

Vidya Pratishthan's Dr. Cyrus Poonawalla School (CBSE)
Annual Planning, 2022-23

Sub - Mathematics

Class - VII

Sr.No	Month/Working days	Topic/Chapter	Sub-Topic/concept	Learning Objectives	Learning Outcome	21st century skills/Competencies/Values	Activity
1.	April Working Days- 22 Period Availabe - 26	Bridge Course(12period)	1.Knowing our numbers 2.Whole Numbers 3.Playing with 4.Numbers 5.Basic Geometric Ideas 6.Integers	Place Value, Indian and International System of Numeration, Estimation, Roman Numbers Understanding different properties of whole numbers. Applications of basic mathematical operations in daily life situations involving whole numbers. Multiples and factors Testing divisibility, Common Factors and Common Multiples, Prime Factorization, HCF and LCM, operations on integers (addition, subtraction) Quadrilaterals	1. Able to understand, identify and read large numbers using both Indian and International System of Numeration. 2. Use of Estimation in day to day Problems. 3.Understanding Roman Numerals 4. Applications of basic mathematical operations in daily life situations involving whole numbers. 5 Understanding the prime factorization of a	1. Understanding Basic Concepts 2. Computational 3. Reflection 4. Application 5. Properties of Numbers 6. Logical thinking and reasoning. 7.operations on integers (addition, subtraction)	Worksheet 1,2,3

					<p>number.</p> <p>6. Write the multiples of two or more numbers, find their common multiples and to find the least common multiple.</p> <p>7. Understands and extends the number family from natural numbers to integers through whole numbers.</p>		
		<p>Integers (14period)</p> <p>Recall</p> <p>Properties of Addition and</p>	<p>Introduction</p>	<p>Recall integers in order to differentiate between whole numbers and integers</p> <p>Applies rules for multiplication and division in order to solve problems involving two integers with same or different signs</p> <p>Represent numbers with positive and negative signs in order to apply to various situations</p>		<p>Critical thinking and problem solving.</p>	<p>To multiply and divide integers using unit squares of different colours.</p>

	<p>May 6(6period)</p>	<p>subtraction of integers</p> <p>Multiplication of Integers</p> <p>Properties of multiplication of integers</p>	<p>Closure under Addition</p> <p>Closure under Subtraction</p> <p>Commutative Property</p> <p>Associative Property</p> <p>Additive Identity</p> <p>Multiplication of a Positive and Negative Integer</p> <p>Multiplication of two Negative Integers</p> <p>Product of three or more Negative Integers</p> <p>Closure under Multiplication</p> <p>Commutativity of Multiplication</p>	<p>Represent integers on a number line in order to perform operations and verify properties of integers</p> <p>Apply properties of addition and subtraction of integers in order to simplify arithmetic expressions.</p> <p>Apply rules of multiplication of integers in order to solve various arithmetic expressions and contextual problems</p>	<p>Applies rules for multiplication and division in order to solve problems involving two integers with same or different signs</p>		
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		<p>Division of integers</p> <p>Properties of division of Integers</p>	<p>Multiplication by Zero</p> <p>Multiplicative Identity</p> <p>Associativity for Multiplication</p> <p>Distributive Property</p> <p>Making Multiplication Easier</p>	<p>Apply properties of multiplication of integers in order to simplify arithmetic expressions</p> <p>Apply properties of addition, subtraction and multiplication of integers in order to devise methods for easier calculation and solve problems based on real life related to integers</p> <p>Infer division of integers as inverse operation of multiplication in order to write multiplication statement into corresponding division</p>			
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				statement			
				Apply properties of division of integers in order to simplify arithmetic expressions			
2.	June Working Days-16 No. of period-19	Fractions and Decimals (12period)		Define proper, improper and mixed fractions in order to distinguish between them	Applies repeated addition and subtraction in order to interpret the division and multiplication of fractions. For example, interprets $\frac{2}{3} \times \frac{4}{5}$ as $\frac{2}{3}$ of $\frac{4}{5}$. Also $\frac{1}{4} \div \frac{1}{2}$ is interpreted as how many $\frac{1}{4}$ make $\frac{1}{2}$?	1. Share and care. (moral education) 2.Time management : 3.Aesthetic sense - To make beautiful drawing to show fraction number 4.Critical thinking and problem solving.	To multiply fractions using a sheet of paper. To divide fractions using a number line. To multiply two decimals up to one place using a square grid.
		Multiplication of Fractions		Multiply (or divide) numerator and denominator with the same number in order to write equivalent fractions	Expresses a fraction as percentages and decimals in order to solve daily life problems. For example, calculates 15% of Rs 100 to say that $100 \times 0.15 = \text{Rs } 15$		
		Multiplication of a Fraction by Whole Number		Convert unlike fractions into like fractions in order to compare them.			
		Multiplication of a Fraction by		Extend concept of			

		Fraction		<p>multiplication as repetitive addition for fraction in order to multiply a fraction and a whole number.</p>		
		Division of fractions				
		Division of Whole Number by a Fraction		<p>Multiply fractions in order to solve for the operator 'of'</p> <p>Multiply fractions in order to calculate the total number of parts</p>	<p>Applies algorithms for multiplication and division in order to multiply and divide fractions/decimals.</p>	
		Division of a Fraction by a Whole Number		<p>Multiply fractions in order to compare the value of the product with the original fractions</p>	<p>Applies appropriate mathematical operations on rational numbers in order to solve problems related to daily life situations</p>	
		Division of a Fraction by Another Fraction				
		Decimal Numbers				
		Multiplication of Decimal numbers				
		Multiplication of Decimal Numbers by 10, 100 and 1000		<p>Invert a given fraction in order to find its reciprocal</p>		

		<p>Division of decimal Numbers</p> <p>Division by 10, 100 and 1000</p> <p>Division of a Decimal Number by a Whole Number</p> <p>Division of a Decimal Number by another Decimal Number</p>	<p>Divide two fractions in order to find the smaller parts of the fraction</p> <p>recall and apply concept of decimal representation and expansion in order to perform mathematical operations on decimal</p> <p>Multiply decimal numbers by 10, 100 and 1000 in order to infer right shift in decimal point</p> <p>Divide decimal numbers by 10, 100 and 1000 in order</p>	<p>Calculates the simple form of a fraction in order to distinguish quantities that are in proportion. For example, tells that 15, 45, 40, 120 are in proportion as 15/45 is the same</p>	
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				<p>to infer left shift in decimal point</p> <p>Divide decimal number by a whole number in order to solve questions related to decimals</p> <p>Convert decimals into fractions in order to divide decimal number by another decimal number</p>	as 40/120		
3.	June-July No. of working days-26 Period -23						
		<p>Data Handling (12period)</p> <p>Introduction</p> <p>Collecting data</p> <p>Organising data</p> <p>Representative Values</p> <p>Arithmetic Mean</p>	12	<p>Collect, record and present data in order to organize experiences and draw inferences from them</p> <p>Organize raw data into tabular form in order to make data easier to Interpret</p> <p>Calculate average in order to represent the central tendency of the</p>	<p>Represents data pictorially in order to interpret data using bar graph such as</p>	<p>Calculation, drawing , observation</p> <p>Collaboration</p> <p>Communication</p> <p>Flexibility and adoptability</p>	<p>Drawing and Reading double bar graph.</p>

		<p>Mode</p> <p>Median</p> <p>Use of bar graphs with a different purpose</p> <p>Chance and Probability</p>	<p>data</p> <p>Calculate arithmetic mean in order to find its position in the data Calculate range of the data in order to know the spread of the data</p> <p>Calculate mode of the data in order to find the observation that occurs most often in the data set</p> <p>Calculate median of the data in order to find the observation that lies in the middle of the data set</p> <p>to represent given information in form of a bar graph Represent data using double bar graph in order to compare and discuss two collection of data at a glance</p> <p>Calculate probability in order to find the chance of occurring/non-occurring of the events</p>	<p>consumption of electricity is more in winters than summer, runs scored by a team in first 10 overs etc.</p> <p>Calculates mean, median and mode in order to find various representative values for simple data from her/his daily life</p> <p>Calculates the variability in real life situation in order to appreciate the variation observed in real life situations such as, variations in the height of students in her class and uncertainty in happening of events like throwing a coin</p>	
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4.	July						
		<p>Simple equations (10period)</p> <p>Setting up of an Equation</p> <p>Review of what we Know</p> <p>What is an equation?</p> <p>More equations</p> <p>Solution to equation</p> <p>Applications of simple equations to practical solutions</p>		<p>Use number and variable with different operations in order to express a real life situation in the form of a simple linear equation.</p> <p>Convert the given equation in words in order to express it in statement form</p> <p>Use trial and error method in order to determine the solution of a simple equation.</p> <p>Explain the first step to be taken in order to separate the variable while solving the given equation. Create a strategy in order to solve the given simple equation</p> <p>Use the given solution in order to construct equations from it.</p>	<p>Translates a real-life situation in the form of a simple algebraic equation in order to arrive at a generalized problem and solution for the situation</p>	<ol style="list-style-type: none"> 1) Decision making 2) Logical thinking 3) Handling practical problems 	-

		Pairs of Lines		Examine different angles in order to identify linear pair.		
			Intersecting Lines	Describe vertically opposite angles and their property in order to identify them in the given figure.	Applies the properties of linear, supplementary, complementary etc. Angle in order to find the value of one angle when the other one is given.	
			Angles made by a Transversal	Identify different types of angles in order to determine the measure of unknown angles in the given figure.		
			Transversal of Parallel Lines	Compare the given lines in order to distinguish between intersecting and parallel lines	Verifies the properties of various pairs of angles formed when a transversal cuts two lines in order demonstrate the properties of angles when two lines are parallel	
			Checking for Parallel lines	Discuss the different angles made by a transversal and intersecting lines in order to identify them in the given figure. Use the properties of angles made by a transversal of parallel lines in order to		

				determine the measure of unknown angles. Create a strategy in order to determine whether the given lines are parallel or not.			
6.	August-September Working Days-24 (Periods10)						
		The triangle and its properties(15period) Introduction Medians of a triangle Altitude of a triangle Exterior angle of a triangle and its property		Compare different triangles in order to classify them on the basis of their sides and angles Recall the parts of a triangle in order to describe it for the given triangle.and its properties Describe median of a triangle in order to identify it for the given triangle Describe altitude of a triangle in order to identify it for the given	Applies angle sum property of a triangle to calculate unknown angles of a triangle when its two angles are known	<ol style="list-style-type: none"> 1. To know properties of triangle and its implementation. 2. Analyzing the things 3. Experiential learning 4. Collaboration 	<ol style="list-style-type: none"> i) Medians and Altitudes of a triangle by paper folding. ii) To verify Pythagoras theorem. iii) To verify triangle inequality property iv) Angle sum property of a triangle. v) Exterior angle property of a triangle. vi) To verify that in an isosceles triangle angles opposite to the

		<p>Angle sum property of a triangle</p> <p>Sum of lengths of 2 sides of a triangle</p> <p>Right angles triangle and Pythagoras property</p>	<p>triangle</p> <p>Apply the exterior angle property of a triangle in order to find the measure of the unknown angle in the given triangle</p> <p>Apply the angle sum property of a triangle in order to find the measure of unknown angle. Use appropriate property in order to determine the measure of the unknown angle(s) in the given figure</p> <p>Apply the property of lengths of sides of a triangle in order to determine whether a triangle is possible for the given side lengths or not. Apply the Pythagoras property in order to verify whether the triangle for the given side lengths will be right angled triangle or not.</p>			<p>equal sides are equal.</p>
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				Apply the Pythagoras property in order to find the length of the unknown side in a right-angled triangle. Use appropriate properties in order to determine whether the given triangle is possible or not.			
7.	September						
		Congruence of triangles(10period)	<p>Congruence of plane figures</p> <p>Congruence among line segments</p> <p>Congruence of angles</p>	<p>Experiment superposition of different figures in order to verify congruence of two figures</p> <p>Experiment superposition of different lengths in order to understand congruence of two, line segments and vice versa</p> <p>Experiment</p>	<p>Applies the similarity rules in order to explain the congruency of triangles on the basis of the information given about them like (sss, sas, asa, rhs)</p>	<ul style="list-style-type: none"> • Computational Skill • Applying to solve daily life problems using the concepts of congruence. 	<p>To understand that each diagonal of a parallelogram divides it into two congruent triangles.</p>

			<p>Congruence of Triangles</p> <p>Criteria for congruence of triangles</p> <p>Congruence among right angled triangle</p>	<p>superposition of different angles in order to understand congruence of two angles and vice versa</p> <p>Give example(s) in order to discuss the congruence of triangles and its corresponding parts under a given correspondence</p> <p>Use SSS Congruence criterion in order to examine whether the given triangles are congruent or not. Use SAS Congruence criterion in order to examine whether the given triangles are congruent or not. Use ASA Congruence criterion in order to examine whether the given triangles are congruent or not. Apply RHS congruence criterion in order to check the congruence of given right triangles.</p> <p>Use any appropriate</p>			
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				<p>criterion of congruency in order to check whether the given triangles are congruent or not.</p>			
8.	October Working Days-18 Period-16						
		<p>Comparing Quantities 16</p> <p>Comparing Quantities using percentage</p>	<p>Introduction</p> <p>Equivalent ratios</p> <p>Meaning of Percentage</p> <p>Converting Fractional Numbers to Percentage</p>	<p>Compare quantities in order to represent them as ratio</p> <p>Compare the units of the quantities in order to represent them in ratio</p> <p>Convert ratios into like fractions and compare them in order to identify equivalent ratios</p> <p>Equate ratios in order to represent them in proportion</p> <p>Represent equal ratios in proportion in order to find missing term(s)</p> <p>Convert denominators of fractions into 100 in order to represent them in percentages</p>	<p>Applies algorithm to calculate percentages in order to calculate profits, loss and rate of interest in simple interest calculation</p>	<ol style="list-style-type: none"> 1. Comparison of two quantities 2. Social and moral values. 3. Business attitude 4. Honesty and truthfulness 	-

		Use of Percentages	<p>Converting Decimals to Percentage</p> <p>Converting Percentages to Fractions or Decimals</p> <p>Fun with Estimation</p> <p>Interpreting Percentages</p> <p>Converting Percentages to "How Many"</p> <p>Ratios to Percent</p> <p>Increase or Decrease as Percent</p>	<p>Convert fractional numbers to percentage in order to make comparing of quantities easier</p> <p>Convert decimal numbers to percentage in order to make comparing of quantities easier</p> <p>Convert percentages to fractions or decimals in order to solve real life problems</p> <p>Represent shaded part in the form of percentage in order to estimate the part of an area</p> <p>Interpret percentage given in a statement in order to infer meaning of the statement</p> <p>Convert percentage into number in order to</p>			
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				<p>know how many of a given situation</p> <p>Convert ratios to percentages in order to solve problems based on real life</p> <p>Calculate increase or decrease in quantity as percentage in order to examine change in quantity based on real life problems</p>			
9.	November Working days-20						
		Rational Numbers 10	What are rational numbers	<p>Define rational numbers in order to classify a number as a rational number</p> <p>Applies appropriate mathematical operations on rational numbers in order to solve problems related to daily life situations</p> <p>Represent integers in the form of numerator/denominator</p>		Critical thinking and Problem solving	

			<p>Positive and negative rational numbers</p> <p>Rational numbers on a number line</p> <p>Rational numbers in standard form</p> <p>Comparison of rational numbers</p> <p>Rational number between two rational numbers</p>	<p>where denominator is non-zero in order to define rational numbers Multiply numerator and denominator by same non-zero integer in order to find equivalent rational numbers.</p> <p>Define positive and negative rational numbers in order to classify a number as either of them</p> <p>Construct a number line in order to represent rational numbers on it</p> <p>Simplify rational number such that there is no common factor between numerator and denominator in order to represent the number in standard form</p> <p>Determine the distance of a rational number from 0 in order to compare them</p> <p>Calculate and find rational numbers between any 2 rational numbers in order to</p>	<p>Applies appropriate mathematical operations on rational numbers in order to solve problems related to daily life situations</p>		
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			<p>Operations on rational numbers: Addition, subtraction, multiplication, division</p>	<p>infer that there are infinite rational numbers between any 2 given rational numbers</p> <p>Apply the rules of rational numbers operations in order to simplify arithmetic operations</p>			
10.	November	Practical Geometry 10	<p>Construction of line parallel to given line, though a point not on the line</p> <p>Constructing a triangle when length of 3 sides are known (SSS criterion)</p> <p>Constructing a triangle when the lengths of two sides and measure of angle between them are known (SAS)</p> <p>Construct triangle when measure of 2</p>	<p>Use a ruler and compass in order to construct a line parallel to another line through a point not on the line.</p> <p>List and execute steps in order to construct a triangle given the measures of its three sides.</p> <p>List and execute steps in order to construct a triangle when any of its two lengths and an angle between them is given.</p> <p>List and execute steps in order to construct a triangle when any of its two angles and the side included between them</p>	<p>Uses ruler and a pair of compasses in order to construct a line parallel to a given line from a point outside the line and the triangles</p>	<p>Creativity Productivity and Accountabilbty</p>	<p>To draw a line parallel to a given line through an external point by paper folding.</p>

			<p>angles and one side are known (ASA)</p> <p>Construct a right-angled triangle when length of one leg and hypotenuse are known (RHS)</p>	<p>is given.</p> <p>List and execute steps in order to construct a right-angled triangle when the length of one leg and its hypotenuse are given.</p> <p>Examine the given information in order to determine if construction of a triangle from it is possible or not.</p>			
11.	December Working Days- 21 Period-17						
		Perimeter and Area 15	<p>Introduction</p> <p>Squares and Rectangles:</p>	<p>Describe the area and perimeter of plane figures in order to find the same for square and rectangle</p> <p>Uses unit square grid/graph sheet in order to approximate the area of a closed shape</p> <p>Give example(s) in order to explain/discuss that increase in perimeter of a plane figure does not always mean that area will also increase</p> <p>Use unit square grid</p>		<p>Critical Thinking and Problem solving Creativity and Innovation</p>	<p>To verify that congruent triangles have equal area but two triangles with equal in area may not be congruent. To derive formula for the area of a parallelogram. To find the circumference of a circle and hence to find the value of π, experimentally</p>

			<p>Triangles as Parts of Rectangles</p> <p>Generalising for other Congruent Parts of Rectangle</p> <p>Area of a Parallelogram</p> <p>Area of triangle</p> <p>Circles: Circumference of a Circle</p>	<p>sheets in order to determine the</p> <p>Develop and apply a formula in order to determine the area of triangle as half of the area of a rectangle.</p> <p>Recall the concept of congruent figures in order to generalise the area of congruent parts of rectangles.</p> <p>Use unit square grid sheets in order to find the perimeter and estimate the area of parallelogram.</p> <p>Develop and apply a formula in order to determine the area of a parallelogram.</p> <p>Compare the area of a triangle and its corresponding parallelogram in order to discuss their relation.</p> <p>Use direct or indirect measurements in order to describe the relationships among radius, diameter, and</p>	<p>Uses unit square grid/graph sheet in order to approximate the area of a closed shape</p> <p>Applies properties of simple shape in order to calculate the areas of the regions</p>		
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12.	January Working Days- 23 Period-21	Algebraic Expressions 10	<p>Area of Circle</p> <p>Conversion of units</p> <p>Applications</p> <p>Introduction</p> <p>Formation of expressions</p> <p>Terms of an Expression</p>	<p>circumference of circles</p> <p>Investigate different circumference of circles and compare them with their respective diameter in order to relate circumference to Pi.</p> <p>Use direct or indirect methods to find the circumference of circle, semicircle.</p> <p>Develop and apply the formula in order to find the area of a circle and semicircle.</p> <p>Convert units in order to measure area or perimeter in other units.</p> <p>Examine area and perimeter of different figures in order to find solution for real life problems.</p> <p>Describe algebraic expressions in order to distinguish them from</p>	<p>enclosed in a rectangle and a square</p> <p>Translates a real-life situation in the form of a simple algebraic equation in order to arrive at a generalized problem and solution for the situation</p>		
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				<p>arithmetic expressions.</p> <p>Combine variables and constants in order to form an algebraic expression for the given statement.</p>		
			Like and unlike terms	<p>Examine the given algebraic expression in order to determine its terms and their factors.</p>	Applies algebraic properties in order to add/subtract two algebraic expressions	
			Monomials, binomials, trinomials and polynomials	<p>Examine the given algebraic expressions in order to distinguish between the terms which are constants and those which are not.</p>		
			Add and subtract algebraic expressions	<p>Examine the given algebraic expression in order to determine the numerical coefficient of the given variable.</p>		
				<p>Examine the algebraic factors of the given terms in order to distinguish between like and unlike terms.</p>		

			<p>Finding value of an Expression</p> <p>Using algebraic formulas and rules</p>	<p>Examine the given algebraic expressions in order to classify them as monomial, binomial, trinomial, polynomial.</p> <p>Combine like terms in order to simplify the given algebraic expression.</p> <p>Add algebraic expressions in order to determine their sum.</p> <p>Subtract the given algebraic expressions in order to determine their difference</p> <p>Use the given value of variable(s) in order to evaluate the algebraic expression.</p> <p>Use the given algebraic expression in order to complete the table of number patterns or find its nth term.</p> <p>Examine the pattern in order to verify whether the given algebraic expression satisfies the shown pattern or not.</p>			
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	January						
		Exponents and powers(10 periods)	<p>Exponents</p> <p>Describe exponential form of numbers in order to express numbers in exponential notation.</p> <p>Applies properties of exponential numbers in order to simplify problems involving multiplication and division of large numbers</p> <p>Examine the exponential form of the given number in order to identify its base and exponent.</p> <p>Examine the numbers given in exponential form in order to compare and represent them in an order.</p> <p>Laws of Exponents</p> <p>Multiplying Powers with the Same Base</p> <p>Dividing Powers with the Same Base</p>	<p>I</p> <p>Applies properties of exponential numbers in order to simplify problems involving multiplication and division of large numbers</p>	Flexibility and Adoptability		

			<p>Taking Power of a Power</p> <p>Multiplying Powers with the Same Exponents</p> <p>Dividing Powers with the Same Exponents</p> <p>Miscellaneous examples of laws of Exponents</p> <p>Decimal Number system</p> <p>Expressing large numbers in standard form</p>	<p>Apply laws of exponents in order to simplify a given expression</p> <p>Write numbers using powers of 10 in order to express them in standard form</p> <p>Expand the given number using powers of 10 in order to express it in the exponent form</p> <p>Represent large numbers in exponential form in order to read, understand and compare them easily.</p>			
14	February Working Days - 20	Symmetry 10	Introduction	Give examples and non-examples in order to describe symmetrical figures.		<p>Collaboration</p> <p>Communication</p> <p>Information Literacy</p> <p>Technology Literacy</p>	To determine if a figure shows rotational symmetry with respect to a rotation of 90°

			<p>Lines of symmetry for regular polygons</p>	<p>Determine lines of symmetry for the given figures in order to classify them on the basis of no. of lines of symmetry.</p> <p>Examine regular polygons in order to determine their lines of symmetry.</p> <p>Complete the mirror reflection of the given figure(s) along the mirror line (i.e., the line of symmetry) in order to identify the figure</p> <p>Give example(s) for rotational symmetry in order to describe their centre of rotation and the direction of rotation.</p> <p>Examine the given figure in order to determine its angle of rotation.</p> <p>Examine the given figure in order to determine its order of Rotation</p>	<p>The students will be able to define symmetry and identify and list examples of symmetrical objects, both manmade and in nature</p>		<p>and 180°</p>
			<p>Rotational symmetry</p>				
			<p>Line symmetry and rotational symmetry</p>				

				Examine the given figures in order to identify figures which have both line symmetry as well as rotational symmetry			
15.	February	Visualising Solid Shapes(10 Periods)	<p>Introduction: Plane figures and solid shapes</p> <p>Faces, edges and Vertices</p> <p>Nets for building 3D Shapes</p> <p>Drawing solids on a flat Surface</p> <p>Oblique Sketches</p> <p>Isometric Sketches Visualising Solid Objects</p>	<p>Discuss and give examples in order to differentiate between plane figures and solid shapes</p> <p>Examine different solid shapes in order to identify and count their number of faces, edges and vertices</p> <p>Build nets of 3D shapes in order to understand their properties</p> <p>Examine oblique sketches in order to visualise all the faces of a solid shape</p> <p>Use isometric dot sheet in order to draw isometric sketches of a 3D shape</p> <p>Draw 3D objects in 2D in order to visualize solid objects from</p>		<p>Flexibility and Adoptability Critical Thinking. Creativity and Inovation</p>	<p>To draw oblique and isometric sketches of cube and cuboid.</p>

			<p>Viewing different sections of a solid</p> <p>Cutting or Slicing</p> <p>Shadow Play</p> <p>Looking at it from Certain Angles to Get Different Views</p>	<p>different perspectives</p> <p>Examine cross sections of different solid shapes in order to interpret and visualise different Planes</p> <p>Examine the different figures formed by changing the angle of shadows formed in order to visualise solid figures</p> <p>Examine solid figures from different angles in order to view different sections of solids.</p>			
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