

विद्या प्रतिष्ठान का									
डॉ . सायरस पूनावाला स्कूल ( सी.बी.एस.ई) बारामती									
वार्षिक नियोजन २०२६ - २७									
कक्षा : छठी					विषय : हिंदी				
अ.क्र.	माह	पाठ का नाम	शैक्षणिक उद्देश्य	शैक्षणिक पद्धति	तासिका	कूल दिवस	शिक्षा प्रतिफल	रचनात्मक गतिविधियाँ	समवाय
1	अप्रैल	मातृभूमि पुष्प की अभिलाषा ( पढ़ने के लिए )	मातृभूमि के प्रति आदर, प्रेम और गौरव की भावना विकसित करना देश की एकता, अखंडता और संस्कृति की रक्षा का महत्व समझाना।	स्पष्टीकरण	6	21	कविता में छिपे देशप्रेम , एकता और कर्तव्य के संदेश को पहचान पाएँगे	स्वच्छ भारत एकता विषय पर आकर्षक स्लोगन बनाइए।	सामाजिक विज्ञान, कला शिक्षा
		वर्ण- विचार	भाषा कौशल को विकसित करना	ज्ञात-अज्ञात	6		शुद्ध उच्चारण के साथ वर्ण को बोल पाएँगे स्वर , व्यंजन , अनुस्वार , अनुनासिक , विसर्ग की परिभाषा और अंतर बता सकेंगे।	वर्ण अंत्याक्षरी कमल - लडका	संस्कृत
		संज्ञा ( संज्ञा के भेद )	संज्ञा की परिभाषा समझकर संज्ञा के भेद समझाना।	ज्ञात-अज्ञात	6		छात्र संज्ञा शब्द पहचानेंगे।	वाक्यों में संज्ञा शब्द पहचानना	सामाजिक विज्ञान , नागरिकशास्त्र
2	जून	गोल	जीवन में लगन, अनुशासन और टीम भावना विकसित करना।	स्पष्टीकरण	4	16	छात्र खेल और उसके नियम के बारे में बतायेंगे	ध्यानचंदजी का चित्र बनाइए। खेल पर ( स्लोगन )	शारीरिक शिक्षा
		सर्वनाम ( सर्वनाम के भेद )	छात्र को वाक्य में पुनरावृत्ति से बचाना। भाषा को सहज और संक्षिप्त बनाना।	ज्ञात-अज्ञात	4		छात्र सर्वनाम शब्दों की परिभाषा तथा भेद समझकर बताएँगे	सर्वनाम के भेद चार्ट बनाना।	हिंदी पाठ
		पहली बूँद	छात्रों में प्रकृति के प्रति संवेदना कल्पना शक्ति और छोटे सुखों को महसूस करने की आदत विकसित करना।	स्पष्टीकरण	4		छात्र प्रकृति की घटना में सुख महसूस करेंगे। पानी का महत्व समझेंगे।	समूह गान गाना	विज्ञान
		शब्द- युग्म	छात्र को सुनने में एक जैसा लगने वाले शब्द के अर्थ का अंतर समझाना।	ज्ञात-अज्ञात	2		छात्र शब्द युग्म के अर्थ का अंतर पहचानकर वाक्य में उनका शुद्ध और सही प्रयोग कर पाएँगे।	शब्द-युग्म के कार्ड बनाना	सामाजिक विज्ञान , विज्ञान
3	जुलाई	हार की जीत	छात्रों में हार में भी धैर्य नैतिकता और सच्ची जीत का भाव विकसित करना।	स्पष्टीकरण	4	24	छात्र हार में भी नैतिकता न छोड़कर सच्ची जीत के अर्थ को समझेंगे।	नाटक ( हार की जीत )	सामाजिक विज्ञान
		चित्रवर्णन	अपनी कल्पना और विचारों के विचारों को व्यक्त करने की क्षमता का विकास करना।	ज्ञात-अज्ञात	4		छात्र चित्रवर्णन करना सीखेंगे।	चित्रवर्णन कीजिए।	पर्यावरण अध्ययन
		वचन	एकवचन - बहुवचन शब्दों की पहचान कराना।	ज्ञात-अज्ञात	4		छात्र शब्दों के वचन बदलना सीखेंगे।	वचन की अंत्याक्षरी	गणित
4	अगस्त	रहीम के दोहे	छात्रों को जीवन मूल्यों को समझाकर अपने आचरण में अपनाना सिखाना।	स्पष्टीकरण	4	22	छात्र नैतिक मूल्य को समझ कर अपने दैनंदिन जीवन में प्रयोग करेंगे।	दोहों का प्रस्तुतीकरण	इतिहास, कला, संगीत
		मेरी माँ	माँ के त्याग, ममता और परिश्रम को समझकर उसके प्रति आदर -भाव विकसित करना।	स्पष्टीकरण	4		मा के कार्य का वर्णन करेगा और माँ के प्रति कृतज्ञता व्यक्त करेगा।	समूह गान गाना	नैतिक शिक्षा
		अनेक शब्द के लिए एक शब्द	भाषा को संक्षिप्त और प्रभावशाली बनाना सिखाना।	ज्ञात-अज्ञात	2		छात्र दिए गए वाक्यांशों के लिये सही शब्द पहचानकर प्रयोग करेंगे।	शब्द कार्ड बनाना	सामाजिक विज्ञान
		उपसर्ग	उपसर्गों को पहचान कर मूल शब्द के अर्थ में होने वाले परिवर्तन को समझकर नये शब्द का निर्माण करना सिखाना।	ज्ञात-अज्ञात	2		छात्र मूल शब्द में उचित उपसर्ग लगाकर नये सार्थक शब्द बनाएँगे और उनके अर्थ बता सकेंगे।	शब्द कार्ड बनाना	संस्कृत
		निबंधलेखन	छात्र को किसी एक विषय पर अपने विचारों को क्रमबद्ध, तर्कपूर्ण, प्रभावी भाषा में लिखने का अभ्यास कराना।	प्रक्रिया आधारित लेखन	4		छात्र दिए विषय पर विचारपूर्वक निबंध लिखेंगे।	पर्यावरण पर निबंध लिखिए।	भाषा ज्ञान

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5	सितंबर	जलाते चलो	छात्र को निरंतर कर्म आशा और कठीण आयो मे भी न हार मान्य की भावना को समझाना सकारात्मक दृष्टिकोन को अपनाना सिखाना।	स्पष्टीकरण	4	23	छात्र कठीन परिस्थितियो मे भी निरंतर कर्मशील रहने का संकल्प करेंगे।	समूह गान गाना कविता का पठन करके प्रस्तुतीकरण	नैतिक शिक्षा , संगीत
		मुहावरे	भाषा को अधिक प्रभावशाली, संक्षिप्त और रुचकर बनाने में मदत करना।	ज्ञात-अज्ञात	1		छात्र मुहावरे का वाक्य मे प्रयोग करना सिखेंगे।	मुहावरों के अर्थ लिखिए।	नाटक /कला भाव - अभिव्यक्ती
		पत्रलेखन	छात्र को अपने विचारों, भावनाओं और अनुरोधों को स्पष्ट और प्रभावी ढंग से व्यक्त करना सीखाना।	आदर्श आधारित , आगमन-निगमन	3		छात्र उचित प्रारूप, भाषा शैली विषानुसार संबोधन व अभिवादन के साथ प्रभावी पत्र लिखेंगे।	दादा दादी जी को अपनी कुशलता बताते हुए पत्र लिखिए।	सामाजिक विज्ञान, नैतिक शिक्षा
		संवाद लेखन	छात्रों को पात्रों के माध्यम से विचारों का आदान प्रदान करना सिखाना।		2		छात्र एक दुसरे के साथ विचारों का आदान प्रदान करना सिखेंगे।	अपने भाई के साथ रक्षाबंधन विषय पर संवाद लेखन कीजिए	सामाजिक विज्ञान, नैतिक शिक्षा
6	अक्टूबर	सत्रिया और बिहू नृत्य	छात्रों को असम के सत्रिय व बिहू नृत्य की सांस्कृतिक पृष्ठभूमि, विशेषताओं का महत्व समझाना।	स्पष्टीकरण	5	22	छात्र सत्रिया व बिहू नृत्य की वेशभूषा, वाद्य यंत्र ,अवसर व मुद्राओं वर्णन करेगा।	सत्रिया - बिहू नृत्य की पहचान व सांस्कृतिक महत्त्व के बारे में जानकारी लिखना।	संगीत , कला , शारीरिक शिक्षा
		मैया मैं नहीं माखन खायो	छात्रों को श्रीकृष्ण के बाल - लीला स्वरूप व मों यशोदा के प्रति प्रेम के बारे में जानकारी देना ।	स्पष्टीकरण	4		छात्र श्रीकृष्ण के बाल सुलभ तर्कों अपने शब्दों में व्यक्त करेंगे।	यशोदा श्रीकृष्ण भूमिका में बाल सुलभ संवाद का अभिनय करवाना।	संगीत , नाटक / कला , नैतिक शिक्षा
		संधी	संधी का अर्थ, भेद व नियम समझकर दो शब्दों को जोडना और संधी विच्छेद करना सिखाना।	ज्ञात-अज्ञात	4		छात्र दिए गए शब्द में सही संधि विच्छेद करेंगे।	पलैश- कार्ड बनाना	संस्कृत
		प्रत्यय	छात्रों को प्रत्यय पहचान कराना मूल शब्द में उचित प्रत्येक जोडकर नवे सार्थक शब्द बनाना सिखाना।	ज्ञात-अज्ञात	2		छात्र प्रत्यय को पहचान कर दिये गये मूल शब्दों में सही प्रत्येय लगाकर नये शब्द बना सकेंगे।	पलैश- कार्ड बनाना	संस्कृत
		कहानी लेखन	छात्रों को दिए गए विषयपर संकेत बिंदुओं के आधार पर क्रमबद्ध नैतिक शिक्षा से युक्त कहानी लिखना सिखाना ।	आगमन पद्धती	3		छात्र उचित शीर्षक, नैतिक शिक्षा से युक्त कहानी लिख सकेगा।	कहानी लेखन	नैतिक शिक्षा
7	नवंबर	परीक्षा	छात्र को जीवन में परीक्षा का महत्व,मेहनत ,इमानदारी के मूल्य को आत्मसात करना सिखाना।	स्पष्टीकरण	5	14	छात्र जीवन मूल्यों को अपने शब्दों में व्यक्त करना सिखेगा।	जीवन की सबसे बड़ी परीक्षा' (समूह चर्चा)	नैतिक शिक्षा
		विशेषण	छात्रों को विशेषण शब्द तथा उनके भेदों की पहचान कराना।	ज्ञात-अज्ञात	3		छात्र विशेषण शब्दों की पहचान करेंगे।	विशेषण शब्दों का चार्ट बनाना।	विज्ञान, पर्यावरण
8	दिसंबर	चेतक की वीरता	छात्रों को घोडे चेतक के त्याग, स्वामीभक्ती, वीरता के प्रसंग को समझाकर देशभक्ती और कर्तव्य निष्ठा के मूल्य ग्रहण करणा सिखाना।	स्पष्टीकरण	5	24	छात्र चेतक की स्वामी भक्ती व वीरता से प्रेरणा लेकर कर्तव्य पालन का महत्व बता सकेंगे।	समूह गान गाना।	इतिहास, नैतिक शिक्षा
		क्रिया	छात्रों को किसी वाक्य में कार्य या घटना गो दर्शना सीखाना।	ज्ञात-अज्ञात	3		छात्र क्रिया शब्द पहचानेगे	छात्र क्रिया शब्द पहचानेगा।	क्रिया शब्द लिखना
		काल	छात्रों को क्रिया के होने के समय के बारे में जानकारी देना	ज्ञात-अज्ञात	4		छात्र काल की पहचान करेंगे।	काल के भेद का चार्ट बनाना।	इतिहास, दिनचर्या
		निबंधलेखन	छात्र को किसी एक विषय पर अपने विचारों को क्रमबद्ध, तर्कपूर्ण, प्रभावी भाषा में लिखकर सजनात्मक अभिव्यक्ती का विकास करना।	प्रक्रिया आधारित लेखन	3		छात्र दिए विषय पर विचारपूर्वक निबंध लिखेंगे	भारत देश पर निबंध लिखिए।	भाषा ज्ञान,नैतिक शिक्षा

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9	जनवरी	हिंद महासागर में छोटा-सा हिंदुस्तान	राष्ट्रीय एकता व आपली मातृभूमी के प्रतिक्रमों का भाव शत्रु के मन में विकसित करना	स्पष्टीकरण	4	22	छात्र 'विविधताओं में एकता' का भाव अपने शब्द में व्यक्त करेंगे।	विविधता में एकता' निबंध लिखिए	भूगोल, इतिहास
		कारक	छात्रों को क्रिया के साथ कारक चिन्ह द्वारा संबंध समझाना	ज्ञात-अज्ञात	3		छात्र कारक चिन्हों का वाक्यों में सही प्रयोग करना सिखेंगे।	कारक चिन्हों का चार्ट बनाना	भाषा ज्ञान , हिंदी / संस्कृत
		वाक्य के भेद	छात्रों को वाक्य की संरचना पहचानकर अपनी बात को प्रभावी ढंग से लिखना सिखाना।	ज्ञात-अज्ञात	4		छात्र वाक्य के तीनों भेदों में वाक्य स्वयं बनाना सिखेंगे।	वाक्यों के भेदों का चार्ट बनाना	विज्ञान, इतिहास
		विज्ञापन	छात्रों को सामाजिक संदेश के लिए प्रभावी तथा रचनात्मक विज्ञापन बनाना सिखाना।	ज्ञात-अज्ञात	3		छात्र आकर्षक शीर्षक ,चित्र सहित संक्षिप्त विज्ञापन तयार कर सकेंगे।	विज्ञापन बनाना	कला, भाषा
10	फरवरी	पेड़ की बात	छात्रों को पर्यावरण संरक्षण प्रति संवेदनशील बनाना।	स्पष्टीकरण	4	20	छात्र पेड़ों से मिलने वाले लाभ अपने शब्दों में बता सकेंगे।	वृक्षारोपण	विज्ञान, पर्यावरण अध्ययन
		विराम चिन्ह	छात्रों को विरामचिन्हों का सही प्रयोग समझाकर वाक्यों में स्पष्टता व भाव के अनुसार विरामचिन्ह लगाना सिखाना।	ज्ञात-अज्ञात	4		छात्र वाक्यों में उचित विरामचिन्हों का प्रयोग करेंगे।	विरामचिन्हों का चार्ट बनाना।	भाषा / व्याकरण, पठन कौशल
		पत्रलेखन	छात्रों को अपने विचारों ,भावनाओं और अनुरोधों को स्पष्ट और प्रभावी ढंग से व्यक्त करना सिखाना।	आदर्श आधारित आगमन - निगमन	3		छात्र उचित प्रारूप भाषाशैली विषयानुसार संबोधन व अभिवादन के साथ प्रभावी पत्र लिखेंगे।	अपने भाई को जन्मदिन की बधाई देते हुए पत्र लिखिए।	सामाजिक विज्ञान ,नैतिक शिक्षा





विद्या प्रतिष्ठानस्य  
डॉ. सायरस पुनावाला स्कूल (सी.बी.एस.ई.) रुई, विद्यानगरी, बारामती  
वार्षिक नियोजन २०२६-२७

कक्षा - षष्ठी

संस्कृतम्

Sr. No.	Content/Topic	Months & No. of days	Learning Objectives	Expected Learning Outcome	Activity	Teaching Aids	Assessment
१.	शब्द 1 वयमवर्णमाला पठामः	अप्रैल (2४)	स्वराः व्यञ्जनाः च ज्ञानम्। संयुक्त व्यञ्जनानि वर्ण वियोगः च ज्ञानम्।	छात्रः स्वराः व्यञ्जनाः च भेदाः ज्ञास्यन्ति ।	गुणितक्षराणि पुस्तके लिखन्ति । व्यवहारिकाः शब्दाः लिखन्ति	दीपकम्	उच्चारणं क्षमता विकसित । शब्दज्ञानस्य क्षमता विकसितः
२.	एषःकः? एषा का? एतत् किम्?	जुन १९	पुल्लिङ्ग स्त्रीलिङ्ग नपुंसकलिङ्गशब्दस्य ज्ञानम् ।	सर्वनामानि क्रियापदानि ज्ञास्यन्ति ।	व्यवहारिका शब्दाः लिखन्ति ।	दीपकम्	सर्वनामस्य क्षमता विकसितः ।
३.	अहं च त्वं च	जुलाई २७	उत्तम-पुरुष तथा मध्यम-पुरुष विषये जानन्ति ।	उच्च स्वरेण वदन्ति च ।	अस्मत् युस्मत् शब्दाः लिखन्ति।	दीपकम्	व्याकरण क्षमता विकसितः
४.	अहं प्रातः उत्तिस्थामि	जुलाई	समयस्य ज्ञानम् च समय-आधारेण वाक्यानां ज्ञानम्	। समयस्य ज्ञानम् ज्ञास्यन्ति ।	स्फोरकपत्रेघटिनाम चित्राणि रचयन्ति । समय लिखन्ति	दीपकम्	समयस्य ज्ञानम् विकसितः।
५.	शूराःवयम् धीरा वयम्	अगस्त २१	शूराःवीराःगीतस्य भावर्थस्य	शूराःवीराणां नामानि	महापुरुषानां राष्ट्रनायकानां च चित्राणि रचयन्ति	दीपकम्	देशविषयकःस्नेहः भावना विकसितः
६.	सःएव महान चित्रकारः।	अगस्त	संस्कृत संवादस्य च प्राणिनां नामानि	छात्राःचित्रवर्णनम्	पुष्पाणि रचयन्ति नामानि रचयन्ति	दीपकम्	चित्रवर्णनस्य क्षमता विकसितः
७.	अतिथिदेवो भव	सप्टेंबर २३	अतिथिसेवायाःभावस्य अव्ययस्य परिचयः	छात्रेषु मनसि अतिथि सेवायाः भावः जागरितः	विद्यालये परिसरे किम् अस्ति, किं नास्ति लिखन्ति	दीपकम्	अतिथि भावः जागरितः

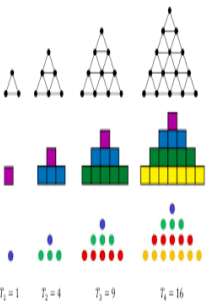
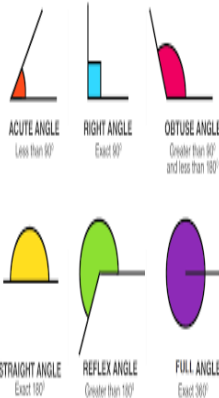
८.	बुद्धिः सर्वार्थसाधिका	सप्टेंबर	संस्कृत कक्षायाः ज्ञानम् बुद्धिबलस्य महत्त्वम्	शरीरबलात् बुद्धिबलं श्रेष्ठं	धातुरुपानां संग्रहणं कुर्वन्ति	दीपकम्	बुद्धेः चालना विकसितः
९.	यो जानाति सः पण्डितः	ऑक्टोबर २४	पुर्वजानाम् कविनाम् बुद्धिमतां कल्पनाशक्तिं च	बुद्धेः तार्किक शक्तिः वर्धयिष्यति ।	मातृभाषायां प्रहेलिकानां संग्रहं कुर्वन्ति ।	दीपकम्	कल्पनाशक्तिः विकसितः।
१०.	त्वं आपणं गच्छ	नोव्हेंबर १२	आपणस्य व्यवहार विषये ज्ञानम् ।	लोटलकार विषये ज्ञानम् ।	लोटलकारे पञ्च वाक्यानि लिखन्ति	दीपकम्	व्यवहारज्ञानम् विकसितः ।
११.	पृथिव्याम् त्रीणि रत्नानि	डिसेम्बर १९	सुभाषितानां ज्ञानम्	उच्चारणम् स्पष्ट भविष्यति ।	चित्रान् दृष्ट्वा श्लोकान् लिखन्ति	दीपकम्	उच्चारणं क्षमता विकसितः।
१२.	आलस्यं ही मनुष्याणाम्	जानेवारी २४	परि स्वः श्रमस्य ज्ञानम् समयस्य महत्वं	परिश्रमस्य श्लोकान् ज्ञास्यन्ति। परिश्रमस्य महत्वं ज्ञास्यन्ति।	द्वितीया विभक्ति आधारेण स्वः दिनचर्या लिखन्ति ।	दीपकम्	श्रमस्य क्षमता विकसितः ।
१३.	संख्या गणना ननु सरला	जानेवारी	संस्कृत श्लोक माध्यमेन जानन्ति । संख्या १ तः २० श्लोक माध्यमेन जानन्ति ।	संख्यायाः श्लोकाः । संस्कृते दशदिशा ज्ञास्यन्ति।	१तः २० पर्यन्तं चित्राधारेण संख्या लिखन्ति ।		संख्यक्षमता विकसितः ।
१४.	माधवस्य प्रियम् अङ्गम्	फ़ेब्रुवारी २३	शरीरस्य अङ्गनामानि जानन्ति ।	शरीरस्य संस्कृत नामानि ज्ञास्यन्ति।	चित्रधारेण अङ्गानि नामानि लिखन्ति ।	दीपकम्	ज्ञानं वर्धयति ।
१५	वृक्षाः सत्पुरुषाः इव	मार्च १२	वृक्षायाः महत्त्वम् जानन्ति	परोपकारः विषयकः ज्ञास्यन्ति। वृक्षस्य महत्त्वम् ज्ञास्यन्ति	प्रहेलिकाः लिखन्ति ।	दीपकम्	पर्यावरण विषयकं ज्ञानं वर्धयति ।

विषय शिक्षक

श्री किसन विठ्ठल धुमाळ

श्री संतोष तानाजी जगदाळे

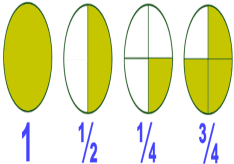
Sr. No.	Content / Topic	Month & No. of Working days	No. of Days for Teaching	Learning Objectives	Expected Learning Outcome	Activity / Practical	Teaching Aid	Assessment
1	Bridge Course ( Large Numbers, Operations on Large Numbers, Factors & Multiples )	April 10	08	Students will be able to:- <ul style="list-style-type: none"> <li>- Write the number name in Indian &amp; International System of numeration.</li> <li>- Find the sum and difference of Roman Numerals.</li> <li>- Find the sum, difference, product &amp; division of the given numbers.</li> <li>- Divide the numbers by using the rules of tests of divisibility.</li> <li>- Find Factors &amp; Multiples of given numbers.</li> <li>- Calculate HCF &amp; LCM by prime factorization method &amp; by short division method.</li> <li>- Find the difference between LCM &amp; HCF.</li> </ul>	Students would be able to:- <ul style="list-style-type: none"> <li>- Describe the Indian &amp; International System of numeration.</li> <li>- The sum and difference of Roman Numerals.</li> <li>- Perform addition, subtraction, multiplication &amp; division of large numbers.</li> <li>- Apply the rules of tests of divisibility.</li> <li>- Write Factors &amp; Multiples of given numbers.</li> <li>- Calculate HCF &amp; LCM by prime factorization method &amp; by short division method.</li> <li>- Define the relation between LCM &amp; HCF.</li> <li>-</li> </ul>	Fun With Maths  Crossword Puzzle.	ICR, Green board.	Worksheet.
2	Patterns in Mathematics	April 14	12	Students will be able to :- <ul style="list-style-type: none"> <li>- Identify patterns in numbers and form number sequences.</li> <li>- Visualise number sequence</li> </ul>	Students would be able to :- <ul style="list-style-type: none"> <li>- Recognize and describe patterns in number sequences.</li> </ul>	Identifying number sequences, visualizing them, and	Visual aids like diagrams and pictures	Assessment will be done on the basis of decided rubrics.

				<p>using pictures.</p> <ul style="list-style-type: none"> <li>- Understand relation among different number sequences.</li> <li>- Demonstrate understanding of shape patterns.</li> <li>- Find ways in which shape sequences are related to number sequences.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and explain the rules or relationships in number sequences.</li> <li>- Visualize number sequences using tools like number lines.</li> <li>- Create and analyze geometric patterns.</li> <li>- Relate geometric patterns to number sequences.</li> <li>- Apply their understanding of patterns to solve problems and make predictions.</li> </ul>	<p>exploring relationships between different sequences.</p>		
3	<p>Lines and Angles</p> 	June (19Days)	12	<p>Students will be able to :-</p> <ul style="list-style-type: none"> <li>- explore some of the most basic ideas of plane geometry such as point, line, line segment and a ray.</li> <li>- understand the concept of angles and their types.</li> <li>- draw and measure an angle with the help of a protractor.</li> <li>- compare lines and angles with tracing paper.</li> <li>- classify pair of angles as complementary and supplementary.</li> </ul>	<p>Students would be able to :-</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Make several 'rotating arms' with different angles between the arms</p>	<p>Physical manipulatives like geometry sets with rulers, protractors, and compasses, as well as real-world examples found in classroom surroundings.</p>	<p>Assessment will be done on The basis of decided rubrics.</p>
4	<p>Number Play</p>	June (19 Days) /July(27)	16	<p>Students will be able to :-</p> <ul style="list-style-type: none"> <li>- understand the concept of</li> </ul>	<p>Students would be able to :-</p> <ul style="list-style-type: none"> <li>- Students will gain a deeper</li> </ul>	<p>Arranging children in a line to form</p>	<p>Bottle tops, Beads,</p>	<p>Assessment will be done on the basis of</p>


	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>16,200</td> <td>39,344</td> <td>29,765</td> </tr> <tr> <td>23,609</td> <td style="background-color: #d9ead3;">62,871</td> <td>45,306</td> </tr> <tr> <td>19,381</td> <td>50,319</td> <td>38,408</td> </tr> </table>	16,200	39,344	29,765	23,609	62,871	45,306	19,381	50,319	38,408			<p>least value or greatest value (supercells) relative to its neighbours.</p> <ul style="list-style-type: none"> <li>- identify patterns of numbers on the number line.</li> <li>- appreciates the role of digits, beauty of palindromes, clock and calendar numbers.</li> <li>- verify the magic number of Kaprekar.</li> <li>- develop skill for computational thinking i.e. mental maths.</li> <li>- discover number patterns.</li> <li>- understand the mystery of Collatz conjecture.</li> <li>- do simple estimation and develop strategies to win games.</li> </ul>	<p>understanding and appreciation for numbers and their relationships.</p> <ul style="list-style-type: none"> <li>- Students will develop the ability to approach and solve a variety of mathematical problems.</li> <li>- Students will strengthen their capacity for logical thinking and critical analysis.</li> </ul>	<p>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.</p>	<p>Pebbles.</p>	<p>decided rubrics.</p>
16,200	39,344	29,765															
23,609	62,871	45,306															
19,381	50,319	38,408															
5	Data Handling and Presentation	July (27Days)	18	<p>Students will be able to :-</p> <ul style="list-style-type: none"> <li>- know the difference between collecting and organising the data.</li> <li>- differentiate between primary and secondary data.</li> <li>- represent and interpret data using pictographs and bar graphs.</li> <li>- Understand and appreciate the advantages and</li> </ul>	<p>Students would be able to :-</p> <ul style="list-style-type: none"> <li>- Organize and present data: Students will be able to organize data using tally marks, frequency tables, and other methods.</li> <li>- Construct pictographs: Students will be able to create pictographs based on given data.</li> <li>- Construct bar graphs: Students will be able</li> </ul>	<p>Collecting, organizing, and presenting data using pictographs and bar graphs.</p>	<p>Graph Papers, Color Pencils</p>	<p>Assessment will be done on the basis of decided rubrics.</p>									

	<table border="1"> <thead> <tr> <th>Mode of transport</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>Bus</td> <td></td> </tr> <tr> <td>Car</td> <td></td> </tr> <tr> <td>Walking</td> <td></td> </tr> <tr> <td>Bicycle</td> <td></td> </tr> <tr> <td colspan="2">Key:  Represents children</td> </tr> </tbody> </table>	Mode of transport	Number of students	Bus		Car		Walking		Bicycle		Key:  Represents children				<p>disadvantages of infographics.</p>	<p>to construct bar graphs to represent data.</p> <ul style="list-style-type: none"> <li>- Interpret data from pictographs and bar graphs: Students will be able to read and interpret data represented in pictographs and bar graphs.</li> <li>- Draw conclusions from data: Students will be able to draw conclusions and make predictions based on the data presented in pictographs and bar graphs.</li> </ul>																											
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6	<p>Prime Time</p> <table style="margin-left: 40px;"> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-right: 5px;">648</td> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-right: 5px;">1440</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-right: 5px;">324</td> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-right: 5px;">720</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-right: 5px;">162</td> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-right: 5px;">360</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">3</td> <td style="padding-right: 5px;">81</td> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-right: 5px;">180</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">3</td> <td style="padding-right: 5px;">27</td> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td style="padding-right: 5px;">90</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">3</td> <td style="padding-right: 5px;">9</td> <td style="border-right: 1px solid black; padding-right: 5px;">3</td> <td style="padding-right: 5px;">45</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">3</td> <td style="padding-right: 5px;">3</td> <td style="border-right: 1px solid black; padding-right: 5px;">3</td> <td style="padding-right: 5px;">15</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;"></td> <td style="padding-right: 5px;">1</td> <td style="border-right: 1px solid black; padding-right: 5px;">5</td> <td style="padding-right: 5px;">5</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;"></td> <td style="padding-right: 5px;"></td> <td style="border-right: 1px solid black; padding-right: 5px;"></td> <td style="padding-right: 5px;">1</td> </tr> </table>	2	648	2	1440	2	324	2	720	2	162	2	360	3	81	2	180	3	27	2	90	3	9	3	45	3	3	3	15		1	5	5				1	August( 21Days)	19	<p>Students will be able to :-</p> <ul style="list-style-type: none"> <li>- understand the meaning of factors and multiples of numbers.</li> <li>- find common factors and multiples of two or more numbers.</li> <li>- identify prime and composite numbers.</li> <li>- define coprime numbers and apply prime factorisation.</li> <li>- test the divisibility of large numbers.</li> </ul>	<p>Students would be able to :-</p> <ul style="list-style-type: none"> <li>- Students will be able to distinguish between prime and composite numbers.</li> <li>- They will be able to find factors and multiples of a given number.</li> <li>- They will be able to express a number as a product of its prime factors.</li> <li>- They will be able to solve problems involving prime factorization, LCM, and GCD.</li> <li>- They will develop a foundational understanding of number theory and its importance in mathematics.</li> </ul>	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.
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				daily life.	dimensions of shapes.  - Develop a strong foundation for further learning in geometry.			
8	<p>Fractions</p> 	October (13 Days)/November (12 Days)	20	<p>Students will be able to :-</p> <ul style="list-style-type: none"> <li>- understand fraction as part of a whole.</li> <li>- represent a fraction on a number line.</li> <li>- define proper, improper and mixed fractions.</li> <li>- check whether two or more fractions are equivalent.</li> <li>- compare like and unlike fractions.</li> <li>- understand addition and subtraction of various types of fractions.</li> </ul>	<p>Students would be able to :-</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	Find a common denominator for each pair of fractions.	<p>Colored chalks, worksheet s, colored sheets, graph paper</p> <p>- Colored sheet, scale</p>	Assessment will be done on the basis of decided rubrics.
9	Playing with Constructions	December 19 Days	16	<p>Students will be able to :-</p> <ul style="list-style-type: none"> <li>- draw a line segment of the given length.</li> </ul>	<p>Students would be able to :-</p> <ul style="list-style-type: none"> <li>- focus on developing practical geometric skills and</li> </ul>	Draw a figure in the given form to depict "A"	Geometry sets with rulers, protractor	Assessment will be done on the basis of decided rubrics.

				<ul style="list-style-type: none"> <li>-</li> <li>- construct a circle of given radius with the help of a compass.</li> <li>- use a ruler and compass to construct a square and a rectangle.</li> <li>- apply construction techniques to draw different figures and patterns we see around us.</li> </ul>	<ul style="list-style-type: none"> <li>- understanding.</li> <li>- Through hands-on activities, students will gain a better understanding of terms like perpendicularity, bisecting, and parallel lines.</li> </ul>	<p>person”.</p>	<p>s, and compasses</p>	
<p>10</p>	<p>Symmetry</p>	<p>January (24 Days)</p>	<p>20</p>	<p>Students will be able to :-</p> <ul style="list-style-type: none"> <li>- understand the concept of line symmetry.</li> <li>- identify different lines of symmetry and draw them.</li> <li>- link mirror reflection with line symmetry.</li> <li>- evolve the understanding of the concept of rotational symmetry.</li> <li>- visualise symmetry in nature and its application in daily life.</li> </ul>	<p>Students would be able to :-</p> <ul style="list-style-type: none"> <li>- Focus on developing practical geometric skills and understanding.</li> <li>- draw lines, angles, and circles using a ruler and compass.</li> <li>- construct specific geometric figures like perpendicular lines, bisecting angles and lines, and drawing parallel lines.</li> <li>- Through hands-on activities, students will gain a better understanding of terms like perpendicularity, bisecting, and parallel lines.</li> </ul>	<p>Focuses on practical, hands-on geometry using tools like rulers and compasses.</p>	<p>Geometry sets with rulers, protractors, and compasses</p>	<p>Assessment will be done on the basis of decided rubrics.</p>
<p>11</p>	<p>The Other Side of Zero</p>	<p>February (23 Days)</p>	<p>20</p>	<p>Students will be able to :-</p> <ul style="list-style-type: none"> <li>- understand the importance of</li> </ul>	<p>Students would be able to :-</p> <ul style="list-style-type: none"> <li>- Understanding the concept of</li> </ul>	<p>Punching Game:</p>	<p>Interactive Whiteboard</p>	<p>Assessment will be done on the basis of decided</p>

				<p>integers in real-life.</p> <ul style="list-style-type: none"> <li>- represent integers on a number line.</li> <li>- understand the concept of addition and subtraction of integers.</li> <li>- arrange integers in increasing or decreasing order.</li> <li>- find absolute value of integers.</li> </ul>	<p>symmetry, identifying symmetrical and asymmetrical figures, recognizing lines of symmetry, and exploring rotational symmetry.</p> <ul style="list-style-type: none"> <li>- 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).</li> </ul>	<p>Folding a paper and punching holes at different locations creates symmetrical patterns when the paper is unfolded.</p>	<p>ds, Online Simulations, Videos and Animations</p>	<p>rubrics.</p>
		<p>March(12 Days)</p>		<p>The Second Terminal Examination</p>				

**Subject Teachers**

1. VI A Mr.Dhananjay Madane
2. VI B Mrs.Priyanka Karvekar
3. VI C Mr.Sonali Gore
4. VI D Ms. Madhuri Malusare

**Moderator**


Mr. Abhijit Nagare

**Principal**

**Vidya Pratishthan's**  
**Dr. Cyrus Poonawalla School (CBSE), Baramati**  
**Annual Curriculum Planning (ACP) 2026-27**



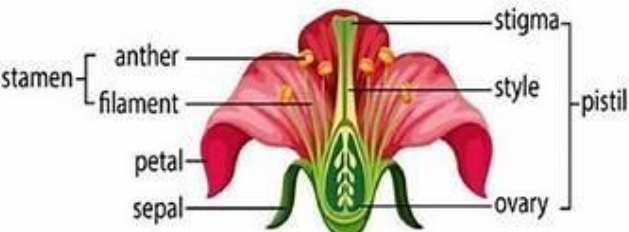

**Sub - Science**

**Std - VI**

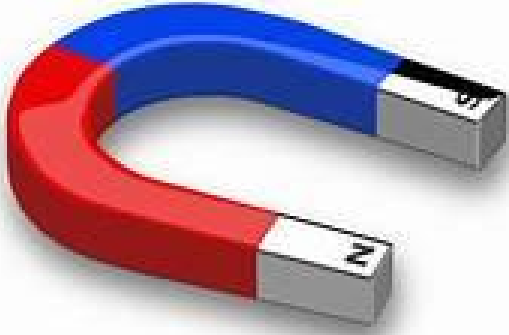

S R N O	CHAPTER	MONTH	WORKING DAYS	TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS/ ART INTEGRATION/ INTERDISCIPLIN ARY LINKAGES
1	The Wonderful World of Science 	April 05	(April 24)	<ol style="list-style-type: none"> <li>1. Brainstorming session on “What is Science?”</li> <li>2. Think-Pair-Share activity</li> <li>3. Concept mapping</li> <li>4. Real-life examples discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand meaning and scope of science</li> <li>2. Develop curiosity and observation skills</li> <li>3. Identify role of science in daily life</li> </ol>	<ol style="list-style-type: none"> <li>1. Critical thinking, observation</li> <li>2. Poster making on “Science in Daily Life”</li> <li>3. Link with Social Science (technology development)</li> </ol>
2	Diversity in the Living World	April 10	(April 24)	<ol style="list-style-type: none"> <li>1. Nature walk / virtual</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify different living</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation, classification</li> </ol>



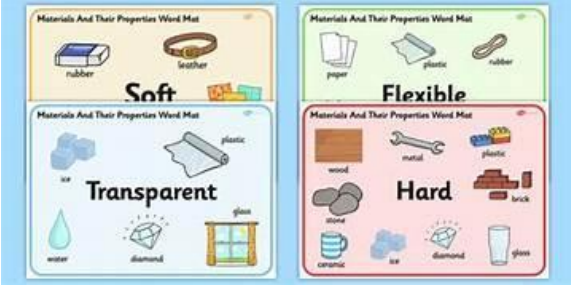
				observation 2. Sorting & classification activity 3. Group discussion	organisms 2. Understand classification basics 3. Appreciate biodiversity	2. Drawing plants/animals 3. Link with Geography (ecosystems)
3	<p>Mindful Eating : A Path to a Healthy body.</p> <p>Sources of proteins, fats &amp; carbohydrates, dietary fibres, balanced diet, deficiency diseases</p> <p>Test for Carbohydrates, Proteins and fats</p> <p>Millet : Nutrition -rich cereals</p>	June 10	(June 19)	1. Activating prior knowledge by random questioning. The concepts were explained by interactive method by discussing various pictures of food through PPT 2. The topics will be assessed	1. Understand the importance of each nutrient in their diet. 2. Know the sources of nutrients. 3. Understand the need of nutrients to prevent deficiency diseases.	Observation skills, Analytical skills, Application, Self awareness ●ART INTEGRATION * Eating Balanced diet is necessary to remain fit and active. Make a poster on Balanced diet. * Prepare a chart on the

	<p style="text-align: center;"><b>NUTRIENTS</b></p>  <p style="text-align: center;">SCIENCEPHOTOLIBRARY</p>			<p>by conducting a quiz</p> <p>3.The students will be demonstrated the tests</p>	<p>4. Aware people about deficiency diseases.</p>	<p>symptoms and name of different deficiency diseases caused due to the lack of each nutrient</p> 
<p>4</p>	<p>Diversity in Living World</p> <p>Herbs, shrubs, trees, climber, creepers, stem, leaf venation, roots, parts of Flower, Monocot and Dicot,</p> <p>Adaptation in Plants and Animals</p> <p style="text-align: center;"><b>Common Flower Parts</b></p> 	<p>July 10</p>	<p>(July 27)</p>	<p>1.The topic will be introduced by a concept map (about types of plants) through PPT and developed by interactive method.</p> <p>2.Pictures and videos will be used for explaining leaf</p>	<p>1.Identify the type of plant.</p> <p>2.Differentiate between climbers &amp; creepers.</p> <p>3.Know about the type of root of a plant from its leaves.</p> <p>4.Understand the</p>	<p>Drawing skills, observation skills, analysing skills, creative thinking.</p> <p>●ART INTEGRATION</p> <p>* Make a beautiful greeting card with leaf prints.</p> 

				<p>venation. The students will collect various kinds of leaves and record their observations about venation and types of roots in tabular form.</p>	<p>importance of each part of the flower.</p> <p>5. Adaptation in Plants and Animals</p>	
5	<p>Exploring Magnets</p> <p>Origin of magnets, magnetic &amp; non magnetic materials, poles of a magnet, finding directions, making a magnet, attraction and repulsion between magnets</p>	July 11	(July 27)	<p>1.The topic will be introduced by activity method. The students will be shown a magnet and different objects. They will observe whether the magnet attracts them or not and thus identify magnetic objects.</p>	<p>1.Sort magnetic &amp; non magnetic materials by using a magnet.</p> <p>2. Make an improvised compass to find directions.</p>	<p>* Awareness, logical thinking, analytical skills, observation skills, experimental skills, applications.</p> <p>●ART INTEGRATION</p> <p>* Identify non-magnetic and magnetic materials using a bar</p>

				<p>2. Students will be shown audio visual aids to understand making of magnet.</p> <p>3. The students will learn by doing activities: making a compass, using a magnet to find directions, attraction and repulsion between 2 magnets.</p>		<p>magnet.</p>
6	<p>Measurement of Length and Motion</p> <p>Measurement of length ,SI unit,Describing Position, moving things, types of motion – Linear,Circular,Rotational,Oscillatory and Periodic.</p> 	August 10	(August 21)	<p>1.The topic will be introduced by activity method. The students will learn by measuring the length of a</p>	<p>.Measure length correctly by a scale as well as a thread,</p> <p>2.Differentiate between different types of</p>	<p>Awareness, logical thinking, analytical skills, observation skills.</p> <p>●ART INTEGRATION</p> <p>*Find out the distance of your</p>


				<p>straight line and a curved line</p> <p>by a scale and a thread respectively.</p> <p>2. Animations will be used to explain the types of motion.</p> <p>3. The topics will be assessed by conducting a quiz</p>	<p>motion &amp; identify them also.</p>	<p>house from your school, the nearest grocery shop, the nearest chemist and friends' houses. Draw a rough sketch of the area around your house and write the distances.</p> <p>* Compare the length of long jump between you and your</p>
7	<p>Materials around us.</p> <p>Properties:</p> <p>Lustrous, Non-Lustrous, Soft,Hard Transparent, ,Opaque, Translucent</p> <p>Soluble substances insoluble substances,</p> <p>Appearance,Texture,Miscible and immiscible liquids,</p>	August 10	(August 21)	<p>1. Project-Based Learning: Assigning projects that require students to design, create, and present using everyday materials.</p> <p>2. Maker Education:</p>	<p>1. Observation and Description: Students can observe and describe the characteristics of different materials, such as colour, shape, and texture.</p>	<p>1. Identifying Materials: Recognizing and identifying different materials, such as wood, metal, plastic, and fabric.</p> <p>2. Describing Material Properties:</p>

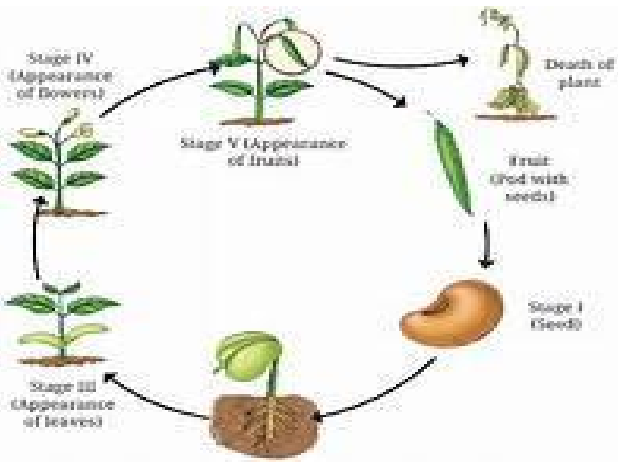
	<p>Mass,Space and Volume.</p> 			<p>Encouraging students to create, invent, and innovate using materials like cardboard, fabric, and electronics.</p> <p>3. Service-Learning: Using everyday materials to create products or solutions that benefit the community.</p>	<p>2. Classification and Categorization: Students can classify and categorize materials based on their properties, uses, and sources.</p> <p>3. Problem-Solving and Design: Students can use materials to design and create solutions to real-world problems, such as building a bridge or creating a prototype</p>	<p>Describing the properties of materials, such as texture, flexibility, and conductivity.</p> <p>3. Investigating Material Uses: Exploring and investigating the uses of different materials in everyday life.</p>
8	<p>Temperature and its Measurement</p> <p>Temperature, Clinical Thermometer, Laboratory Thermometer,</p> <p>Correct way of measuring temperature using laboratory thermometer:</p> <p>Air temperature</p>	September 10	(September 23)	1. Temperature Stations: Set up stations with different temperatures (e.g., hot water, ice bath, room temperature) for	1. Understanding of Temperature Concepts: Students can define temperature and explain its	1. Accurate Temperature Measurement: Ability to accurately measure temperature using various

				<p>students to explore and record.</p> <p>2. Thermometer Design: Have students design and build their own thermometers using everyday materials (e.g., straws, clay, water).</p> <p>3. Weather Forecasting: Explore how temperature affects weather patterns and have students create their own weather forecasts.</p> <p>4. Cooking and Food Safety: Discuss the importance of temperature in cooking and food safety, and have students research and</p>	<p>significance in everyday life.</p> <p>2. Knowledge of Temperature Scales: Students can identify and explain the different temperature scales (e.g., Celsius, Fahrenheit, Kelvin).</p> <p>3. Familiarity with Temperature Measurement Tools: Students can identify and describe various temperature measurement tools.</p>	<p>tools (e.g., thermometers)</p> <p>2. Temperature Scale Conversion: Ability to convert temperature readings between different scales (e.g., Celsius, Fahrenheit, Kelvin).</p> <p>3. Data Recording and Analysis: Ability to record and analyze temperature data.</p> <p>4. Problem-Solving: Ability to use temperature measurement skills to solve problems in various contexts.</p> <p>5. Critical Evaluation: Ability to critically</p>
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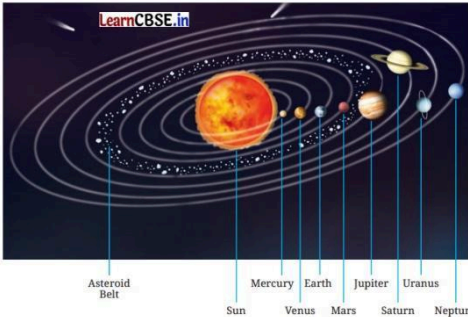
				present on different cooking technique		evaluate temperature measurement
9	<p>A Journey through States of Water</p> <p>States of matter</p> <p>Change of state</p> <p>Expansion and contraction in solids</p> <p>Cooling effects</p> <p>Humidity</p> <p>Conditions that affect how fast water evaporates:</p>	October 12	(October 24)	<p>1. Water Cycle Adventure: Create an immersive story where students embark on a journey through the water cycle, exploring different states of water (solid, liquid, gas).</p> <p>2. Interactive Simulations: Use interactive simulations to model the water cycle, allowing students to explore and interact with different states of water.</p>	<p>1. Understanding of Water Cycle: Students can describe the water cycle and its processes (evaporation, condensation, precipitation).</p> <p>2. Knowledge of Water States: Students can identify and explain the different states of water (solid, liquid, gas).</p> <p>3. Familiarity with Water Properties: Students can describe the physical and chemical properties of water</p>	<p>1. Observation: Ability to observe and describe the different states of water (solid, liquid, gas).</p> <p>2. Experimentation : Ability to design and conduct experiments to explore the properties and behaviours of water.</p> <p>3. Data Analysis: Ability to collect, analyse, and interpret data related to the water cycle and water properties.</p> <p>4 Analysing Water Processes: Ability to analyse and explain the</p>



						processes involved in the water cycle (evaporation, condensation, precipitation).
10	<p>Methods of Separation in Everyday life</p> <p>Methods of separation – handpicking, threshing, winnowing, sieving, sedimentation, decantation, filtration, evaporation, churning, magnetic separation</p> 	November 10	(November 12)	<p>The students will be introduced to the topic through interactive method about methods of separation.</p> <p>2. Students will be demonstrated various methods of separation- handpicking, sieving, threshing, winnowing, sedimentation and decantation through animations.</p>	<p>Choose right method of separation to separate components of a mixture.</p> <p>2. Apply the concepts learnt in real life</p>	<p>Analytical skill, drawing skill, Experimental skill, Application</p> <p>●ART INTEGRATION</p> <p>*Encouraging students to use the method of filtration to purify water at home.</p> <p>* A Visit / virtual visit will be organized to a nearby field and students will find how crop is</p>

				3. The topics will be assessed by conducting a quiz		threshed and winnowed. Make a report and present in the
10	<p>Living Creatures : Exploring their Characteristics          Movement,Growth,Respiration,Excretion ,Response          to stimuli,Reproduction,Death          Essentials conditions for germination of seeds.          Water, air and soil, Light and dark conditions.          Life cycle of          Plant,Animals(Mosquito,Frog)</p> 	December 14	(December 19)	<p>1. Creature Comparison:          Have students compare and contrast different living creatures, identifying similarities and differences.</p> <p>2. Habitat Diorama:          Students create dioramas of different habitats and explore how living creatures adapt to their environments</p>	<p>1. Understanding of Characteristics :          Students will be able to identify and describe the characteristics of different living creatures, such as plants and animals.</p> <p>2. Ecosystem Awareness:          Students will understand the relationships between living creatures and their environments, including the interactions between</p>	<p>1. Description:          Students will be able to describe the physical characteristics of living creatures, such as shape, size, colour, and texture.</p> <p>2. Comparison:          Students will be able to compare and contrast different living creatures, identifying similarities and differences.</p> <p>3. Categorization:          Students will be able to categorize living creatures into different kingdoms, such as Animalia,</p>

					species and their habitats.	Plantae, and Fungi.
1 1	<p>Natures Treasures</p> <p>Air</p> <p>Water</p> <p>Water Pollution</p> <p>Ways to conserve water</p> <p>Energy from sun</p> <p>Forest</p> <p>Van mahostav</p> <p>Rocks, Minerals and soil</p> <p>Fossil Fuels</p> <p>Natural Resources</p> <p>Resources we use</p>	January 10	(January 24)	<p>1. Eco-Art Projects: Students create art projects using natural materials, such as leaves, twigs, and rocks, to explore the beauty of nature.</p> <p>3. Nature Journaling: Students keep a nature journal to record observations, sketches, and notes about the natural world.</p>	<p>1. Understanding of Ecosystems: Students will be able to describe the interconnectedness of living creatures and their environments.</p> <p>2. Knowledge of Natural Resources: Students will be able to identify and explain the importance of natural resources, such as water, air, and soil.</p>	<p>1. Nature Observation: Students will be able to observe and describe the natural world, including plants, animals, and ecosystems.</p> <p>2. Data Collection: Students will be able to collect data about the natural world, using tools such as journals, cameras, and measuring instruments.</p> <p>3. Environmental Problem-Solving: Students will be</p>

					<p>3. Awareness of Environmental Issues: Students will be able to describe the impact of human activities on the environment and identify ways to mitigate harm</p>	<p>able to develop solutions to environmental problems, such as pollution, climate change, and conservation.</p>
<p>1 2</p>	<p>Beyond Earth Stars and Constellations, Night Sky Watching Preparation for night sky watching Our Solar System, Planets ,Natural Satellite Asteroids,Comets,The Milky Way Galaxy The Universe</p> 	<p>February 10</p>	<p>(February 23)</p>	<p>1. Space Exploration: Students design and conduct investigations to explore the solar system and beyond. 2. Astrobiology: Students research and discuss the possibility of life beyond Earth. 3. Space Mission: Design: Students design and propose space missions</p>	<p>1. Curiosity and Interest: Students will develop a curiosity and interest in space exploration and the universe.</p>	<p>Students will be able to apply scientific concepts and principles to understand space-related phenomena</p>

				to explore specific celestial bodies		
1 5	Revision	February / March 10/05	(March 12)	To revise syllabus for exam	Students know all the chapters very well	Read and understand the questions and answer them  Worksheet

Subject Teacher

1. Gauri More
2. Prajakta Ratnaparkhi
3. Sharvari Shah

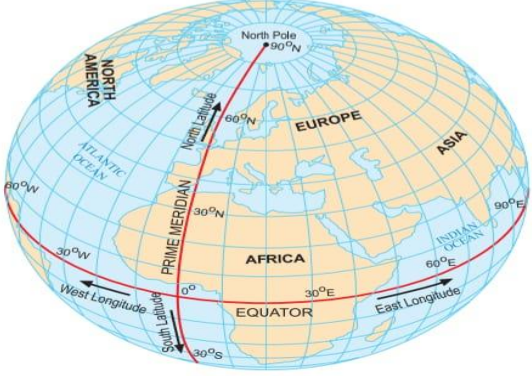
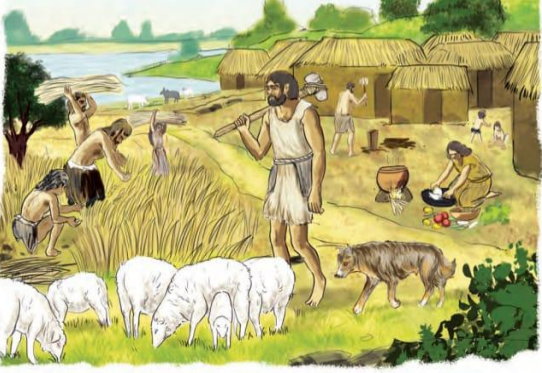
Moderator



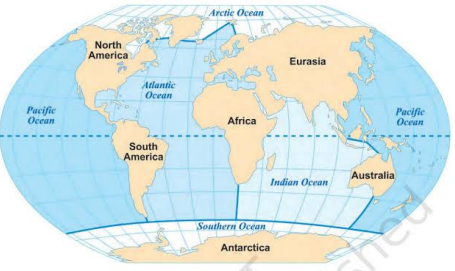
Principal


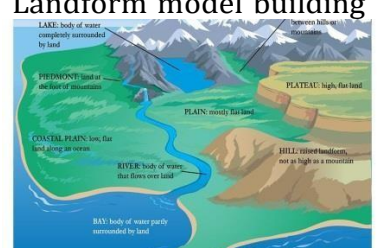


**VIDYA PRATISHTHAN'S DR. CYRUS POONAWALLA SCHOOL (CBSE), BARAMATI**

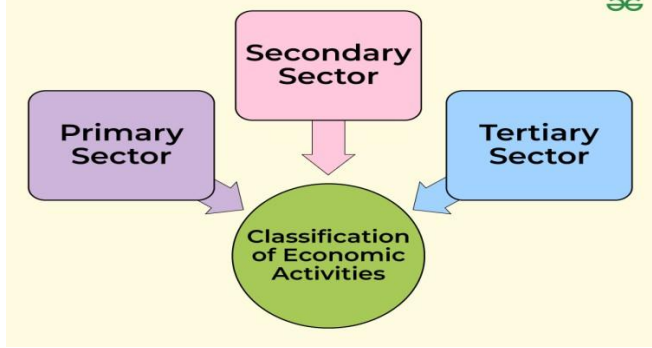
**Annual Curriculum Planning, 2026-27  
SOCIAL SCIENCE**

**Class VI**

Sr. No.	Content/Topic	Month & Working Days	No. of Periods	Learning Objectives	Expected Learning Outcomes	Teaching Method/ Aids	Activities	Assessment
1	<p>Bridge Course States and Capitals Physical Divisions of India Neighboring countries Oceans and Islands Longitude and Latitude</p> <p>Ch. 1. Locating places on the Earth</p>	April 24	10	To enable students to understand latitude and longitude	<ul style="list-style-type: none"> <li>❖ Students will be able to understand the concept of latitude and longitude.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Interactive methods</li> <li>❖ Globe</li> <li>❖ Maps</li> </ul>	<ul style="list-style-type: none"> <li>❖ Map Creation</li> <li>❖ Landmark identification</li> </ul> 	<ul style="list-style-type: none"> <li>❖ Oral questions</li> <li>❖ MCQs</li> </ul>
2	<p>Ch. 4 Timeline and sources of History</p> <p>Ch. 8 Unity in Diversity, or 'Many in the One'</p>	June 19	9  9	<p>To enable the students:</p> <ul style="list-style-type: none"> <li>• Identify different types of historical sources</li> <li>• Understand the concept of unity in diversity and its significance in Indian society</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to:</li> <li>❖ Identify different types of historical sources</li> <li>❖ Understand the concept of unity in diversity and its significance in Indian society</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discussion</li> <li>❖ Interactive method</li> <li>❖ Group discussion</li> <li>❖ ICR</li> </ul>	<ul style="list-style-type: none"> <li>❖ Timeline puzzle</li> <li>❖ Group collage</li> </ul> 	<ul style="list-style-type: none"> <li>❖ Through interactive method and</li> <li>❖ Discussion.</li> <li>❖ Worksheet</li> </ul>

3	Ch. 9 Family and Community	July 27 * Periodic Test I	11	To enable students to: • understand importance of family and community in their lives. ❖	❖ Student will be able to understand the concept of family and community. ❖	❖ ICR ❖ Group discussion	❖ Family tree creation ❖ Community mapping	❖ Worksheet ❖ Activity
4	Ch. 5 India , That is Bharat  Ch. 7 India's Cultural Roots	August 21	10  11	• To enable the student understand historical and cultural significance of the name 'Bharat' in relation to India.  ❖ • understand significance of India's cultural heritage and its roots in ancient civilizations	❖ Students will be understand historical and cultural significance of name 'Bharat ' and its relation to India ❖ Students will be understand India's cultural heritage and its roots in ancient civilization	❖ Group discussion ❖ Story telling  ❖ Group discussion  ❖ Debates	❖ Craft making ❖ Traditional dance and music   <i>A traditional painting of Mahāvira</i>	❖ MCQs Worksheet
5	Ch. 13. The Value of work  Ch. 2. Oceans and Continents	September 23	12  11	• To enable the students understand importance of work in personal and social development  To enable students to: • Identify and name seven continent and five oceans	❖ Students will be able to understand significance of work in personal and social development  ❖ Students will be able to identify and name seven continents and five oceans	Group discussion Role play  ❖ World map puzzle ❖ Continent and ocean labelling ❖ Maps Globe	❖ Research and present about different careers and their requirements   <i>Fig. 2.3. A world map showing the five oceans, their conventional boundaries, and the continents</i>  ❖ Continent puzzle ❖ Ocean mapping	❖ Oral questions  ❖ Worksheet

6	Ch.6. The Beginnings of Indian Civilization	October 24	12	To: • understand origins and early development of Indian civilization	❖ Students will be able to understand origins and early development of Indian civilization	❖ Group discussion ❖ Images ❖ Videos	❖ Model making ❖ Craft making	❖ Quiz ❖ MCQs
	Revision	October 24	12	Half yearly examination				
7	Ch 10. Grassroots Democracy- part 1 : Governance	November 12	12	❖ To understand the concept of grassroots democracy and its significance in local government	❖ Students will be able to understand the structure and functions of local self government	❖ Group discussion ❖ Role play	 ❖ Division of group to form a Bal-panchayat	❖ Quiz ❖ MCQs
8	Ch.03. Landforms and Life	December 19	10	To enable the students to: ❖ Define and identify different types of landforms	❖ Students will be able to: ❖ Identify and describe different types of landforms	❖ Model building ❖ Maps globes ❖ Videos ❖ Images	❖ Landform model building 	❖ Worksheet
9	Ch.11.. Grassroots Democracy- part 2 : Local Government in Rural Areas 	January 24 Periodic Test II	10	To enable students to: • understand the structure and functions of local government in rural areas  • understand the structure and functions of local government in	❖ Students will be able to understand the structure and functions of Panchayati Raj institutions in rural areas	❖ Group discussion ❖ Role playing  ❖ Group discussion ❖ Role play	❖ Divide students same to groups to simulate a Panchayat meeting.  ❖ Divide students into groups to simulate municipal council meeting.	❖ Oral questions ❖ MCQs

10	Ch. 12. Grassroots Democracy- part 3 : Local Government in Urban Areas	February 23	10	<ul style="list-style-type: none"> <li>urban areas</li> </ul>	❖ Students will be able to understand and functions of local government in urban areas.	❖ Group discussion	❖ Design your Ideal City	<ul style="list-style-type: none"> <li>❖ Quiz</li> <li>❖ Worksheet</li> </ul>
11	Ch.14. Economic Activities Around Us	February 23	10	<ul style="list-style-type: none"> <li>To enable students to: <ul style="list-style-type: none"> <li>understand the different types of economic activities</li> </ul> </li> </ul>	❖ Students will be able to: Understand the different types of economic activities	❖ Field trip	❖ 	<ul style="list-style-type: none"> <li>❖ Quiz</li> <li>❖ Worksheet</li> </ul>
12	Revision	Feb-March 12	12	The Second Terminal Examination				

**Subject Teachers :**

VI A - Nilofar K.

VI B - Pragati K.

VI C - Deepa J.

VI D - Amarjyoti G.


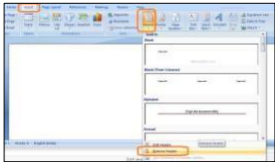

**Moderator**

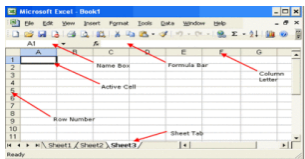
**Principal**

**VIDYA PRATISHTHAN'S**  
**DR. CYRUS POONAWALLA SCHOOL (CBSE)**  
**ANNUAL CURRICULUM PLANNING 2026 – 27**


**SUB - COMPUTER STUDIES**

**STD.-VI**


Sr. No.	Topic	Month & Working days	No. of Days for Teaching Days	Learning Objectives	Expected Learning outcomes	Activity	Teaching Aids	Assessment
<b>IT Skills</b>								
1.	Computer Languages 	April 24	08	<ul style="list-style-type: none"> <li>To study about the Generation of Languages and the inventors of Computer.</li> <li>Translators</li> <li>Assembler</li> <li>Compiler</li> <li>Interpreter</li> </ul>	<ul style="list-style-type: none"> <li>Students know the history of Inventors and generations of computers.</li> <li><b>21 Century Skill:</b> Collaboration Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of computer languages , and write them under the appropriate Category.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown in the video on ICR.</li> </ul>	<ul style="list-style-type: none"> <li>Write the role of translator in the development of computer languages detail in notebooks.</li> </ul>
2	More on Word 	June 19	06	<ul style="list-style-type: none"> <li>To enable the students to study how to do language setting in word.</li> <li>Checking spellings and grammar</li> <li>Thesaurus</li> <li>Mail Merge</li> </ul>	<ul style="list-style-type: none"> <li>To develop student' ability to create documents.</li> <li><b>21st Century Skills</b> Technology literacy</li> </ul>	<ul style="list-style-type: none"> <li>Using the Thesaurus feature of MS Word 2016 , Write synonyms of the given words.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown on ICR.</li> </ul>	<ul style="list-style-type: none"> <li>Practical based worksheet and lab assignments .</li> </ul>
3.	More on PowerPoint 	July 27	08	<ul style="list-style-type: none"> <li>To enable the students to study how to add slides, insert tab, animations, transitions, smart art, slide shows.</li> <li>Converting a presentation into a video.</li> <li>Delivering an Effective Presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Students can open Power Point Presentation and can perform different formatting in it.</li> <li><b>21 Century Skill:</b> Critical thinking, creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a presentation on any topic of your choice.</li> </ul>	<ul style="list-style-type: none"> <li>Real devices will be shown and also Demonstration will be shown in the Computer Lab.</li> </ul>	<ul style="list-style-type: none"> <li>Enlist different types of views in Microsoft PowerPoint 2016</li> </ul>

4.	Formatting in Excel 	August 21	08	<ul style="list-style-type: none"> <li>To enable students to understand and apply basic features of Microsoft Excel related to cell formatting, data organization, and performing calculations..</li> </ul>	<ul style="list-style-type: none"> <li>Students can open MS Excel and insert data in cells, use formula in Excel</li> <li><b>21 Century Skill:</b> Technology literacy Creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Write down all the data types used in MS Excel in your notebook. Create a workbook and save it on your computer.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown on ICR.</li> </ul>	<ul style="list-style-type: none"> <li>Apply background colour and desired font formatting on the row containing heading names of the data.</li> </ul>
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**❖ Coding Skills**

5.	Algorithms and flowcharts	September 23  October 24	08  04	<ul style="list-style-type: none"> <li>To enable the students to understand algorithms and flowcharts used in computer science along with their advantages.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand what is algorithm &amp; flowchart and symbols .</li> </ul>	<ul style="list-style-type: none"> <li>Write algorithm for finding average of two numbers</li> <li>Draw flowchart for addition of two numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown on ICR.</li> </ul>	<ul style="list-style-type: none"> <li>Draw different symbols of flowcharts.</li> </ul>
6	Introduction to HTML5 	November 12	08	<ul style="list-style-type: none"> <li>To know about HTML and its features components of HTML writing HTML program</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn history of HTML and features of it.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the components of HTML</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown on ICR</li> </ul>	<ul style="list-style-type: none"> <li>Create, save and view HTML document.</li> </ul>

**❖ AI and Technological Advancements**

<input type="checkbox"/>	Computer Vision 	December 19	02	<ul style="list-style-type: none"> <li>To enable Students to understand computer vision</li> <li>Applications of computer vision</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand different applications of computer vision and uses of it.</li> </ul>	<ul style="list-style-type: none"> <li>Visit Emoji Website and observe the emoji and point your camera at the real world equivalent object around you before time expires. You must find eight objects before time lapses.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown on ICR</li> </ul>	<ul style="list-style-type: none"> <li>Make list of different applications of computer visions and write in your notebooks.</li> </ul>
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❖ **Digital Literacy**

7	Cyber Threats and Security	January 24	08	<ul style="list-style-type: none"> <li>To study internet based services, harmful aspects of internet, Netiquettes and how to create Email address</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn Internet services like social networking, VoIP, chatting Band harmful aspects like viruses, spams and malware.</li> </ul>	<ul style="list-style-type: none"> <li>Visit any of the websites to find information on “Swachh Bharat Abhiyan” and create a presentation on it.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown on ICR.</li> </ul>	<ul style="list-style-type: none"> <li>Open your own Email account</li> </ul>
		February 23	08					



**Subject Teacher**

Mrs. Rutuja N.  
Mrs. Archana W.  
Ms. Anuja R.

**Moderator**

**Principal**

**Vidya Pratishthan's**  
**Dr. Cyrus Poonawalla School, CBSE Baramati**  
**Annual Curriculum Planning**  
**Subject: Physical Education**  
**Class - 6th, 2026-27**

Sr. No	Month	Topic	Objective	Teaching Method	Teaching Material	Learning Outcomes
1	April	Ice Water	Improve listening & reaction skills	Command method	* Playground, whistle	Improve listening & concentration skills
		Seven Stone	To develop hand-eye coordination	Activity based learning	* 7 flat stones, rubber ball	Improve accuracy & coordination
		Number Game	Improve listening skills	Repetition method	* Ground, cards	Improve concentration
2	June	Hoola Hoop Jump	Develop jumping & landing skills	Demonstration method	* Hula hoops, ground, cones	Improve jumping ability
		Obstacle Race	Develop speed, agility & endurance	Activity Based learning	* Cones, hurdles, whistle, ground	Improve physical fitness, speed, strength
		Grab the Ball	Improve reaction time and alertness	Demonstration method	* Ball, whistle, open ground	Develop quick reflexes and alertness
3	July	Tic-tac Dribble Relay	Improve dribbling skills and ball control	Demonstration method	* Ball, cones, playground	Improve ball control skills
		Crocodile Race	Develop strength & coordination	Command method	* Open playground, cones, whistle	Improve upper body strength
4	August	Giving Kho	Develop understanding of giving Kho correctly	Demonstration method	* Playground, markers, whistle	Improve reaction time and agility
		Throw Ball	Develop basic skills of throwing & catching the ball	Play way method	* Throwball, whistle	Understand basic rules of throwball
5	September	Yoga	Improve flexibility, balance & body posture	Demonstration method	* Yoga mat	Perform basic yoga asans
		Volleyball	To enhance teamwork & communication among students	Play-way method	* Volleyball, whistle, cones	Perform basic volleyball skills correctly

		Handball	Develop basic skills of handball such as passing, catching, throwing	Demonstration method	* Handball, ground, whistle	Able to pass, catch & throw the ball
6	October	Number Game	Improve number recognition & counting skills	Activity based learning	* Number cards, whistle, cones	Better coordination and alertness
		Balancing Act	To develop body balance and control	Command method	* Balance beam, book, bag, ball	Body coordination and stability
		Exam of P.E.	—	—	—	—
7	November	Aerobic Exercises	Improve cardiovascular fitness & stamina	Demonstration method	* Music system/ speaker, playground	Improve their stamina and overall fitness
		Throw Ball	To develop throwing & catching skills	Demonstration method	* Throwball, net, playground, whistle	Improve coordination and reaction time
8	December	Asans	To improve flexibility & body posture	Imitation method	* Yoga mat, whistle, open area	Improve flexibility
		Shoot the Ball	Develop aiming & shooting skills	Demonstration method	* Balls, playground	Improve coordination and reaction time
9	January	Dodge Ball	Develop agility, speed and reflexes	Demonstration method	* Soft dodgeball, playground	Will be able to throw & catch accurately
		Parade	Develop discipline & obedience	Command method	* Open playground, whistle, drum	Improve discipline
10	February	Pranayama	Improve breathing control & lung capacity	Imitation method	* Yoga mat, whistle	Perform basic Pranayam technique correctly
		Kridd Yoga	Combine yoga with fun & playful activities	Activity based method	* Yoga mats, music, cones, whistle	Improve flexibility, balance & coordination
11	March	Height & Weight	—	—	—	—
		Exam of P.E.	Exam of P.E.	Exam of P.E.	Exam of P.E.	Exam of P.E.

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

SUB - Drawing

ANNUAL CURRICULUM PLANNING 2026 – 27

STD - VI

Sr. No.	Topic	Month & Working days	No. of days for Teaching	Learning Objectives	Expected Learning outcomes	Activity	Teaching Aids	Assessment
1.	<b>Drawing</b> *Elements of art- Types of lines- Types of Colour- Primary,	April (24)	02	<ul style="list-style-type: none"> <li>Students need to know the different type of lines in real life things as well as in different drawings.</li> <li>Students need to know the Information about Primary, Secondary, warm and cool colours.</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognize and draw different type of lines.</li> <li>Students will identify the Primary, Secondary, warm and cool colours.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a design with different type of lines and colour it on a paper (in the drawing book).</li> <li>Draw a colour wheel for Primary, Secondary, Warm and Cool colours.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown with chalks on the board.</li> <li>Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Assessment.</li> </ul>
2.	secondary, warm, and cool colours		02					
3.	Types of shapes <b>[Activity-1]</b>	June (19)	02	<ul style="list-style-type: none"> <li>Students need to know the different type of shapes in real life as well as in different drawings.</li> <li>Students need to know how to draw Human body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Students will try to draw geometrical, natural and manmade shapes.</li> <li>They will recognize all type of shapes.</li> <li>Students will understand how to do draw Human body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Draw the different type of shapes on the paper (in the drawing book).</li> <li>Draw the human body parts on the paper (in the drawing book).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown with chalks on the board.</li> <li>Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Assessment.</li> </ul>
4.	Study of Human body part		01					
5.	Table Cloth design with Decorative forms with cool colour scheme	July (27)	04	<ul style="list-style-type: none"> <li>Students need to know how to draw a Table cloth Design with decorative forms.</li> <li>Students need to know the cool colour scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Students will try to draw a Table cloth design with decorative forms.</li> <li>They will colour the Design in cool colour scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Draw the Table cloth Design on the paper (in the drawing book) with the help of decorative shapes and colour it in cool colour scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration will be shown with chalks on the board.</li> <li>Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Assessment.</li> </ul>
6.	Sculpture art <b>[Activity-2]</b>	August (21)	02	<ul style="list-style-type: none"> <li>Students need to know how to create a sculpture by using clay/ soil (stepwise).</li> <li>Students need to know how to form the different shapes and which instruments can be used while creating any sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>Students will study how to make sculptures by using clay/ soil by forming different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Create a sculpture by using clay/ soil.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of creating a sculpture will be shown personally by a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the activity and submit.</li> </ul>
			01					

7.	Lettering <b>[Activity-3]</b>			<ul style="list-style-type: none"> <li>• They will get basic information about creating a sculpture in other mediums such as, wood, stone, etc.</li> <li>• Students need to know how to draw different words in different lettering styles.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will study to draw and colour different words in different lettering styles.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour different words in different lettering styles.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	
8.	Memory –My Favorite game	October (24)	02	<ul style="list-style-type: none"> <li>• Students need to know how to draw a favorite game picture by memorizing it.</li> <li>• Students need to observe and know how to draw and colour a nature drawing.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw a picture of their favorite game by memorizing it.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour 'My favorite game' picture by memorizing it.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board, step by step.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>
9.	Landscape <b>[Activity-4]</b>		02		<ul style="list-style-type: none"> <li>❖ Students will try to draw and colour a Landscape.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour a landscape.</li> </ul>		
10.	Still Life	November (12)	02	<ul style="list-style-type: none"> <li>• Students need to develop their observation to draw any object in different angles.</li> <li>• Students need to know the different colour tones as per the objects placed in front of them. They need to feel the texture of each element and it should be coloured in the same way.</li> <li>• Students need to learn the proportion of each object in comparison with the other objects placed.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw all the objects placed in front of them in different angles, with proper proportion and they will colour it as displayed.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour the different objects placed in front of you.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board, step by step.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>
11.	Design - Table Lamp	December (19)	03	<ul style="list-style-type: none"> <li>• Students need to know how to draw and colour a Table lamp Design.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw and colour a Table lamp design.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour the Table lamp Design on the paper (in the drawing book).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>
12.	Fish Tank Underwater scene	January (24)	04	<ul style="list-style-type: none"> <li>• Students need to know how to draw a fish tank with different type of fish.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will try to draw and colour a fish tank.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw and colour the Fish tank on the paper. (in the drawing book)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demonstration will be shown with chalks on the board.</li> <li>❖ Teacher may show a demonstration in student's book with a pencil and colours.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete the Assessment.</li> </ul>

Subject Teacher

Moderator

Principal