6. 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. Drill Practice 3. Cricket Flat & High Catch (Orthodox cup) 4. Athletics Selection 5. Rules & Regulation	1. Marching 2. Drill Practice 3. Term One Assessment 4. Athletics Practice 5. Volleyball Under hand Serving 6. Rules & Regulation	1. Marching 2. Drill Practice 3. Athletics Practice 4. Volleyball Tennis Serving 5. Rules & Regulation
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
1. Marching 2. Drill Practice 3. Athletic Practice 4. Rules & Regulation	1. Marching 2. Drill Practice 3. Athletics Practice 4. Rules & Regulation	1. Cricket Front Foot Drive Back Foot Drive 2. Cricket Selection 3. Cricket Match 4. Match Practice 6. Volleyball Forearm Underhand Passing	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. Volleyball Upper hand Passing 4. Match Practice

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Assessment Planner
<u>Half Yearly (5 marks)</u>

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

TERM -2 (Feb)	Game: - Cricket	C H E C K L I S T
Grade criteria	Skill :- FLAT CATCH WITH ORTHODOX CUP	
Mark 5 A		1
Mark 4 B		2
Mark 3 C		3 T R Y

				N G T O C O M E U N D E R T H E B A L L -1
Mark 2 C				
Mark 1 C				
		THROUGH		4
				5

** Subject to change as per DIRECTIVES



GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

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>
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)

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</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 – Los verbos regulares, Los verbos irregulares, La escuela (Descripción de la escuela)	Lesson 7 and 8 Los Adjetivos, El cuerpo humano, el verbo gustar, Picture description

	mi casa			
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Assessment Planner
<p align="center"><u>PA-1 (20 marks)</u></p> <p align="center">Lesson 1, Los Saludos y las despedidas, Gender of Noun, Numbers 1-30, language and language family</p> <p align="center">Vocabulario (Chapter 1)</p>
<p align="center"><u>Half Yearly (50 marks)</u></p> <p>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.</p>
<p align="center"><u>PA-2 (20 marks)</u></p> <p>Lesson 4 and 5</p> <p>Comprension de lectura (Feliz Cumpleaños)</p> <p>Ser Vs Estar, Los números. Descripción de la casa, Vocabulary (Signos del Zodiaco, Cosas de la casa)</p>
<p align="center"><u>Multiple Assessment (MA) (5 marks)</u></p> <p>MA1 - Dialogue writing</p> <p>MA2 – Picture Description</p>

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 : Spain infographics

(Draw an picture infographics of spain and mention all relevant informations as instructed)

Work completion - 2

Timely submission – 1

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

Project (PROJ) (5 marks)

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 , Vocab - Cuerpo

Humano Numbers – 0 - 1000

Writing - Nuestra Escuela



GRADE 6 Curriculum & Assessment Annual Planner

2025-26

SUBJECT :-LIBRARY

STUDENT'S COPY

LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Introduction to different genre – objective—will be able to understand and differentiate among the different kind of genre. It cultivates reading habits in students It develops their interest in using the library.
- Related Vocabulary – objective – students will learn new words and their usage.
- Newspaper Scavenging : Search information about related topic from newspapers & paste them in their scrap book / fact file or present in the class.
- 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.

Following titles for compulsory reading:

- BLUE UMBRELLA BY RUSKIN BOND(APRIL -MAY)
- MATILDA BY ROALD DAHL (June- July)
- REFUGEE BY ALAN GRANTZ (August – Sept)
- 4)FANTASTIC MR. FOX BY ROALD DAHL (Oct – Nov)
- THE ROOM ON THE ROOF BY RUSKIN BOND (DEC-JAN)

Curriculum
Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>
Library rules to be prepared by the class for their	Students will prepare their own dictionary	Reiteration of Library Rules	Read alone activity will take place.

<p>library class in the library period</p> <p>Discuss about different Genres and explore on it.</p> <p>Introduction of the book assigned to the students for the month of April and May.</p> <p>They will prepare quiz on the book.</p> <p>Independent reading will take place as well.</p>	<p>with the help of the newspaper.</p> <p>Independent reading will take place as well.</p> <p>5 question test from the book assigned for the month of April and May.</p>	<p>Book for the month of July and August will be introduced.</p> <p>Independent reading will take place as well.</p>	<p>Students will summarize the book which is assigned to them for the month of July and August</p> <p>Crossword will be prepared by the students</p>	<p>Book for the month of Sept and Oct will be introduced.</p>
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<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Read Aloud Activity 5 question test from the book assigned for the month of Sept and Oct	Self reading which will help them to be focus Book for the month of Nov and Dec will be introduced	Self reading which will help them to be focus 5 question test from the book assigned for the month of Nov and Dec	Self reading which will help them to be focus Book for the month of Jan and Feb will be introduced	Self reading which will help them to be focus 5 question test from the book assigned for the month of Jan and Feb

Assessment Planner
Half Yearly : Will be consider of the test taken in the library Annual Assessment : Will be consider of the test taken in the library

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



GRADE – 6 Curriculum & Assessment Annual Planner
2025-2026
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>
Per Month Two Songs Selection For Mélange Solo for classes 6 th and 7 th Band Selection Four Members & a singer	Per Month Two Songs Practice For Mélange Solo Song Acapella Band Genre Rock	Per Month Song Practice For Mélange Solo Song Acapella Band Genre Rock	Independence, day Assembly Practice For Tune And Tales
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>
Gandhi Jayanti Assembly Tune and Tales	Two Songs and Carols	Christmas Carols and Songs	Republic Day Assembly Vocal Test

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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
<p style="text-align: center;"><u>PA-2</u></p> <p style="text-align: center;"><u>Assessment Planner Term -2</u></p> <p style="text-align: center;">Graded Singing Levels :- Key Features in singing Exam at classes 4 – level</p>		
<p style="text-align: center;"><u>:- Dynamics , Lyrics, Rhythms, short and Long Phrases</u></p> <p style="text-align: center;"><u>:- 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</u></p> <p style="text-align: center;"><u>:- Small Major intervals and Basic Rhythms pattern</u></p> <p style="text-align: center;"><u>For example 3/4, 2/4, 4/4</u></p> <p style="text-align: center;"><u>Songs of their Choices</u></p> <p style="text-align: center;"><u>Minor Chords For Guitar and Keyboard</u></p> <p style="text-align: center;"><u>Minor Scales for Guitar and Keyboard</u></p> <p style="text-align: center;"><u>Tune and Tales</u></p> <p style="text-align: center;"><u>Singing exam will be conducted in February</u></p> <p style="text-align: center;"><u>Criteria for Assessing the Graded Singing Levels</u></p>		
GRADE	PITCH	RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE
<p style="text-align: center;"><u>Subject Enrichment (SE) (5marks)</u></p>		

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**



Academic Year 2025-26

Curriculum & Assessment Annual Planner

Subject:- Art and Craft (Student's Copy)

CLASS:- 6th

Curriculum Planner: TERM-1 and TERM- 2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>
. Fun and Learn (Transformation of basic shape into Object/ living things) .Paper Craft/Origami .Basic Drawing of object	.Color Blending Technique with Oil Pastel .Basic human drawing(proportion) .Paper Bag (using newspaper with slogan etc.)	.Drawing Human/Birds /Animal study . Composition on landscape .Origami Jumping frog .Paper Fish with Origami/Craft .Composition	.Basic Trees sketch with Oil pastel, watercolor .Origami Jumping Frog/papercraft .Flexible Paper Fish .Animal Drawing (Squirrel) .Drawing (Human Face study) .Paper Angry Bird .National Flag with Coloured Paper

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
.Paper Mask /Craft Jute Thread Work/Craft	.Imaginative Human Figure Composition	.New Year Greeting Card	.Thread Painting Stippling Art	.watercolor technique
.Paper Collage	.Christmas painting	.Christmas Decoration PenStand	.Object Painting	. Watercolor composition technique of water brush
.Texture painting	.Origami House/Home decor craft	.composition on Christmas Painting	.Basic Tree Sketch with Pencil	.Madhubani Painting (Technique, color combination and material)
.Diya Painting/ Flower pot painting		.Pen Stand	.	
.Imaginative Human Figure Composition				.composition .3d papercraft

Graded Ability Levels

Grade A: 81-100 Marks

Grade B: 61-80 Marks

Grade C: 41-60 Marks

Criteria for Assessing the Graded Levels

- Participation
- Creativity
- Imagination
- Inquisitiveness
- Timely completion and submission of work

Assessment Tools

- Art file
- Group Activities
- Involvement in Creative Work
- . Portfolio
- .Observation
- .Motivation
- .Originality
- Interest



GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

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

TERM 1 & TERM 2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>
<u>LITERATURE</u> - A Bottle of Dew -The Raven and the Fox <u>GRAMMAR</u> -Kinds of Sentences (Declarative, Interrogative, Imperative, Exclamatory) -Punctuations -Jumbled Sentences	<u>WRITING</u> -Descriptive Paragraph Writing. PA1 Revision <u>LITERATURE</u> -Rama to Rescue	<u>GRAMMAR</u> - Transitive and Intransitive verbs - Linking words. <u>LITERATURE</u> -A Friend's Prayer <u>WRITING</u> -Notice Writing.	<u>GRAMMAR</u> - Tenses (Simple and Continuous) - Determiners - Phrases and Clauses - Adverbs <u>LITERATURE</u> -The Chair
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>

<u>GRAMMAR</u> - Phrases and Clauses (recap)	<u>GRAMMAR</u> - Adverbs(recap) -Reported Speech	<u>GRAMMAR</u> - Subject Verb Agreement	<u>GRAMMAR</u> - Perfect Tenses -Adjectives and Degrees of Comparisons.	<u>GRAMMAR</u> -Reported Speech. (recap)
<u>LITERATURE</u> -The Unlikely Best Friend. -What a bird thought?	<u>LITERATURE</u> -The Kites. <u>WRITING</u> -Letter Writing (Informal)	<u>LITERATURE</u> -The Winner -Neem Baba	<u>LITERATURE</u> -Change of Heart	TERM2 REVISION Unseen Passage/Poem -National War Memorial

Assessment Planner	
<u>PA-1 (20 marks)</u>	
<u>Literature</u> -A Bottle of Dew -The Raven and the Fox	
<u>GRAMMAR</u> -Kinds of Sentences (Declarative, Interrogative, Imperative, Exclamatory) -Punctuations, Jumbled Sentences	
<u>WRITING</u> -Descriptive Paragraph Writing. -Unseen Passage	
<u>Half Yearly (60 marks)</u>	
<u>Literature</u> -A Bottle of Dew -The Raven and the Fox -Rama to Rescue -A Friend's Prayer -The Chair	
<u>GRAMMAR</u> -Kinds of Sentences - Determiners -Punctuations, Jumbled Sentences - Linking words - Transitive and Intransitive verbs - Tenses (Simple and Continuous)	
<u>WRITING</u> -Notice Writing. -Unseen Poem and Passage Comprehension	

PA-2 (20 marks)

GRAMMAR

- Phrases and Clauses

-Adverbs

LITERATURE

-The Unlikely Best Friend.

-What a bird thought?

WRITING

-Picture Composition

-Poem Comprehension

Multiple Assessment (MA) (5 marks)

MA 1- Yoga A Way of Life- Listening Comprehension

MA 2- Spices that Heal Us- Crossword

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

Portfolio 1- Tunes and Tales

Portfolio 2- Idiom Card

Subject Enrichment (SE) (5marks)

Ch- Humara Bharat Incredible India - Art Integrated paired state activity- Pamphlet Designing

Project(PROJ) (5 marks)

-Rama to Rescue - Comic Strip

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 marks)

GRAMMAR

- | | | |
|-----------------------|-------------------|--|
| - Phrases and Clauses | - Adverbs | - Subject Verb Agreement |
| - Perfect Tenses | - Reported Speech | - Adjectives and Degrees of Comparisons. |

LITERATURE

- | | |
|----------------------------|--------------------------------|
| -The Unlikely Best Friend. | -The Kites. |
| -The Winner | -Neem Baba -Change of Heart |

WRITING

- Informal Letter Writing
- Unseen Poem and Passage Comprehension

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



GRADE 6 Curriculum & Assessment Annual Planner

2025 - 2026

SUBJECT : - हिंदी

STUDENT'S COPY

LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे -

- 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।
- छात्र विभिन्न पठन - सामग्रियों में प्रयुक्त शब्दों, मुहावरों, विराम चिह्न, कारक चिह्न, लिंग, वचन, काल भेद व क्रिया आदि को समझते हुए उनका स्वतंत्र रूप से प्रयोग करना सीखेंगे।
- छात्र किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे।
- छात्र कविता, कहानी, नाटक व संस्मरण आदि को पढ़कर साहित्य की विविध विधाओं से परिचित होंगे।
- छात्र पढ़ी गई सामग्री पर चिंतन करते हुए परिचर्चा एवं तर्क - वितर्क करेंगे व भावों की अभिव्यक्ति सुंदर लेख में लिखेंगे।

Curriculum Planner

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

Assessment Planner	
<u>PA-1 (20 marks)</u>	
साहित्य - हार की जीत, मातृभूमि व्याकरण - लिंग, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश	
<u>Half Yearly (60 marks)</u>	
साहित्य - सत्रिया और बिहू नृत्य, रहीम के दोहे, गोल, चेतक की वीरता व्याकरण - वर्ण - विच्छेद / संयोजन, वचन, विलोम शब्द, अशुद्धि शोधन, संज्ञा - भेद, सर्वनाम, क्रिया, काल - भेद, कारक - चिह्न, विराम - चिह्न, अनुच्छेद - लेखन, चित्र - वर्णन, अपठित गद्यांश	
<u>PA-2 (20 marks)</u>	
साहित्य - हिंद महासागर में एक छोटा-सा हिंदुस्तान, पहली बूँद व्याकरण - विशेषण - भेद, पर्यायवाची शब्द, संवाद - लेखन, अपठित - गद्यांश	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1 - गोल	
MA2 - मैया मैं नहीं माखन खायो	
<u>Portfolio Assessment (PORT) (5 marks)</u>	
<u>(Notebook -3 marks + अभ्यास पत्र / Activity-2 marks)</u>	
PORTFOLIO 1 - उत्तरपुस्तिका + गतिविधियाँ	
PORTFOLIO 2 - उत्तरपुस्तिका + गतिविधियाँ	
<u>Subject Enrichment (SE) (5 marks)</u>	
दिल्ली के सहराज्य से संबंधित गतिविधि	
<u>Project (PROJ) (5 marks)</u>	
पेड़ की बात	
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>	
<u>Annual (60 marks)</u>	
साहित्य - परीक्षा, जलाते चलो, पेड़ की बात, मेरी माँ, मैया मैं नहीं माखन खायो व्याकरण - लिंग, क्रिया, काल - भेद, कारक - चिह्न, विराम - चिह्न, पर्यायवाची शब्द, मुहावरे, अनेक शब्दों के लिए एक शब्द, विशेषण - भेद, चित्र - वर्णन, अनुच्छेद - लेखन / अनौपचारिक - पत्र, अपठित गद्यांश	

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



GRADE 6 Curriculum & Assessment Annual Planner

2025 - 2026

SUBJECT : संस्कृत

STUDENT'S 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

April	May	July	Aug	Sep
पाठ - 1 वर्णमाला, वर्ण - विच्छेद, वर्ण - संयोजन पाठ - 2 एषः कः? एषा का?... चित्रवर्णम् <u>व्यावहारिक शब्द -</u> <u>पुष्पाणि नाम्नानि</u> <u>अपठित गद्यांश</u>	P.A. - 1 Papers पाठ - 3 अहं च त्वं च, पाठ - 4 अहं प्रातः उत्तिष्ठामि <u>व्यावहारिक शब्द -</u> <u>वर्णाणि नाम्नानि</u> <u>(रंगों के नाम)</u>	पाठ - 5 शूराः वयं धीराः वयं, पाठ - 6 सः एव महान् चित्रकारः धातुरूप - लटलकार 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 <u>व्यावहारिक शब्दः -</u> <u>शाकानि नाम्नानि</u> <u>(सब्जियों के नाम)</u> <u>फलानि</u> <u>नाम्नानि (फलों के</u> <u>नाम), अव्यय</u> धातुरूप - लटलकार वर्तमान काल (पठ् ,खाद्), चित्रवर्णनम्

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>पाठ 8 - बुद्धिः सवार्थसाधिका,</p> <p>पाठ - 12 आलस्यं हि....</p> <p>शब्द रूप - बालिका</p> <p>धातुरूप - लटलकार वर्तमान काल (पच)</p> <p><u>व्यावहारिक शब्द - प्रकृति उपहाराः</u></p> <p>इदानीं कः समयः (पृष्ठ - 61)</p> <p>चित्रवर्णनम्</p> <p>अपठित गद्यांश</p>	<p>P.A. - 2 Papers</p> <p>पाठ - 9 यो जानाति सः पण्डितः, पाठ- 13 संख्यागणना ननु सरला (गिनती)</p>	<p>पाठ- 11 पृथिव्यां त्रीणि रत्नानि</p> <p>शब्द रूप - फलम्, व्यावहारिक शब्द - खगानि नाम्नानि (पक्षियों के नाम)</p>	<p>पाठ - 14 माधवस्य प्रियम् अङ्गम्</p> <p>पाठ - 15 वृक्षाः सत्पुरुषाः इव चित्रवर्णनम्</p>	<p>समस्त कार्य की पुनरावृत्ति (अपठित गद्यांश)</p> <p>(वार्षिक परीक्षा)</p>

Assessment Planner		
<p><u>PA-1 (20 marks)</u></p> <p>साहित्य - पाठ - 1, 2 व्याकरण - <u>व्यावहारिक शब्द</u> - पुष्पाणि नाम्नान, चित्रवर्णनम्, अपठित गद्यांश</p>		
<p><u>Half Yearly (60 marks)</u></p> <p>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</p> <p>धातुरूप - लटलकार वर्तमान काल (पठ, नम), शब्द रूप - (बालकः), गणना (गिनती), अव्यय, चित्रवर्णनम् <u>व्यावहारिक शब्द</u> - खगानि नाम्नानि (पक्षियों के नाम), वर्णाणि नाम्नानि (रंगों के नाम), अपठित गद्यांश</p>		
<p><u>PA-2 (20 marks)</u></p> <p>साहित्य - पाठ - 8 बुद्धिः सवार्थसाधिका पाठ - 10 आलस्यं हि मनुष्याणां..., शब्द रूप - बालिका, धातुरूप - लटलकार वर्तमान काल (पच), इदानीं कः समयः (पृष्ठ - 61)</p> <p><u>व्यावहारिक शब्द</u> - प्रकृति उपहाराः, चित्रवर्णनम्, अपठित गद्यांश</p>		
<p><u>Multiple Assessment (MA) (5 marks)</u></p> <table border="1"> <tr> <td>MA- 1 पाठ 10 - त्वं आपणम् गच्छ</td></tr> <tr> <td>MA- 2 श्लोक वाचन</td></tr> </table>	MA- 1 पाठ 10 - त्वं आपणम् गच्छ	MA- 2 श्लोक वाचन
MA- 1 पाठ 10 - त्वं आपणम् गच्छ		
MA- 2 श्लोक वाचन		

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

TERM- 1 धातु रूप वाचन

TERM- 2 कारक Activity

Subject Enrichment (SE) (5 marks)

पाठ - 6 सःएव महान् चित्रकारः (सह राज्य- अंडमान निकोबार, लक्षद्वीप)

Project(PROJ) (5 marks)

पाठ - 12 आलस्यं हि मनुष्याणां शरीरस्थो महान् रिपुः

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 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 - लट् लकार - वर्तमान काल (पच्, पत्, खाद्), शब्द रूप - बालिका, फलम्, गणना, चित्रवर्णम्, अपठित गद्यांश

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



GRADE 6 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- Computer Science

STUDENTS' 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 are they 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>
Chapter 1: Introduction to Coding (Pages 2-5)	Chapter 2: Algorithm with Block Coding (Pages 9-18)	Chapter 3: Variables using Block Coding (Pages 19-21)	Chapter 3: Variables using Block Coding (Pages: 23(before Assignment Operator), 33-36)	Revision and Worksheet
Chapter 2: Algorithm with Block Coding (Pages 6-8)	Revision and Worksheet			Half Yearly Exam
	PA1 Exam			
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Chapter 4: Control with Conditionals (Pages 37-39) (Before combining Logical Operators), page 40 (from Relational Operators)-46 (Before Nested Condition)	Revision and Worksheet	Chapter 4: Control with Conditionals (Pages 50 contd..(from Quiz) to 52	Chapter 5: Loops using Block Coding (Pages 55(from different types of loops) to 57(Before FOR Loop))	Chapter 5: Loops using Block Coding (Pages 57 Contd... (from FOR Loop) to 58 (Before Nested Loop)
	PA2 Exam	Chapter 5: Loops using Block Coding (Pages 54-55 (before different types of loops))		Revision and Worksheets
	Chapter 4: Control with Conditionals (Pages 46 (from Nested Condition) to 50 (Before Quiz))			Annual Exam

Assessment Planner	
<u>PA-1 (20 marks)</u>	
Chapter 1: Introduction to Coding (Pages 2 to 5) Chapter 2: Algorithm with Block Coding (Pages 6 to 18)	
<u>Half Yearly (30 marks)</u>	
Chapter 1: Introduction to Coding (Pages 2 to 5) Chapter 2: Algorithm with Block Coding (Pages 6 to 18) Chapter 3: Variables using Block Coding (Pages 19 to 21), (Pages: 23(before Assignment Operator), 33 to 36)	
<u>PA-2 (20 marks)</u>	
Chapter 4: Control with Conditionals (Pages 37 to 39 (Before combining Logical Operators), page 40 (from Relational Operators) to 46 (Before Nested Condition))	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1: Create a Flowchart on the given topic related to Andaman and Nicobar Islands.	
MA2: Create a Pseudocode on the given topic related to Andaman and Nicobar Islands.	
<u>Portfolio Assessment (PORT) (5 marks)</u>	
<u>(Notebook -3 marks + Activity-2 marks)</u>	
PORTFOLIO 1- 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.	
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.	
<u>Subject Enrichment (SE) (5marks)</u>	
<ul style="list-style-type: none"> • 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. 	
<u>Project (PROJ) (5 marks)</u>	
<ul style="list-style-type: none"> • Students will be asked to create a program on Arcade.Makecode.Org as per the instructions given on the topic related to Sikkim. • Artistic skills will also be integrated with the above given task. 	
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>	
<u>Annual Exam (30 marks)</u>	
Chapter 3: Variables using Block Coding (Pages 19 to 21, 23(before Assignment Operator), Pages 33 to 36) Chapter 4: Control with Conditionals (Pages 37 to 39 (Before combining Logical Operators), page 40 (from Relational Operators) to 52) Chapter 5: Loops using Block Coding (Pages 54 to 58 (Before Nested Loop))	

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