

Sr. No.	Content / Topic	Month & No. of Working days	No. of Days for Teaching	Learning Objectives	Expected Learning Outcome	Activity / Practical	Teaching Aid	Assessment
1	Bridge Course (Large Numbers, Operations on Large Numbers, Factors & Multiples)	April 10	10	Students will be able to:- <ul style="list-style-type: none"> - Write the number name in Indian & International System of numeration. - Find the sum and difference of Roman Numerals. - Find the sum, difference, product & division of the given numbers. - Divide the numbers by using the rules of tests of divisibility. - Find Factors & Multiples of given numbers. - Calculate HCF & LCM by prime factorization method & by short division method. - Find the difference between LCM & HCF. 	Students would be able to:- <ul style="list-style-type: none"> - Describe the Indian & International System of numeration. - The sum and difference of Roman Numerals. - Perform addition, subtraction, multiplication & division of large numbers. - Apply the rules of tests of divisibility. - Write Factors & Multiples of given numbers. - Calculate HCF & LCM by prime factorization method & by short division method. - Define the relation between LCM & HCF. - 	Fun With Maths Crossword Puzzle.	ICR, Green board.	Worksheet.
2	Patterns in Mathematics	April 13 & June 4 Days	17	Students will be able to :- <ul style="list-style-type: none"> - Identify patterns in numbers and form number sequences. - Visualise number sequence using pictures. - Understand relation among different number sequences. - Demonstrate understanding of shape patterns. - Find ways in which shape sequences are related to number sequences. 	Students would be able to :- <ul style="list-style-type: none"> - Recognize and describe patterns in number sequences. - Identify and explain the rules or relationships in number sequences. - Visualize number sequences using tools like number lines. - Create and analyze geometric patterns. - Relate geometric patterns to number sequences. - Apply their understanding of patterns to solve problems and make predictions. 	Identifying number sequences, visualizing them, and exploring relationships between different sequences.	Visual aids like diagrams and pictures	Assessment will be done on the basis of decided rubrics.

3	Lines and Angles	June 08 Days	08	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - explore some of the most basic ideas of plane geometry such as point, line, line segment and a ray. - understand the concept of angles and their types. - draw and measure an angle with the help of a protractor. - compare lines and angles with tracing paper. - classify pair of angles as complementary and supplementary. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Identify and label these geometric figures, and by the end, they should be able to apply properties of lines and angles, including understanding parallel, perpendicular, and supplementary angles. 	Make several 'rotating arms' with different angles between the arms	Physical manipulatives like geometry sets with rulers, protractors, and compasses, as well as real-world examples found in classroom surroundings.	Assessment will be done on The basis of decided rubrics.
4	Number Play	June 12 Days July 08 Days	18	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - understand the concept of least value or greatest value (supercells) relative to its neighbours. - identify patterns of numbers on the number line. - appreciates the role of digits, beauty of palindromes, clock and calendar numbers. - verify the magic number of Kaprekar. - develop skill for computational thinking i.e. mental maths. - discover number patterns. - understand the mystery of Collatz conjecture. - do simple estimation and develop strategies to win games. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Students will gain a deeper understanding and appreciation for numbers and their relationships. - Students will develop the ability to approach and solve a variety of mathematical problems. - Students will strengthen their capacity for logical thinking and critical analysis. 	Arranging children in a line to form specific sequences of numbers, using dots to represent triangular and square numbers, and playing with digits to find the smallest or largest numbers with a given digit sum.	Bottle tops, Beads, Pebbles.	Assessment will be done on the basis of decided rubrics.
5	Data Handling and Presentation	July 16 Days & August 10 Days	12	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - know the difference between collecting and organising the data. - differentiate between primary and secondary data. - represent and interpret data using pictographs and bar 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Organize and present data: Students will be able to organize data using tally marks, frequency tables, and other methods. 	Collecting, organizing, and presenting data using pictographs and bar graphs.	Graph Papers, Color Pencils	Assessment will be done on the basis of decided rubrics.

				<p>graphs.</p> <ul style="list-style-type: none"> - Understand and appreciate the advantages and disadvantages of infographics. 	<ul style="list-style-type: none"> - Construct pictographs: Students will be able to create pictographs based on given data. - Construct bar graphs: Students will be able to construct bar graphs to represent data. - Interpret data from pictographs and bar graphs: Students will be able to read and interpret data represented in pictographs and bar graphs. - Draw conclusions from data: Students will be able to draw conclusions and make predictions based on the data presented in pictographs and bar graphs. 			
6	Prime Time	August 14 & September 08 Days	18	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - understand the meaning of factors and multiples of numbers. - find common factors and multiples of two or more numbers. - identify prime and composite numbers. - define coprime numbers and apply prime factorisation. - test the divisibility of large numbers. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Students will be able to distinguish between prime and composite numbers. - They will be able to find factors and multiples of a given number. - They will be able to express a number as a product of its prime factors. - They will be able to solve problems involving prime factorization, LCM, and GCD. - They will develop a foundational understanding of number theory and its importance in mathematics. 	Activities and exercises that encourage hands-on understanding of prime numbers, factors, multiples, and related concepts.	Number strips.	Assessment will be done on the basis of decided rubrics.
		September		The First Terminal Examination				

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Std-VI

MATHEMATICS

7	Perimeter and Area	October 12 & November 10 Days	18	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - Understand the difference between perimeter and area. - evaluate perimeter and area of standard closed figures. - convert one unit of area into another. - estimate area of closed figure. - solve problems related to daily life. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Accurately calculate the perimeter of various shapes. - Calculate the area of squares, rectangles, and triangles. - Apply the concepts of perimeter and area to solve real-world problems. - Understand the relationships between perimeter, area, and the dimensions of shapes. - Develop a strong foundation for further learning in geometry. 	Fencing a park: Students can estimate the area of a rectangular park and calculate the amount of fencing required.	Different kind of charts of house designs	Assessment will be done on the basis of decided rubrics.
8	Fractions	November 15 Days December 04 Days	12	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - understand fraction as part of a whole. - represent a fraction on a number line. - define proper, improper and mixed fractions. - check whether two or more fractions are equivalent. - compare like and unlike fractions. - understand addition and subtraction of various types of fractions. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Aim to equip students with a solid foundation in fractions, enabling them to understand, represent, and manipulate fractions effectively and apply them in various contexts. 	Find a common denominator for each pair of fractions.	Colored chalks, worksheets, colored sheets, graph paper - Colored sheet, scale	Assessment will be done on the basis of decided rubrics.
9	Playing with Constructions	December 20 Days	12	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - draw a line segment of the given length. - - construct a circle of given radius with the help of a compass. - use a ruler and compass to construct a square and a rectangle. - apply construction techniques to draw different figures and patterns we see around us. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - focus on developing practical geometric skills and understanding. - Through hands-on activities, students will gain a better understanding of terms like perpendicularity, bisecting, and parallel lines. 	Draw a figure in the given form to depict "A person".	Geometry sets with rulers, protractors, and compasses	Assessment will be done on the basis of decided rubrics.

10	Symmetry	January 25 Days	15	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - understand the concept of line symmetry. - identify different lines of symmetry and draw them. - link mirror reflection with line symmetry. - evolve the understanding of the concept of rotational symmetry. - visualise symmetry in nature and its application in daily life. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Focus on developing practical geometric skills and understanding. - draw lines, angles, and circles using a ruler and compass. - construct specific geometric figures like perpendicular lines, bisecting angles and lines, and drawing parallel lines. - Through hands-on activities, students will gain a better understanding of terms like perpendicularity, bisecting, and parallel lines. 	Focuses on practical, hands-on geometry using tools like rulers and compasses.	Geometry sets with rulers, protractors, and compasses	Assessment will be done on the basis of decided rubrics.
11	The Other Side of Zero	February 23 Days	15	<p>Students will be able to :-</p> <ul style="list-style-type: none"> - understand the importance of integers in real-life. - represent integers on a number line. - understand the concept of addition and subtraction of integers. - arrange integers in increasing or decreasing order. - find absolute value of integers. 	<p>Students would be able to :-</p> <ul style="list-style-type: none"> - Understanding the concept of symmetry, identifying symmetrical and asymmetrical figures, recognizing lines of symmetry, and exploring rotational symmetry. - Students will understand that some figures can have rotational symmetry, meaning they can be rotated by a certain angle and still look the same. They will also learn about the order of rotational symmetry (e.g., a square has rotational symmetry of order 4). 	<p>Punching Game:</p> <p>Folding a paper and punching holes at different locations creates symmetrical patterns when the paper is unfolded.</p>	Interactive Whiteboards, Online Simulations, Videos and Animations	Assessment will be done on the basis of decided rubrics.
		March	08	The Second Terminal Examination				

Subject Teachers

1. VI A Mrs. Madhuri Malusare
2. VI B Mrs. Madhuri Malusare
3. VI C Mr. Abhijit Nagare
4. VI D Ms. Sayali Godase

Moderator

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