Sr.	Content/	Month	I coming Objections	Expected Learning	Activity/	Tooching Aid	Aggoggmont
No.	Topic	No.of days	Learning Objectives	Outcome Practical		Teaching Aid	Assessment
1	Bridge	April 14	Students will be able to:-	Students would be			
	Course			able to:-			
2	Knowing Our	April 14	Students will be able to :-	Students would be	Expand the	Materials	Assessment
	Numbers		-Find the place value of the digit in order to list	able to :-	given number in	required:	will be done
			total numbers	Applies appropriate	order to know	Algebraic tiles,	on
			-Expand the given number in order to know the	Operations	the place value	arrow cards	the basis of
			place value of a given digit in a particular	(addition,	of a given digit		decided
			number.	subtraction,	in a particular		rubrics.
			- Write the 9 digits number in expanded form	multiplication	number.		
			in order to write its number name.	and division) in			
			- Round off the numbers in order to find their	order to solves			
			sum and	problems			
			difference easily.	Involving large			
			- Round off the numbers in order to find their	numbers.			
			product easily.				
			- Use bracket to solve the problem in order to				
			make calculation quick and to avoid confusion				
			- Write numbers in the form of roman				
			numerals				
			-Apply the rules of roman numbers operations				
			in order to perform arithmetic operation on				

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Sr.	Content/	Month	Looming Objectives	Expected Learning	Activity/	Teaching Aid	Assessment
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	reaching Aid	Assessment
			them				
3		April 05	Students will be able to :-	Students would be	Adding Whole	Place Value	Assessment
	Whole	Days	- Understand the predecessor of One in order	able to :-	Numbers	Chart & Blocks	will be done
	Numbers	June 08	to know the whole number.	Students will be	(Group Activity)		on
		Days	-Explain the whole number in order to know	able to show how to			the basis of
			the predecessor of 1 and the	use place value to			decided
			subtraction of the two same number.	round whole			rubrics.
			-Draw the Number line in order to represent	numbers.			
			the whole number.				
			-Draw a number line in order to find the				
			predecessor and successor of a given number				
			-Represent the Numbers on Number line in				
			order to perform number operation.				
			-Apply properties of whole number in order to				
			simplify arithmetic expression.				
			-Represent numbers in order to form line,				
			rectangle, triangle and a square.				
			-Form number patterns in order to verbal				
			calculation and to understand numbers better.				
4	Playing With	June 09	Students will be able to :-	Students would be	Let's make	Bottle tops,	Assessment
	Numbers	Days	-Arrange the numbers in a row in order to	able to :-	rectangles	Beads, Pebbles.	will be done
		July 03	determine the factors of a given number.	-Identifies number			on
		Days	-Determine the numbers which exactly divide	patterns through			the basis of

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Sr.	Content/	Month	Learning Objectives	Expected Learning	Activity/	Teaching Aid	Assessment
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	reaching Aid	Assessment
			the given number in order to find the factors.	factorization in			decided
			-Write the factors of a given number in order to	order to recognise			rubrics.
			determine prime and composite numbers.	and appreciate			
			-Evaluate the factors of given two or more	(through patterns)			
			numbers in order to find the common factors	the broad			
			and multiples.	classification of			
			-Apply the rules of divisibility in order to find	numbers as even,			
			the factors of a number quickly.	odd, prime, co-			
			-Factorise a number through prime	prime, etc.			
			factorisation in order list the primes factors.	-Applies the			
			-List down the common factors of given	concept of HCF or			
			numbers in order to determine their HCF.	LCM in order to			
			-List down the common multiples of given	solve problems in a			
			numbers in order to determine their LCM.	real-life situation.			
			-Apply the concept of HCF in order to solve				
			related real-life problems.				
			-Apply the concept of LCM in order to solve				
			related real-life problems.				
5	Basic	July 08	Students will be able to :-	Students would be	Students will be	Worksheet,	Assessment
	Geometrical	Days	-Discuss and give example(s) in order to	able to :-	able to	multi coloured	will be done
	Ideas		explain the	-Provides examples	recognize and	chalks, pencil	on
			importance of a point.	from	illustrate	-2D Figures,	the basis of
			-Give example(s) in order to describe a line	surround in order	geometric	3D Figures.	decided

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Sr.	Content/	Month	I comin m Ohio chimo	Expected Learning	Activity/	Manahimu Aid	A
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	Teaching Aid	Assessment
			segment & a line.	to	properties in		rubrics.
			-Examine the given lines in order to identify	describes	real life,		
			intersecting lines and identify parallel lines	geometrical ideas	including		
			among them.	like line, line	recognizing		
			-Describe a ray in order to identify it from the	segment, open and	shapes have		
			given igures.	closed figures,	volume or are		
			-Compare the given figures in order to identify	angle,	flat plane		
			a ray, line, line segment among them.	triangle,	figures		
			-Give example(s) in order to demonstrate an	quadrilateral,	-2D – 3D		
			understanding of a simple curve and a curve	circle, etc.	Scavenger Hunt		
			that is not simple.				
			-Describe an open curve and a closed curve in				
			order to				
			distinguish between the two.				
			-Discuss the parts of a closed curve in order to				
			determine the position of a point with respect				
			to it. Examine the given curves in order to				
			identify polygons and				
			non-polygons. Draw rough sketch of a polygon				
			in order to label and describe its elements.				
			-Discuss the elements of an Angle: Vertex, arm,				
			interior and exterior in order to identify it for				
			the given angles.				

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No.	Topic	No.of days	Learning Objectives	Outcome	Practical	reaching Aid	Assessment
			Give example(s) in order to name an angle in				
			the given figure.				
			-Describe the elements of a triangle in order to				
			identify it				
			among the given figures.				
			-Describe the elements of a quadrilateral in				
			order to identify it among the given figures.				
			-Describe the parts of a circle in order to				
			identify them in the given circle. Draw a rough				
			sketch of a circle in order to label and describe				
			its elements Determine the parts of closed				
			curves in order to identify the position of a				
			point with respect to a polygon and a circle.				
6	Understandi	August 12	Students will be able to :-	Students would be	-Measure the	Pencile,Compas	Assessment
	ng	Days	-Measure the given line segments in order to	able to :-	given line	,	will be done
	Elementary		compare them.	-demonstrate an	segments in	Scale,	on
	Shapes		-Examine the rotation of angles in order to	understanding of	order to	protractor	the basis of
			classify angles based on the amount of	angles:	compare them.	etc.	decided
			rotation.	a) Identifies	-Compare the		rubrics.
			-Compare the given angles in order to classify	examples	given angles in		
			them as an acute angle, obtuse angle or a	of angles in the	order to classify		
			reflex angle according to their measure.	surrounding	them as a right		
			-Identify the different types of angles in our	b) Classifies angles	angle, straight		

Sr.	Content/ Month			Expected Learning	Activity/	// 1. t A t. 1	A
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	Teaching Aid	Assessment
			surroundings in order to demonstrate an	according to their	angle or a		
			understanding of angles.	measure	complete angle.		
			-Use a protractor in order to draw an angle of	c) Estimates the	-Use a		
			the given measure.	measure of angles	protractor in		
			-Describe perpendicular and a perpendicular	using 45°, 90°, and	order to draw		
			bisector in order to identify the same in the	180° as reference	an angle of the		
			given figure. Give example(s) of perpendicular	angles	given measure.		
			lines in order to demonstrate an understanding		-Observe the		
			of the same.	-Classifies triangles	measure of		
			-Observe the measure of sides of a triangle in	with	angles of a		
			order to classify it into different types (scalene,	Different	triangle in order		
			isosceles, equilateral) based on its sides.	measurements in	to classify it		
			-Observe the measure of angles of a triangle in	order to show	into different		
			order to classify it into different types (acute,	different types of	types (acute,		
			obtuse, right)	triangle based on	obtuse, right)		
			based on its angles.	their angles and	based on its		
			-Examine the given figures in order to classify	sides.	angles.		
			type quadrilaterals based on their properties.	For example-	-Examine the		
			-Examine the given figures in order to identify	scalene,	given figures in		
			polygons.	isosceles or	order to identify		
			-Describe polygons in order to classify them	equilateral	polygons.		
			based on their number of sides and angles.	on the basis of	-		
			-Examine the given solid shapes in order to	sides, etc.			

Sr.	Content/	Month	Looming Objections	Expected Learning	Activity/	Too ohing Aid	Accomment
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	Teaching Aid	Assessment
			identify their type (Cubes, Cuboids, cylinder,	-Classifies			
			sphere, cone, prism, pyramid)	quadrilaterals			
			-Describe the faces, edges and vertices of a 3D	with different			
			shape in order to discuss the various aspects	measurements in			
			of the given 3D object	order			
				to show different			
				types			
				of quadrilaterals			
				based on their			
				sides and internal			
				angles. For			
				example – square,			
				rectangle,			
				rhombus,			
				trapezium etc.			
				-Classifies			
				commonly found 3-			
				d objects from			
				the surroundings			
				in order to find			
				sphere, cube,			
				cuboid, cylinder,			
				cone etc.			

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Sr.	Content/	Month	I coming Objections	Expected Learning	Activity/	Manahimm Aid	A
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	Teaching Aid	Assessment
				-Labels different			
				parts			
				of a 3-d objects in			
				order to explain			
				edges, vertices and			
				faces of the given			
				3-d object			
7	Integers	August 12	Students will be able to :-	Students would be	- Represent	-Number line.	Assessment
		Days	- Represent integers with their signs in order to	able to :-	integers with		will be done
			differentiate positive number, negative number	Applies addition	their signs in		on
			and zero from each other - Denote numbers	and	order to		the basis of
			with their signs in order to represent real life	subtraction rules	differentiate		decided
			situations like temperature scale, credit debit	involving	positive		rubrics.
			etc.	positive and	number,		
			- Represent the integer on Number Line in	negative integers in	negative		
			order to in order to determine its position with	order to solve real	number and		
			respect to other integers	life	zero from		
			-Determine one more and one less of a given	problems.	each other		
			integers in order to find its predecessor and		- Determine the		
			successor.		order of		
			- Determine the order of integers in order to		integers in		
			represent them on number line and draw		order to		
			comparison		represent them		

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Sr.	Content/	Month		Expected Learning	Activity/	m 1	
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	Teaching Aid	Assessment
			between them.		on a number		
			- Represent the integers on number line in		line and draw a		
			order to perform arithmetic operations on		comparison		
			them.		between them.		
			- Apply the rules of integer's operations in		- To model		
			order to perform arithmetic operations on		addition of		
			them.		integers		
8	Fractions	September	Students will be able to :-	Students would be	- Represent a	Coloured	Assessment
		12 Days	- Represent a number as a part of the whole in	able to :-	number as a	chalks,	will be done
			order to determine the fraction	- Calculates	part of the	worksheets,	on
			- Draw equal parts between the whole numbers	fractions and	whole in order	coloured	the basis of
			in order to represent fractions on a number	decimals in	to determine	sheets, graph	decided
			line	different	the fraction.	paper	rubrics.
			- Write proper fractions in order to deduce that	real-life situations	- Convert the	- Coloured	
			they are always less than 1/numerator is less	in order to identify	given fractions	sheet, scale	
			than denominator	the	into its		
			- Write fractions where numerator is greater	appropriate	equivalent		
			than denominator in order to determine	quantity of money,	fractions in		
			improper fractions	length,	order to		
			-Write the improper fraction in the form of	temperature etc.	perform		
			mixed fraction	For example, 7½	addition on		
			- Multiply/Divide the numerator and	metres of	them.		
			denominator with the same number in order to	cloth. Distance	- Multiply the		

Sr.	Content/	Month	Learning Objectives	Expected Learning	Activity/	Teaching Aid	Assessment
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	reaching Aid	Assessment
			find equivalent fractions	between two places	numerator and		
			Perform cross multiplication among two	is 112.5 km	denominator		
			fractions in order to verify their equivalence	etc.	with the same		
			- Reduce the fraction in order to determine its	- Calculates	number in		
			simplest form	addition and	order to find		
			- Check the denominators of the fractions in	subtraction of	equivalent		
			order distinguish between like and unlike	fractions and	fractions.		
			fractions.	decimals in order			
			- Inspect the numerators of the like fractions	to solve daily life			
			in order to determine larger and smaller	problems involving			
			fraction(s). Determine the LCM of the unlike	quantities that			
			fractions in order to compare them.	measure between			
			- Solve (addition/subtraction) the numerator	two integers.			
			and retain the denominator of the like fractions				
			in order to perform addition and subtraction on				
			the given fraction.				
			- Convert the given fractions into its equivalent				
			fractions in order to perform addition and				
			subtraction on them.				
9	Decimals	October 16	Students will be able to :-	Students would be	-Write rupees	Activity Sheet.	Assessment
		Days	- Write rupees paisa in decimal form in order	able to :-	paisa in		will be done
			to know the meaning and relevance of dot		decimal form in		on
			point.	- Calculates	order to know		the basis of

Sr.	Content/	Month	Learning Objectives	Expected Learning	Activity/	Teaching Aid	Assessment
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	reaching Aid	Assessment
			- Represent number in its unit and tenth part	fractions and	the meaning		decided
			in order to write it in decimal form. Determine	decimals in	and relevance		rubrics.
			the place value of decimal numbers up to tenth	different real-life	of dot point.		
			in order to write the	situations in	- Students will		
			number in expanded form. Divide the numbers	order to identify	be able to read,		
			into ten equal parts in order to represent	the appropriate	write, add and		
			decimal numbers up to tenth place	quantity of money,	subtract		
			- Represent number in its unit and hundredth	length, temperature	decimals in		
			part in order to write it in decimal form.	etc. For example,	order to solve		
			Determine the place value of decimal numbers	7½ metres of cloth.	decimals		
			up to hundredth in order to	Distance between	related		
			write the number in expanded form. Determine	two places is 112.5	problems.		
			the part and whole of a given decimal number	km			
			in order to represent it in the form of fractions.	etc.			
			Determine the place of the digits of a decimal				
			number in order to write it in words Compare	- Calculates			
			the units and parts of the	addition and			
			decimal numbers in order to compare	subtraction of			
			them as a whole	fractions and			
			- Represent/Convert the money, length and	decimals in order			
			weight into smaller units in order to represent	to solve daily			
			it into decimal form	life problems			
			- Add and subtract the whole and parts of	involving quantities			

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Sr.	Content/	Month	Learning Objectives	Expected Learning	Activity/	Teaching Aid	Assessment
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	reaching Aid	Assessment
			decimal numbers in order to find their sum	that measure			
			and difference	between two			
				integers			
10	Data	October 06	Students will be able to :-	Students would be	- Students will	Graph paper.	Assessment
	Handling	Days	- Observe different tables in order to gather the	able to :-	Interpret bar		will be done
			information recorded in the table	-Arranges	graph in order		on
			- Group and compare raw data systematically	given/collected	to find the		the basis of
			in order to infer the relevant information	information such	relevant		decided
			quickly	as	information		rubrics.
			- Organise raw data into a table using tally	expenditure on	represented by		
			marks in order to organize the given data	different	the bar		
			- Observe and understand pictograph	items in a family in	Graph		
			representation of data in order to answer the	the last six			
			question on data at a glance	months, in the			
			- Analyze pictograph in order to reason the	form of table,			
			information presented	pictograph and bar			
			- Draw a pictograph in order to represent the	graph in order to			
			given information using appropriate symbols	interpret them.			
			- Observe bar graph in order to reason the				
			information presented				
			- Choose an appropriate scale in order to				
			represent a given information in the form of a				
			bar graph				

Sr.	Content/	Month	Learning Objectives	Expected Learning	Activity/	Teaching Aid	Assessment
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	reaching Aid	Assessment
			Interpret bar graph in order to find the				
			relevant information represented by the bar				
			graph				
11	Mensuration	November	Students will be able to :-	Students would be	- Deduce and	- Coloured	Assessment
		14 Days	- Give example(s) in order to define perimeter	able to :-	apply the	chalks, graph	will be done
			of closed figures.	- Calculates	formula in	paper, coloured	on
			- Deduce and apply the formula to determine	perimeter and area	order to	paper, bangle,	the basis of
			the perimeter of a rectangle. Deduce and apply	of rectangular 2-d	determine the	cut-outs,	decided
			the formula to determine the perimeter of a	and 3-d objects to	area of a	Square grid	rubrics.
			square.	measure them for	rectangle.	paper of A4	
			Deduce and generalize the formula to	real life objects	Deduce and	size, two	
			determine the perimeter of a regular polygon	- Finds out the	apply the	Dice	
			Give examples in order to defend that different	perimeter and area	formula in		
			shapes can have the same perimeter	of the rectangular	order to	- Newspaper	
			- Count the squares in order to estimate the	objects in order to	determine the	• Masking tape	
			area of the given closed curve in the squares	calculate them for	area of a	• Measuring	
			grid sheet	commonly found	square.	tape or meter	
			- Deduce and apply the formula in order to	objects from the	- Calculate skin	stick	
			determine the area of a rectangle.	surroundings like	surface area	• Lots of open	
			- Deduce and apply the formula in order to	floor of the class		floor space	
			determine the area of a square.	room, surfaces of a		• A partner	
				chalk box etc.			
12	Algebra	December	Students will be able to :-	Students would be	- Students will	- Activity Sheet	Assessment

Sr.	Content/	Month	I coming Objections	Expected Learning	Activity/	Tooching Aid	A
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	Teaching Aid	Assessment
		16 Days	- Describe algebraic expressions in order to	able to :-	be able to		will be done
			distinguish them from arithmetic expressions.	- Involves use of	identify and		on
			- Examine patterns in order to identify	variables with	apply the steps		the basis of
			relationship in	different	in evaluating		decided
			patterns	operations to	Algebraic		rubrics.
			- Introduce a variable in order to form a rule	generalise a given	expressions in		
			for the	situation in order	order to help		
			given pattern.	to find a solution to	the students in		
			- Use variable with different operations in order	a given problem	problem		
			to	e.g., perimeter of a	solving, logic,		
			generalise a given situation.	rectangle with sides	patterns, and		
			- Use variable(s) in order to express some	x units and 3 units	reasoning.		
			mathematical rules and formulae.	is 2(x+3) units	- To show the		
			- Use variable with different operations in order	- Uses unitary	identity		
			to form an algebraic expression.	method in problem	(a + b)2		
			- Change the given algebraic expression in	solving to calculate			
			statements in order to describe the situation in	the quantity for			
			ordinary language.	one unit in order to			
			- Explain the meaning of an equation in order	calculate the total			
			to identify equations from the given options.	quantity for larger			
			- Use trial and error in order to find the	quantities. For			
			solution of the	example, if the cost			
			given equation.	of a dozen			

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	Expected Learning	Activity/	/// 1- 1 A 1 - 1	A 4
ves	Outcome	Practical	Teaching Aid	Assessment
f variable in	notebooks is given,			
	she finds the cost			
ation.	of 7 notebooks by			
	first finding the			
	cost of 1 notebook			
	Students would be	- Represent two	-Pictures of	Assessment
ame unit in	able to :-	quantities in	Equivalent	will be done
	-Represents the	same unit in	ratio,	on
der to find their	measurement as	order to	proportion,	the basis of
	ratios in order to	compare them.	similar	decided
denominator by	compare two	- To compare	triangles	rubrics.
equivalent ratio.	quantities in real	two quantities	- Actual recipes	
ermine whether	life e.g., the ratio of	in order to find		
ne proportion in	girls to boys in a	their ratio and		
erm	particular class in	proportion		
nelp of Unitary	3:2	- Meeting real		
e value of one		life ratio		
7.		challenges		
		(recipes)		
	Students would be	- 1. Identify	-Squares cut	Assessment
netry in order to	able to :-	symmetrical 2-	out from	will be done
ur surrounding.	In order to	Dimensional	construction	on

Sr.	Content/	Month		Expected Learning	Activity/	/// 1. t A t. 1	A
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	Teaching Aid	Assessment
			Evaluate for the given values of variable in	notebooks is given,			
			order to	she finds the cost			
			identify the solution of the equation.	of 7 notebooks by			
				first finding the			
				cost of 1 notebook			
13	Ratio and	December	Students will be able to :-	Students would be	- Represent two	-Pictures of	Assessment
	Proportion	04 Days	- Represent two quantities in same unit in	able to :-	quantities in	Equivalent	will be done
		January 06	order to compare them	-Represents the	same unit in	ratio,	on
		Days	- Compare two quantities in order to find their	measurement as	order to	proportion,	the basis of
			ratio	ratios in order to	compare them.	similar	decided
			Multiply/divide numerator and denominator by	compare two	- To compare	triangles	rubrics.
			same number in order to find equivalent ratio.	quantities in real	two quantities	- Actual recipes	
			- Compare ratio in order to determine whether	life e.g., the ratio of	in order to find		
			they are in proportion .Solve the proportion in	girls to boys in a	their ratio and		
			order to find out the missing term	particular class in	proportion		
			- Solve the problems with the help of Unitary	3:2	- Meeting real		
			method in order to compute the value of one		life ratio		
			article, given the value of many.		challenges		
					(recipes)		
14	Symmetry	January 12	Students will be able to :-	Students would be	- 1. Identify	-Squares cut	Assessment
		Days	- Explain the meaning of symmetry in order to	able to :-	symmetrical 2-	out from	will be done
			identify symmetric figures in our surrounding.	In order to	Dimensional	construction	on
			- Identify symmetrical 2-Dimensional shapes	demonstrate an	shapes which	paper or sticky	the basis of
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Sr.	Content/	Month	I compine a Objection	Expected Learning	Activity/	Manahima Aid	A
No.	Topic	No.of days	Learning Objectives	Outcome	Practical	Teaching Aid	Assessment
			which are symmetrical along one line in order	understanding of	are symmetrical	notes.	decided
			to demonstrate an understanding of the same.	line symmetry	along one line		rubrics.
			- Draw line(s) of symmetry in order to classify	a) Identifies	in order to		
			the given shapes as shapes with no symmetry,	symmetrical 2-	demonstrate an		
			one line of symmetry, two lines of symmetry or	dimensional (2-D)	understanding		
			multiple lines of symmetry	shapes which are	of the same.		
			- Draw the mirror image of the given 2D shapes	symmetrical along	2. Draw line(s)		
			or objects in order to identify objects with	one or more lines	of symmetry in		
			reflection symmetry. Give example(s) in order		order to classify		
			to discuss the applications of reflection	b) Creates	the given		
			symmetry in real life.	symmetrical 2-D	shapes as		
				shapes	shapes with no		
					symmetry, one	-A bicycle, a	
					line of	long thread	
					symmetry, two		
					lines of		
					symmetry or		
					multiple lines of		
					symmetry.		
					- Students		
					would be able		
					to find the		
					symmetry/regul		

Sr. No.	Content/ Topic	Month No.of days	Learning Objectives	Expected Learning	Activity/ Practical	Teaching Aid	Assessment
				Outcome			
					arity of an		
					object by using		
					a piece of		
					thread and no		
					Mirrors		
15	Practical	January 04	Students will be able to :-	Students would be	- Understanding	Activity sheet.	Assessment
	Geometry	Days	- Discuss the different tools of construction in	able to :-	of solid figures		will be done
		February	order to describe their uses.	- Discuss the	in order to get		on
		08 Days	- List and execute steps of construction in	different tools of	the clarity while		the basis of
			order to	construction in	constructing		decided
			construct a circle when its radius is known.	order to describe	geometry		rubrics.
			- List and execute steps of construction in	their uses.	figures.		
			order to	- (Analysing)The		• Various sizes	
			construct a line segment when its length is	correct steps to	- The students	of boxes	
			known.	construct a	will be able to	• scissors	
			- List and execute steps of construction in	perpendicular to a	use the	• rulers	
			order to	line through a	formulas for the	• paper	
			construct a copy of the given line segment.	point not on it are	area of squares,	• pencil	
			- List and execute steps of construction in	as shown.	rectangles, and	• imaginary or	
			order to	- Use a protractor	triangles for	actual	
			construct a perpendicular to a line through a	and ruler in order	real	advertisements	
			point	to construct an	world	showing cost of	
			on it.	angle of the given	applications.	paint and	

MATHEMATICS

ANNUAL CURRICULUM PLANNING, 2022-23

VIDYA PRATISHTHAN'S DR. CYRUS POONAWALLA SCHOOL (CBSE), BARAMATI

Std-VI

Sr.	Content/ Topic	Month No.of days	Learning Objectives	Expected Learning Outcome	Activity/ Practical	Teaching Aid	Assessment
No.							
			- List down and execute steps of construction	measure.		carpet	
			in	- List and execute			
			order to construct a perpendicular to a line	steps of			
			through a point not on it.	construction in			
			- Use a protractor and ruler in order to	order to construct			
			construct an angle of the given measure.	a copy of the given			
			- List and execute steps of construction in	angle of unknown			
			order to	measure			
			construct a copy of the given angle of unknown	using a compass.			
			measure using a compass.				
			- List and execute steps of construction in				
			order to				
			construct the bisector of an angle and				
			construct				
			angles of measures 30-degree, 45 degree and				
			so on.				
			- List and execute steps of construction in				
			order to				
			construct angles of measures 60-degree, 90				
			Degree and 120 degree.				