

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26(KG1 TO VIII)

CLASS: 6th

SUBJECT: ENGLISH

| MONTH | NAME OF THE UNIT / CHAPTER AND SUB TOPICS | TIME ALLOTTED FOR EACH UNIT | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/ INTERNAL ASSESSMENT (SEA &MT)/ INCLUSIVE ACTIVITY. | ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT | KEY COMPETENCIES TO BE ACHIEVED. |
|-------|--|-----------------------------|--|--|--|--|
| APRIL | L1: How Daddy learned to draw Poem 1: When I Grow Up Grammar- Unit 1: Nouns, Number | 12 (5+3+4) | Write a coherent piece undergoing various stages and processes of writing. | Completion of question- answers and exercises of the grammar lessons | | Development of ideas for expansion of vocational avenues. Conceptual clarity on Nouns and Pronouns. |
| JUNE | L2: Nobel Laureate Kailash Satyarthi Grammar- Unit 1: Pronoun Unit 8: Punctuation Writing skills- Formal Letter | 8 (4+3+1) | Identify all Indian Nobel Laureates and the respective fields they won the Nobel Prize in. | Learning how to draft a formal letter, Group discussion | Individual Activity: Students will prepare a biography of Kailash Satyarthi, the social reformer | Development of ability to identify and distinguish various Noble Laureates and understanding the area of their expertise. Proficiency in recognising the rules and structure of a sentence. |
| JULY | Poem 2: The Road Not Taken (for oral) L3: Gulliver and the Lilliputians Poem 3: Voyage Grammar- Unit 6: Present tense, | 15 (3+4+3+5) | Develop imagination, creativity and aesthetic sensibility and appreciation. | Preparation of tense chart to understand the differences between tenses | Art integrated project: Group activity- students will prepare a project on parts of speech showing their creativity. | Recognising various decision-making patterns and ways of reaching conclusions. Conceptual clarity on tenses. |

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| | Past tense, Future tense [Syllabus PT 1: Unit 1, Poem 1 Grammar: Unit 1 (Nouns, Number)] | | | | | |
| AUGUST | L4: A Visit to the Pyramids Grammar – Unit 2: Sentences, Subject and Predicate, Questions Unit 9: Vocabulary Writing skills: Message Writing | 15 (5+8+2) | Recognise and accept diversity in terms of language and culture. | The students will learn to draft a message, Group discussion on importance of monuments | Individual Activity: Students will deliver speech on the topic 'Heritage destruction with emphasis on national monuments' | Knowledge about seven wonders of the world; development of appreciation skills for the culture and context of various places. Enrichment of vocabulary. |
| SEPTEMBER | Term 1: Literature L 1,2,3 and 4 Poem- 1,2 and 3 Grammar- Unit 1, 2, 6, 8 (Punctuation) and 9 Writing skills – Formal letter, Message writing | 21 (Examination) | | | | |
| OCTOBER | L5: Totto- chan Goes to a New School | 10 | Develop an ability to construct meaning by drawing inferences | Character presentation, | Individual activity: Character | Modelling aspirations based on a role model |

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| | L6: Steve Jobs Grammar- Unit 3: Verbs, Subject- Verb Agreement, Tag Questions | (3+3+4) | and relating the texts with previous knowledge. | question- answer discussion, Experiential discussion based on school life. | portrayal activity to be done based on the characters present in the chapter. | and learning based on their experiences. Conceptual clarity on verb, forms and subject- verb agreement |
| NOVEMBER | Poem 4: The Lives of Great Men (for oral) L7: India Wins the T20 World Cup Grammar – Unit 4: Adjectives, Adverbs, Degrees of Comparison Writing skills: Informal letter | 15 (4+4+5+2) | Students will learn the importance of sports and good sportsmanship. | Students will learn to draft an informal letter. | Designing of the front page of a newspaper. | Understanding human relations and situations; aligning your goals with your team; spirit of sportsmanship Understanding various concepts of grammar; learning the usage of degrees of comparison in the correct manner. |
| DECEMBER | Poem 5: The Peaceful Game Poem 6: The Muddlehead L9: Nature’s Message to Mankind Grammar – Unit 5: Determiners, Articles Writing skills: Notice Writing | 14 (2+2+4+4+2) | Respond to contemporary social concerns like protection of environment; Think critically about various issues and concerns. | Identify the name of the sport and the respective years in which Indian teams won international cups. Also write the names of the captains of Indian sports teams. | Self-composed poetry competition and recitation. | Understanding the value of teamwork and sportsmanship. Gaining environmental awareness. |

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| | [Syllabus PT 2: L 5, Poem 4 Grammar: Unit 3 (Verbs, Subject verb agreement, Question tag)] | | | | | |
| JANUARY | Grammar – Unit 7: Prepositions, Conjunctions Writing skills: Story Writing Revision | 14 (3+5+6) | Develop grammatical competencies moving from procedural knowledge to declarative knowledge. | Students will practice ways of creating and drafting a story using their imagination. | | Clarity in usage of prepositions and conjunctions in sentences. Learning creative expression and narrative development. |
| FEBRUARY | Term 2: Literature: L 5, 6, 7 and 9; Poem 4, 5, and 6 Grammar: Unit 3, 4, 5, and 7 Writing Skills: Informal Letter, Notice Writing, Story Writing. | 23 (Examination) | | | | |

NAME OF INCHARGE TEACHERS: MRS. DIANA EARNEST (6A), MS. SADAF MASOOD (6B), MRS. SAPNA SHARMA (6C), MRS. ANJU PRASAD (6D)

SIGNATURE OF SUBJECT CORDINATOR: MRS. SHEEBA MATHEW

SIGNATURE OF PRINCIPAL:

CLASS : 6

SUBJECT: HINDI

| MONTH | NAME OF THE UNIT / CHAPTER AND SUB TOPICS (COURSE BOOK) | NAME OF THE UNIT / CHAPTER AND SUB TOPICS (GRAMMAR) | TIME ALLOTTED FOR EACH UNIT (IN HOURS) | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/ INTERNAL ASSESSMENT (SEA &MT)/ INCLUSIVE ACTIVITY. | ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT | KEY COMPETENCIES TO BE ACHIEVED. |
|-------|---|---|--|---|--|---|--|
| April | पाठ-1, मातृभूमि | पाठ-1, भाषा,बोली, लिपि और व्याकरण | 14 | भारत की प्राकृतिक सुंदरता एवं महान लोगों के विषय में जानना। | भारत के किसी एक पर्यटन स्थल का प्राकृतिक सुंदरता का वर्णन। | पाँच प्रसिद्ध धार्मिक पर्यटन स्थलों के चित्रों के कले से 3- डी नमूने बनाइए। | मातृभूमि की महानता के विषय में जानना। |
| June | पाठ-2, गोल | पाठ-2,वर्ण-विवेक पाठ-21,मुहावरे पाठ-22, अपठित बोध पाठ-25, पत्र लेखन | 20 | मेजर ध्यानचंद की उपलब्धियों से प्रेरणा प्राप्त करना | मेजर ध्यानचंद के व्यक्तित्व पर अपने विचार लिखिए। | | ध्यानचंद की स्वभावगत विशेषताएँ एवं खेल कला से परिचित होना। |
| July | पाठ-3, पहली बूँद PT-1 | पाठ-4,शब्द-विवेक पाठ-5, शब्द- | 20 | वर्षा की महत्ता से अवगत होना। | क्राफ्ट पेपर से छाता बनाना। | प्रत्येक मौसम के महत्व पर चर्चा। | वर्षा का पर्यावरण पर प्रभाव। |

CLASS : 6

SUBJECT: HINDI

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| | Syllabus पाठ्यपुस्तक- पाठ-1,2 व्याकरण - पाठ- 1,2 | मंजूषा पाठ- 23,अनुच्छद लेखन | | | | | |
| August | पाठ-4,हार की जीत पाठ-5 रहीम के दोहे | पाठ-6, उपसर्ग पाठ-7,प्रत्यय पाठ-8, समास पाठ-9 संज्ञा | 18 | हमें किसी के साथ छल नहीं करना चाहिए। | रहीम के दोहे चार्ट पेपर पर लिखिये। | विभिन्न व्याकरण पाठों पर आधारित विषयों को स्पष्ट करते हुए आकर्षक वॉल हैंगिंग, तोरण या गुलदस्ते बनाइए । | सतचरित्र का प्रभाव। दोहों का दैनिक जीवन की गतिविधियों पर प्रभाव। |
| September | पाठ-6, मेरी माँ पाठ-7, जलाते चलो Syllabus for1 st Term पाठ्यपुस्तक- पाठ 1 से 7 व्याकरण- पाठ- 4,5,6,7,8,9, 10,11,12,1 | पाठ-10 लिंग पाठ-11 वचन पाठ-12 कारक पाठ-13 सर्वनाम | 16 | रामप्रसाद बिस्मिल का जीवन परिचय प्राप्त करना। | अन्य भाषा में माँ के लिए प्रयुक्त शब्द लिखिए। | | माँ के वचनों का जीवन में प्रभाव। आशावादी दृष्टिकोण |

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| | 3,21,22,23, 25,27,29 | | | | | | |
| October | पाठ-8 सत्रिया और बिहू नृत्य पाठ-9 मैया में नहि माखन खायो | पाठ-14, विशेषण पाठ-15 क्रिया पाठ-16 काल | 16 | नृत्य कला की पहचान | प्रादेशिक नृत्य की सूची। | | भारतीय नृत्य कला का परिचय। श्री कृष्ण के बाल स्वरूप का परिचय। |
| November | पाठ-10 परीक्षा पाठ-11 चेतक की वीरता PT-2 Syllabus पाठ्यपुस्तक- पाठ- 8,9 व्याकरण- पाठ- 14,15 | पाठ-17 अव्यय पाठ-18 वाक्य | 18 | दया, उदारता और परोपकार का महत्व समझना। | कहानी को अभिनय के रूप में प्रस्तुत करना। | मोबाइल पर आधारित एक विज्ञापन तैयार कीजिये। | कर्तव्यनिष्ठता का महत्व चेतक की समझदारी |
| December | पाठ-12 हिंद महासागर में ... | पाठ-19 वर्तनी एवं वाक्य- रचना संबंधी सामान्य अशुद्धियाँ पाठ-20 विराम चिह्न | 20 | महासागरीय जानकारी प्राप्त करना। | मारिशस में भारतीय संस्कृति की कौन- कौन सी झलक दिखाई देती है? | हिंद महासागर पर स्थित द्वीपों की सूची तैयार करे एवं उनकी विशेषताओं को लिखिए। | भारतीय संस्कृति का विस्तार |

CLASS : 6

SUBJECT: HINDI

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| January | पाठ-13 पेड़ की बात | पाठ-26 चित्र - वर्णन पाठ-29 संवाद - लेखन | 18 | पेड़ के विकास की जानकारी। | | किसी फल की गुठली को मिट्टी में रोपकर पौधा तैयार कीजिये। | वृक्षों की जीवन यात्रा |
| February | पुनरावृत्ति Syllabus for 2 nd Term पाठ्यपुस्तक- पाठ- 8 से 13 व्याकरण- पाठ- 5,16,17,18, 19,20,21,2 2,23,25,26, 27,29 | पुनरावृत्ति कार्य | 20 | | | | |

NAME OF INCHARGE TEACHERS:

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SIGNATURE OF PRINCIPAL:

CARMEL CONVENT SR SEC SCHOOL,RATANPUR,YEAR PLANNER:2025-26(KG1 TO VIII)

CLASS : VI

SUBJECT: BIOLOGY

| MONTH | NAME OF THE UNIT / CHAPTER AND SUB TOPICS | TIME ALLOTTED FOR EACH UNIT | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/ INTERNAL ASSESSMENT (SEA &MT)/ INCLUSIVE ACTIVITY. | ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT | KEY COMPETENCIES TO BE ACHIEVED. |
|-----------------------|--|-----------------------------|---|---|--|---|
| APRIL | The wonderful world of science <ul style="list-style-type: none"> • Introduction • What is science? • Outer space • Exploring our surroundings • Scientific methods | 8 periods | Students should be able to: <ul style="list-style-type: none"> • Define science and explain its role in understanding the world around us. • Identify examples of scientific inquiry in everyday life. • Describe the basic steps of the scientific method. • Demonstrate curiosity by formulating questions about their surroundings. • Recognize the collaborative nature of scientific exploration. | Describe a daily life situation where you feel someone was following a scientific method. For example- bubble gum size. What factors are affecting the size of the bubble | | <ul style="list-style-type: none"> • Critical thinking: Analysing observations and formulating questions. • Communication: Articulating scientific ideas and questions. • Collaboration: Working in teams to solve problems • Observation skills: Paying attention to details in the environment • Analytical skills: Applying the scientific method to everyday situations |
| JUNE, JULY AND AUGUST | Lesson 2 <ul style="list-style-type: none"> • Diversity in plants and | 20 periods | <ul style="list-style-type: none"> • Define biodiversity and explains its importance. • Identify and describe various features of | Nature walk | Create a poster on the importance | <ul style="list-style-type: none"> • Observation skills- Keenly observing plants and animals |

CLASS : VI

SUBJECT: BIOLOGY

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| <p>PT 1 LESSON 1</p> | <p>animals around us</p> <ul style="list-style-type: none"> • How to group plants and animals • Habitats • Adaptations • Habitat destruction and its conservation | | <p>plants (e.g., stems, leaves, roots, venation)</p> <ul style="list-style-type: none"> • Classify plants into herbs, shrubs and trees based on their characteristics. • Differentiate between monocot and dicot plants • Group animals based on their movement and habitat. • Explain the concept of adaptation and provide examples • Describe how habitats influence the characteristics of plants and animals. • Recognize the importance of habitat conservation for maintaining biodiversity. | <p>Seed observation to differentiate monocots and dicots</p> | <p>of protecting habitats</p> | <ul style="list-style-type: none"> • Classification skills- Grouping organisms based on similarities and differences • Critical thinking- analysing adaptations and their purposes • Environmental awareness- Understanding the importance of habitat preservation |
| <p>SEPTEMBER TERM 1 LESSON 1, 2</p> | <p>REVISION AND EXAM</p> | | | | | |
| <p>OCTOBER AND NOVEMBER</p> | <p>Lesson 3 Mindful Eating: A path to a healthy body</p> <ul style="list-style-type: none"> • What we Eat | <p>20 periods</p> | <ul style="list-style-type: none"> • Identify and describe the main components of food (carbohydrates, proteins, fats, vitamins, minerals, dietary fibre, and water) | <p>Interactive presentation- Explains the main nutrients, their functions and sources.</p> | <p>Make a chart on ways to reduce food waste at</p> | <ul style="list-style-type: none"> • Scientific inquiry- Conducting simple experiments to test for nutrients. • Critical thinking – Analysing diet and |

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SUBJECT: BIOLOGY

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| | <ul style="list-style-type: none"> • Diverse food habitats of India • Evolution of cooking practices • Components of food • Other nutrients • Test of different components of food • Balanced diet • Superfood millets | | <ul style="list-style-type: none"> • Explain the function of different nutrients in the body. • Conduct simple tests to detect the presence of starch, fats, and proteins in food items. • Define and understand the importance of a balanced diet. • Understand the concept of food miles and its environmental impact • Identify the nutritional value of millets and their importance in Indian agriculture. • Recognize the importance of mindful eating and avoiding food wastage. | <p>Hands on activity- Conduct tests for starch, fats, and proteins on various food items.</p> | home and school | <p>suggesting improvements.</p> <ul style="list-style-type: none"> • Environmental consciousness- Recognizing the impact of food choices on the environment • Communication – Presenting findings and ideas about nutrition and mindful eating. |
| <p>DECEMBER AND JANUARY</p> <p>PT 2 lesson 3</p> | <p>Lesson 10 Living creatures: Exploring their characteristics</p> | 14 periods | <ul style="list-style-type: none"> • Differentiate between living and non-living things based on specific characteristics. • Understand and explain the essential features of living beings (movement, nutrition, growth, respiration, excretion, response to stimuli, reproduction and death) | List objects around and classify them as living or non-living. | Experiment on conditions necessary for seed germination | <ul style="list-style-type: none"> • Observation skills- Carefully observing and recording characteristics of living things • Experimentation – Designing and conducting simple experiments • Scientific communication – Describing life |

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CLASS : VI

SUBJECT: BIOLOGY

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| | | | <ul style="list-style-type: none"> • Describe the condition necessary for seed germination. • Explain plant growth and movement in response to stimuli. • Understand and describe the life cycle of plants. • Describe and compare the life cycles of different animals (eg; mosquito and frog) • Conduct simple experiments to observe characteristics of living things | Draw the life cycles | | process and cycles. |
| FEBRUARY | REVISION AND EXAM | | | | | |
| FINAL EXAM LESSON 3,10 | | | | | | |
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NAME OF INCHARGE TEACHERS:

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF PRINCIPAL:

CARMEL CONVENT SR SEC SCHOOL,RATANPUR,YEAR PLANNER:2025-26

CLASS : VI

SUBJECT: CHEMISTRY

| MONTH | NAME OF THE UNIT / CHAPTER AND SUB TOPICS | TIME ALLOTTED FOR EACH UNIT | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/ INTERNAL ASSESSMEN(SEA &MT)/ INCLUSIVE ACTIVITY. | ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT | KEY COMPETENCIES TO BE ACHIEVED. |
|---------------------------------|--|-----------------------------|---|---|--|---|
| APRIL AND JUNE | CH-6 MATERIAL AROUND US objects and materials,classification (how to group materials) , properties of materials, transparency of material, solubility of material in water, mass of a material, what is matter | 14 periods (9hrs) | 1. Identify different materials. 2. Understand properties of materials. 3. Classify materials. 4.Differentiate between object and materials. 5. Develop observation skills. | * Make a list of various objects according to their property and classify them as made from metals. Edible, obtained from plants, made from plastics in a tabular form. * So perform an activity based on solubility test. | Show the property of transparency in a creative way through a model. | *Learners can observe and classify materials based on their appearance and properties. * Students can analyze why certain materials are used for specific purposes based on their characteristics. |
| JULY AND AUGUST PT-1 CH-6 | CH-8 A JOURNEY THROUGH STATES OF MATTER water, does water | 16 PERIODS (10 HRS) | 1. Understand the three states of matter. 2. Explain state changes. 3. Relate heat to state change. 4. Observe water cycle | * To study the properties of ice, water and water vapour. | * To create a simple earthen pot cooler that helps keep vegetables and fruits fresh. | * Understanding the three states of water and the processes that causes changes between these states. * Analyze how |

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| | <p>disappear? Conversion of water into water vapour, states of water, interconversion between states of water, rate of evaporation, effect of heat, cooling effect, water cycle, conservation of water.</p> | | <p>elements. 5. Demonstrate scientific concepts.</p> | | | <p>temperature affects water and explain everyday phenomena like condensation on a cold glass or steam from hot water. * Understand the importance of the water cycle and the role of water in nature (e.g, evaporation , rainfall)</p> |
| SEPT | <p>TERM 1 EXAM CH- 6 AND 8 REVISION</p> | 3 HRS | | | | |
| OCTOBER AND NOV PT-2 CH-9 | <p>CH-9 METHODS OF SEPARATION IN EVERYDAY LIFE substances, mixtures, methods of separation, separation methods for solid – liquid mixtures, separating soluble solids from a solution, separation of mixtures by using more than one</p> | 15 PERIODS (10 HRS) | <p>1. Understand the need of separation . 2. Identify various separation methods. 3. Classify separation techniques. 4. Observe and explain process. 5. Apply knowledge in daily life.</p> | <p>* To demonstrate the separation of lighter components from the heavier components in a mixture. * To study the separation of mud from muddy water</p> | | <p>* Understand the purpose and importance of separating substances in daily life. * Identify different methods of separation and apply them appropriately based on the type of mixture. * Observe and perform simple separation activity to see how mixtures can be separated effectively.</p> |

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| DEC AND JANUARY | <p>CH- 11 NATURES TREASURE</p> <p>Properties of air, composition of air, harnessing wind energy, our blue planet, water pollution, water conservation , the Sun : Earths primary energy source, forest and their importance, soil, rocks and minerals, coal and petroleum , natural resources.</p> | 18 PERIODS (11 HRS) | <p>1. Understand natural resources.</p> <p>2. Classify resources.</p> <p>3. Recognize the importance of resources.</p> <p>4. Appreciate bio diversity.</p> <p>5. Encourage conservation behaviour.</p> | <p>*To practice Pranayam breathing exercise.</p> <p>* To understand how water is wasted in daily activities and find ways to use water more efficiently.</p> | <p>* To make a firki and observe how wind makes it rotate.</p> | <p>* Understand the importance of natural resources and the need to protect and conserve them.</p> <p>* Identify and classify natural resources into renewable/ non-renewable and biotic / non- biotic types.</p> <p>* Gain basic knowledge of how resources like air, water, soil , forests and minerals support life.</p> <p>* Suggest practical solutions for conserving resources and reducing pollution in daily life.</p> |
| FEB REVISION | <p>TERM -2 EXAM</p> <p>CH- 9 AND 11</p> | | | | | |

NAME OF INCHARGE TEACHERS: SAPNA NAIR, MRS ZEENAT ARIF, MRS RENUKA DAVID

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF PRINCIPAL:

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26(KG1 TO VIII)

CLASS: VI

SUBJECT: PHYSICS

| MONTH | NAME OF THE UNIT / CHAPTER AND SUB TOPICS | TIME ALLOTTED FOR EACH UNIT | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/ INTERNAL ASSESSMEN (SEA &MT)/ INCLUSIVE ACTIVITY. | ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT | KEY COMPETENCIES TO BE ACHIEVED. |
|-------|---|-----------------------------|--|--|---|---|
| April | <p>Chapter-5 Measurement of length and motion Subtopics: 1.What is measurement ? 2.How do we measure? 3.Standard units 4.Standard units of length. 5.Some instruments for measuring length. 6.The correct way of measuring length 7.Measuring</p> | 10 hrs | <p>By learning this module, the student will be able to understand: - 1.What are the standard units of measurement? 2.How to measure the length of a curved object? 3.What the term reference point means? 4.How do we decide that an object is at rest or motion?</p> | <p>1.Measuring the length of a curved wire, using a long string. 2.To measure the dimensions of a match box and paste it on a chart paper. 3.SEA-To prepare a chart on the different types of motion.</p> | <p>Make your own measuring tape or ruler. Objective: To learn how measuring tools work. Activity: -Create a paper measuring strip marked in centimetres and use it to measure objects.</p> | <p>1.The student will be able to solve the numericals with ease, which involves conversion problems from one unit to another. 2.The student will be able to measure and dimension the objects with different shapes and size. He will be able to measure regular and irregular solids. 3.He will be able to understand the meaning of fixed reference point and will be able to define motion on the basis of that. 4.Will be able to describe relative motion.</p> |

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CLASS: VI

SUBJECT: PHYSICS

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| | <p>the length of a curved object.</p> <p>8.The correct way of writing the measurements</p> <p>9.Describing position</p> <p>10.Reference point</p> <p>11.understanding the changing distance while travelling.</p> <p>12.Rest and motion.</p> <p>13.Types of motion.</p> | | | | | |
| June | Chapter-5: Measurement of length and motion (Continued) | | | | | |
| July (PT-1) (For PT-1: - Syllabus includes Measurement of length and motion) | <p>Chapter-7 Temperature and its measurement</p> <p>Subtopics: -</p> <p>1.The sense of temperature: hot or cold</p> <p>2.Temperature</p> | 11 hrs | <p>By learning this module, the student will be able to:</p> <p>Understand</p> <p>1.Whether the terms hot or cold are relative or not.</p> <p>2.understand the purpose of</p> | <p>1.To show that hot and cold are relative terms.</p> <p>2.To find the temperature range of a given laboratory thermometer.</p> <p>3.To find the smallest value that a given</p> | | <p>1.The student will be able to solve the numericals with ease, which involves conversion problems from one unit to another.</p> <p>2.The problem solving and the critical thinking capability of the student increases when solving the numericals associated with the topic.</p> |

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26(KG1 TO VIII)

CLASS: VI

SUBJECT: PHYSICS

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| | <p>3.Measurement of temperature 4.Temperature scales. 5.rules for writing temperature scales and units 6.Conversion between temperature scales and units 7.Thermometer 8.Clinical thermometer 9.Digital clinical thermometer. 10.Infrared thermometer 11.Normal temperature of the human body. 12.Laboratory thermometer 13.Precautions while using a laboratory thermometer 14.Boiling of water.</p> | | <p>using a clinical thermometer 3.Understand the usage of a laboratory thermometer.</p> | <p>laboratory temperature can read.</p> | | <p>3.Will develop observation skills as he needs to identify the different types of thermometers. 4.Will be able to understand the real usage of the thermometer equipment in daily life.</p> |
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CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26(KG1 TO VIII)

CLASS: VI

SUBJECT: PHYSICS

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| | 15.Melting of ice 16.Air temperature. | | | | | |
| August | Chapter-7 Temperature and its measurement-(Continued) | | | | | |
| September: (Revision for Term-I examination) | Term-I syllabus includes: - 1.Measurement of length and motion. 2.Temperature and its measurement. | | | | | |
| October | Chapter-4 Exploring magnets Subtopics: - 1.What is a magnet? 2.Magnetic and non-magnetic substances 3.Characteristics of magnet 4.Making your own magnet 5.Attraction and repulsion between magnets. 6.Proper handling and storage of magnets. | 8 hrs. | By learning this module, the student will be able to: - understand 1.why poles of a magnet exist in pairs even if they break? 2.How do the magnets help us in determining the directions? 3.How to make your own magnet and magnetic compass? 4.The interaction of magnets with other magnets when they are brought to other magnets. | 1.To find the Magnetic and non-magnetic material from a mixture. 2.To locate the poles of a magnet 3.To make a Magnet. 4.To tell the direction with the help of a magnet by making a magnetic compass. | | 1.The student will attain problem solving and critical thinking skills. 2.They will enhance their psychomotor ability as they will be involved in the making of their own magnets. 3.They will analyse how the magnets interact with other magnets draw conclusion and submit the results. 4.This is a chapter which fosters experiential learning. |
| November | Chapter-4: -Exploring magnets (Continued) | | | | | |

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26(KG1 TO VIII)

CLASS: VI

SUBJECT: PHYSICS

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| <p>December (PT-2) (For PT-2: Syllabus includes Chapter-4: - Exploring magnets)</p> | <p>Chapter 12- Beyond Earth Subtopics: - 1.Our universe 2.The stars and the patterns across the cultures 3.Constellations 4.Some famous constellations 5.Exploring the night sky 6.Steps to prepare for a sky watching adventure 7.light pollution 8.Our solar system 9.The sun 10.How the sun gives energy to life on earth 11.The planets 12.Asteroids 13.Comets 14.The galaxy</p> | <p>11 hrs</p> | <p>By learning this module, the student will be able to: 1.Understand why can't we stars in the city. 2.How does the suns energy support life on earth? 3.Determine the distance of the moon from the earth.</p> | <p>1.To draw and mark the solar system on a chart paper. 2.Representation of seasons and day and night due to the motion of the earth. 3.On a chart paper show the location of pole star with respect to the earth.</p> | | <p>The student will develop the following competencies after studying this module: 1.Problem solving skills 2.Critical thinking skills 3.Observation skills 4.Experiential learning. 5.Will also develop the psychomotor skill as it is an activity-oriented chapter.</p> |
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CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26(KG1 TO VIII)

CLASS: VI

SUBJECT: PHYSICS

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| | 15.The universe and search for life beyond life. | | | | | |
| January | Chapter 12-Beyond Earth (Continued) | | | | | |
| February (Revision for the term -II examination) | Syllabus for term-II examination includes: - 1. Chapter-4 -Exploring magnets. 2. Chapter 12-Beyond Earth. | | | | | |

NAME OF INCHARGE TEACHERS:

Mrs. Renuka Raj

Mrs Sapna Nair

Mr. Jaideep Mathew

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF THE PRINCIPAL:

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26

CLASS: VI

SUBJECT: MATHEMATICS

| Month | Name of the Unit/ Chapter and Sub Topics | Time Allotted for Each Unit | Learning Outcomes | Suggested Activities/ Internal Assessment (SEA &MT)/ Inclusive Activity | Art Integrated Activity/ Art Integrated Project | Key Competencies to be achieved |
|-------------------------------|---|-----------------------------|--|--|---|---|
| APRIL | Ch. 1: Patterns in Mathematics Introduction, Pattern in numbers, Visualising number sequences, Figurative Numbers, Pentagonal numbers, Triangular numbers, square numbers, Hexagonal number. Pattern in shapes, Relations between shape sequence and number sequences. | 14 hours | Identify and recognise patterns in real world. Comprehend patterns in numbers. Visualise number sequences. Establish relations among number sequences. Recognise patterns in shape. Establish relations between shape sequences and number sequences | To identify how math is used in everyday life. Create a scrapbook with at least 5 real life examples where math is used. | Make a 3D or 2D model of the Pictorial representation of the pentagonal or hexagonal number sequences | Pattern recognition and extension. Logical reasoning and analytical thinking. Visual-spatial reasoning Collaborative learning |
| JUNE | Ch. 3: Number Play Supercells, Patterns of Numbers on Number line, Palindromic Patterns, Addition, Subtraction, Magic numbers and Estimation | 10 hours | To recognize and create number patterns. Understand and apply concepts like palindromes and digit sums. Perform mental math calculations and estimations. | To solve and create number puzzles | | Pattern recognition and analysis Logical reasoning and problem-solving Mental arithmetic and estimation Strategic-computational thinking |
| JULY PT-1 (Ch. 1 and 3) | Ch. 4: Data Handling and Presentation Collecting and organising data, Frequency table, Tally Marks, Pictograph, Bar graph | 12 hours | To collect and organise data using tally Marks. Interpret and draw pictograph. Read and draw bar graphs. Choose appropriate scales. | Conduct a small survey, collect data and present it using both a pictograph and a bar graph. | | Data collection and organization Visual representation Critical thinking and analysis, Mathematical communication |

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26

CLASS: VI

SUBJECT: MATHEMATICS

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|-----------|---|----------|---|--|---|--|
| | Ch. 5: Prime Time Prime and composite numbers, factors and multiples, co-prime numbers and divisibility rules. Prime factorization and its applications | 14 hours | To identify prime, composite and co-prime numbers. Find factors and multiples of numbers. Use divisibility rules and apply prime factorization to solve problems. Understand the concept of LCM and HCF. | Find prime numbers up to 100 using the Sieve of Eratosthenes. | | Logical reasoning Pattern recognition Numerical computation Problem-solving skills |
| AUGUST | Chapter 7: Fractions Introduction, Representation on number line, Types of Fractions and their Conversion, Comparison, Addition and Subtraction | 14 hours | Understand the concept of fractions, fractional units, Representation on number line, mixed fraction, equivalent fractions. Comparison, converting to lowest term, Add and subtract fractions. | To recapitulate the concept of equivalent fraction through an activity. Draw and represent given fractions through diagrams also perform addition and subtraction using diagrams | | Logical reasoning Visual representation Mathematical communication Problem-solving skill |
| SEPTEMBER | Revision Term I Exam (Ch. 1, 3, 4, 5 and 7) | | | | | |
| OCTOBER | Chapter 10: The other side of zero (Integers) Introduction, Representation on number line, Ordering and Operations, Applications of integers in real-life situations. | 14 hours | Understand the concept of positive and negative numbers. Compare and order integers Apply integer concepts to real-life situations (e.g. temperature, bank transactions) | Use Token Model for practicing integer operations. Create an Integers Snakes and Ladders game and play | Incorporate geometric shapes and patterns to create an Indian art form/ | Develop number sense and operations. Abstract thinking Mathematical communication |
| NOVEMBER | Chapter 2: Lines and Angles Points, lines, rays, line segments and angles. Types of angles, comparing angles, construction and measurement of angles using protractors. | 10 hours | Identify and draw geometric concepts. Understand, draw and measure angles using a protractor. Classify and estimate angle measures. Real-life application of angles. | Create angles using straws or paper strips. Draw all the geometric elements using pencil and paper. | painting, such as Gond art, Warli art, Madhubani art etc. | Spatial reasoning Measurement and estimation Fine motor skills Observation skill |
| | Chapter 6: Perimeter and Area Perimeter and area of various shapes particularly rectangles, squares and triangles. Real life applications. | 14 hours | Calculate perimeter and area of rectangles, squares and triangles. Estimate area of irregular shapes using grid method. Understand relationship between area of a rectangle and a triangle. | Estimate areas of irregular shapes using grid method. Measure and calculate perimeter of classroom objects | | Critical thinking and problem solving Measurement with precision Application of concepts to real life situations |

CARMEL CONVENT SR SEC SCHOOL, RATANPUR, YEAR PLANNER:2025-26

CLASS: VI

SUBJECT: MATHEMATICS

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| DECEMBER | Chapter 8: Playing with Constructions Geometric constructions of circles, squares and rectangles using a ruler and compass. Using geometric properties in construction. | 10 hours | Use a compass to draw circles and arcs. Understand and apply properties of squares and rectangles in constructions. Construct diagonals, find equidistant points. Apply construction techniques to create artistic designs. | Drawing circles with different radii and constructing squares and rectangles with given dimensions. Create original artistic designs using compass and ruler. | Spatial reasoning Precision in measurement and drawing. Creativity in geometric design. Logical thinking and problem-solving skills. |
| JANUARY | Chapter 9: Symmetry Line/axis of Symmetry, Reflection, Rotational Symmetry, centre of rotation, angles of symmetry. | 8 hours | Identify symmetrical shapes. Determine lines of symmetry and angles of symmetry. Recognize and create figures with rotational symmetry. Understand the concept of reflection. | Demonstrate folding paper to find lines of symmetry. Create symmetrical designs using ink blot and paper cutting techniques. | Pattern recognition Visual-spatial reasoning Analytical thinking Creative problem-solving |
| FEBRUARY | Revision Term II Exam (Ch. 2, 6, 8, 9 and 10) | | | | |

NAME OF THE INCHARGE TEACHERS: **Mrs. Mary Joseph, Mrs. Sapna Nair, Mrs. Saritha V, Mr. Tikesh Kumar Harinkhede**

NAME/SIGNATURE OF THE SUBJECT CORDINATOR: **Mr. Nikhilesh Puraswani**

SIGNATURE OF THE PRINCIPAL:

CARMEL CONVENT SR SEC SCHOOL,RATANPUR,YEAR PLANNER:2025-26(KG1 TO VIII)

CLASS : VI

SUBJECT: SOCIAL SCIENCE

| MONTH | NAME OF THE UNIT / CHAPTER AND SUB TOPICS | TIME ALLOTTED FOR EACH UNIT | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/ INTERNAL ASSESSMEN(SEA &MT)/ INCLUSIVE ACTIVITY. | ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT | KEY COMPETENCIES TO BE ACHIEVED. |
|-------|--|-----------------------------|---|---|--|---|
| April | Ch.1.(Geo.) Locating Places on the Earth | 9 hrs | Understanding uses of globe and maps,types of maps and their uses,difference between latitudes and longitudes and time zones. | MT 1 . Map Skill (page no. 7) | | Memorisation,Research |
| | Ch.4(His.) (Timeline and Sources of History | 8 hrs | Understanding the significance of studying History and how it is helpful in understanding the present. | SEA 1. Picture based questions (page no. 53) | | Research,Critical thinking, Creativity. |
| June | Ch.8.(Civics) Unity in Diversity,or 'Many in the One' | 8 hrs | Understanding the rich cultural heritage of India . | MT 2. Map Skill (page no. 103) SEA 2. Make a collage of sarees found in India (page no. 103) | | Research, Creativity and Observation |

CLASS : VI

SUBJECT: SOCIAL SCIENCE

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| July | Ch.2. (Geo.) Oceans and Continents | 8 hrs | Understanding the two primary and major geographical divisions of the earth and its distribution. | Map Skill | SEA .3 Create a model to explain the water cycle showing .Evaporation,c onden-sation and precipita- tion .Infiltra- tion and runoff .Compari- sion of saltwater vs. freshwater on Earth. | Research, Critical thinking, Creativity. |
| | Ch.5.(His.) India, That is Bharat | 8 hrs | Understanding India's Evolution, naming India on the basis of different perspective, ancient geographical knowledge | Explore the names by which India was historically known. Write a brief report explaining the significance of each name. | Design a poster that includes the family members in your household and their | Research, Critical thinking, Creativity |
| | Ch.9. (Civics) Family and Community | 9 hrs | Understanding the importance of family, its roles and responsibilities, community and its responsibilities | | | Memorisation, Creativity |

CLASS : VI

SUBJECT: SOCIAL SCIENCE

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| <p>August</p> | <p>Ch.10 (Civics) Grassroots democracy- Governance</p> | <p>9 hrs</p> | <p>Understanding the meaning of democracy and the three organs of government ,their functions and their responsibility,three levels of government and their functions.</p> | <p>List some rules or laws in your local community that help maintain peace and order.Present the findings in a short report or presentation.</p> | <p>respective roles. Create a poster that illustrates the roles and responsibilities of local,state and central govern-ment Create a comparison chart of life and economic activities in mountains, plateaus and plains. Highlight the differences in climate,agri-culture and settlement patterns.</p> | <p>Creativity, Research</p> <p>Creativity,memorisation and Research</p> |
| | <p>Ch.3.(Geo.) Landforms and Life</p> | <p>9 hrs</p> | <p>Understanding different types of landforms and their relationship with life,types of mountains, plateaus and plains their formation and their importance.</p> | <p>Picture-based Questions(Pg.No. 40)</p> | | |

CLASS : VI

SUBJECT: SOCIAL SCIENCE

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| <p>September</p> | <p>Revision for Term I</p> <p>Ch.6 (His.) The Beginnings of Indian Civilisation</p> | <p>9 hrs</p> | <p>Understanding the meaning of civilisation, knowing the first Indian civilisation, its origin,life of people and causes of its decline .</p> | <p>Map Skill On an outline map of India mark the great centres of Harappan civilisation</p> | <p>Using clay,card-board or any other materials available design a model of a Harappan city layout.Ref pg.no. 74</p> | <p>Creativity, Research , memorisation and critical thinking.</p> |
| <p>October</p> | <p>Ch.11.(Civics) Grassroots Democracy- Local Government in Rural Areas</p> | <p>9 hrs</p> | <p>Understanding the working of local self government at rural level, structure of Panchayati Raj and its duties.</p> | <p>Picture-based Questions (Pg. No. 136)</p> | <p>Draw or paint symbolic representation of village that has benefitted from the actions of a proactive Gram Panchayat. Ref. pg.no. 137</p> <p>Make a collage showcasing the diverse cultures of India, highlight their traditional</p> | <p>Creativity, Research</p> |

CLASS : VI

SUBJECT: SOCIAL SCIENCE

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| | Ch. 7.(His) India's Cultural Roots | 8 hrs | Understanding the vedas and the vedic culture, vedic society, Buddhism and its teachings,Jainism and its teachings. | Map Skill: Identify some countries where Buddhism remains a major religion today and locate them on a world map. | dances,dresses and ornaments. Create street art designs that highlights issues like waste segregation ,traffic rules or pollution control. | Creativity, Research and Memorisation. |
| November | Ch.12.(Civics) Grassroot Democracy- Local Government in Urban Areas | 9 hrs | Underatanding the working of local self government in urban areas, its composition and its functions. | Write a short report on how garbage can be a cause of disease in cities and towns if they are not treated properly. | | Creativity, Critical thinking,Research and Writing skill. |

CLASS : VI

SUBJECT: SOCIAL SCIENCE

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| | Ch.13.(Civics) The Value of Work | 8 hrs | Understanding economic and non-economic activities,its types ,importance and classification. | MT 3: Create a collage that represents examples of both economic and non-economic activities. Label each image and explain why it falls under economic or non-economic activities. | Create a chart with three columns labelled Primary,Secondary and Tertiary.List the identified activities under the appropriate sector. | Creativity, Research |
| December | Ch.14. (Civics) Economic Activities Around Us | 9 hrs | Understanding classification of economic activities into economic sectors, interdependence among sectors. | Write a short report illustrating the activities and their interconnections. | | Creativity, Research and writing skill |
| January | Revision for Term II | | | | | |
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NAME OF INCHARGE TEACHERS: Ms. Jhinuk Chakraborty, Mrs. Beneniya Minj

SIGNATURE OF SUBJECT CORDINATOR: Mrs. Rajvinder Kaur

SIGNATURE OF PRINCIPAL:

CARMEL CONVENT SENIOR SECONDARY SCHOOL RATANPUR, BHOPAL
YEARLY PLANNER 2025-26

CLASS: VI

SUBJECT: SANSKRIT

| MONTH | NAME OF THE UNIT / CHAPTER AND SUB TOPICS | TIME ALLOTTED FOR EACH UNIT | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/ INTERNAL ASSESSMENT (SEA &MT)/ INCLUSIVE ACTIVITY. | ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT | KEY COMPETENCIES TO BE ACHIEVED. |
|--------|---|-----------------------------|--|--|---|---|
| अप्रैल | <p>प्रथमः पाठः वयं वर्णमाला पठामः</p> <p>द्वितीयः पाठः एषः कः? एषा का? एतत् किम्? व्याकरण- पुल्लिंग स्त्रीलिंग नपुंसकलिंग शब्द परिचय।</p> | 4+4+4 | <p>व्याकरण एवं भाषा विचारो की अभिव्यक्ति का साधन है।</p> <p>छात्र सर्वनाम शब्दों का लिंग के अनुसार प्रयोग सीखेंगे।</p> | <p>दस संयुक्त व्यंजनों को लिखिए तथा उनका वर्ण वियोग भी कीजिए।</p> <p>घर के सदस्यों या मित्रों की सहायता से 10 घर के उपयोग में आने वाली वस्तुओं के नाम लिखकर लिंगानुसार अलग अलग करके लिखिए।</p> | | <p>छात्र संस्कृत वर्णमाला एवं उसके प्रकारों का प्रयोग जानेंगे।</p> <p>व्याकरण की बारीकियाँ सीखेंगे।</p> |
| जून | <p>तृतीयः पाठः अहं च त्वं च व्याकरण- लटलकार, लृटलकार (पठ्, खाद्, अस)</p> | 4+4+2 | <p>छात्र अस्मद् एवं युष्मद् शब्दरूप का प्रयोग सीखेंगे।</p> | <p>अस्मद् एवं युष्मद् शब्दरूप तालिका बनाकर लिखिए।</p> | <p>संस्कृत बारहखड़ी के लिए मात्रा चक्र का मॉडल तैयार कीजिए।</p> | <p>अहं एवं त्वं के विभिन्न रूपों के बारे में जानेंगे।</p> |
| जुलाई | <p>चतुर्थः पाठः अहं प्रातः उत्तिष्ठामि PT1 Exam</p> | 4+4+4+4 | <p>नियमित दिनचर्या ही सफलता का मूल मंत्र है।</p> | <p>चार्ट पेपर पर घटिका का चित्र बनाइए और समय प्रदर्शितकीजिए।</p> | | <p>समय लेखन एवं घटिका प्रदर्शित करना सीखेंगे।</p> |

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CLASS: VI

SUBJECT: SANSKRIT

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| | <p>शब्दरूप-बालक, लता, फल, अस्मद् पञ्चमः पाठः शूराः वयं धीराः वयम्</p> <p>षष्ठः पाठः सः एव महान् चित्रकारः PT1 Syllabus पाठ 1 वयं वर्णमालां पठामः</p> | | <p>देश सर्वोपरि है। देश की रक्षा हमारा प्रथम कर्तव्य है।</p> <p>प्रकृति ईश्वर का सर्वोत्तम उपहार है।</p> | <p>5 महापुरुषों के चित्र चिपकाइए तथा उनके नाम लिखिए। वृक्षों से मिलने वाली 5 वस्तुओं के नाम जानिए और कॉपी में लिखिए।</p> | <p>छात्र महापुरुषों के जीवन चरित्र एवं उनके गुणों के बारे में जानेंगे तथा उनको अपने जीवन में अपनाएंगे। प्रकृति की रक्षा ही मानव जीवन की रक्षा है।</p> |
| अगस्त | <p>सप्तमः पाठः अतिथिदेवो भव</p> <p>अष्टमः पाठः बुद्धिः सर्वार्थसाधिका</p> <p>नवमः पाठः यो जानाति सः पण्डितः</p> | 4+4+4+4 | <p>‘अतिथि ईश्वर के समान होते हैं।’ का भाव जाग्रत करना।</p> <p>उत्तम जीवन के लिए बुद्धिपूर्वक व्यवहार आवश्यक है।</p> <p>पहेलियाँ बच्चों एवं बड़ों में मानसिक उल्लास जागृत करती हैं।</p> | <p>5 अव्यय शब्द एवं उनके अर्थ लिखकर उनसे वाक्य बनाइए।</p> <p>पाठ में पढ़े हुए धातुरूपों का संग्रह कीजिए उनके पुरुष एवं वचन लिखिए। पाठ का सस्वर वाचन कीजिए।</p> | <p>अव्ययों का अर्थ एवं उनसे वाक्य निर्माण सीखेंगे।</p> <p>बुद्धिपूर्वक व्यवहार के लिए शिक्षा आवश्यक है। छात्र शिक्षा के महत्त्व को जानेंगे। प्रहेलिका पाठ से छात्रों में जिज्ञासा उत्पन्न</p> |

CARMEL CONVENT SENIOR SECONDARY SCHOOL RATANPUR, BHOPAL
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SUBJECT: SANSKRIT

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| | व्याकरण- गिनती (1-10) अव्यय, चित्र, संवाद, पठित एवं अपठित गद्यांश। | | | | | होगी। वे नई पहेलियाँ खोजेंगे। |
| सितम्बर | दशमः पाठः त्वं आपणं गच्छ व्याकरण-शब्दरूप तत् (तीनों लिंगों में), युष्मद् Term1 syllabus पाठ 1 से 7 शब्दरूप-बालक, लता फल अस्मद् धातुरूप- पठ्, खाद्, अस् (लट्लकार एवं लृट्लकार) गिनती 1 से 10 अव्यय चित्र, संवाद वर्ण वियोग, वर्ण संयोग पठित एवं अपठित गद्यांश | 4+4+4 | व्याकरण भाषा को सशक्त बनाता है। | पाठ में आए लोट्लकार शब्दों को छाँटकर लिखिए। | | छात्र लोट्लकार शब्दों का प्रयोग सीखेंगे। |

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| <p>अक्टूबर</p> | <p>एकादशः पाठः पृथिव्यां त्रीणि रत्नानि</p> <p>द्वादशः पाठः आलस्यं हि मनुष्याणाम् शरीरस्थो महानरिपुः व्याकरण- धातुरूप- गम्, हस्, नी (लट्, लृट् एवं लङ्लकार)</p> | <p>4+4+4</p> | <p>श्लोक नैतिक मूल्यों को सीखाने का सशक्त माध्यम है।</p> <p>आलस्य मनुष्य के शरीर का सबसे बड़ा शत्रु है।</p> | <p>पाठ में आए श्लोकों को कंठस्थ कीजिए।</p> <p>द्वितीया विभक्ति का प्रयोग कर अपनी दिनचर्या के विषय में दस वाक्य लिखिए।</p> | <p>A4 साइज़ शीट पर लटलकार और लृट लकार धातुरूपों के प्रत्यय का तुलनात्मक चार्ट तैयार कीजिए।</p> | <p>छात्र नए श्लोकों को पढ़ने एवं उनका अर्थ जानने के लिए प्रेरित होंगे।</p> <p>छात्र अपने जीवन में सद्गुणों को अपनाने के लिए प्रेरित होंगे।</p> |
| <p>नवम्बर</p> | <p>त्रयोदशः पाठः संख्यागणना ननु सरला</p> <p>चतुर्दशः पाठः माधवस्य प्रियम् अङ्गम् व्याकरण- गिनती (1-20), प्रत्यय- क्त्वा, तुमुन्, ल्यप् अव्यय, चित्र,</p> | <p>4+4+4+2</p> | <p>छात्र गणना प्रयोग सीखेंगे।</p> <p>शरीर ईश्वर प्रदत्त अनमोल उपहार है एवं कर्म करने का साधन है।</p> | <p>‘गतिविधि कार्य’ में दिए गए संख्या गीत को याद करे एवं कक्षा में सुनाइए।</p> <p>शरीर के अंगों के नाम संस्कृत में लिखकर उनके हिंदी अर्थ लिखिए।</p> | | <p>छात्र गणना प्रयोग का शुद्ध उच्चारण तथा लेखन सीखेंगे।</p> <p>शरीर के अंगों के संस्कृत नाम जानने से उनके शब्दकोष में वृद्धि होगी।</p> |

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| | संवाद, पठित एवं अपठित गद्यांश। PT2 syllabus पाठ 8, 11 | | | | | |
| दिसम्बर | पञ्चदशः पाठः वृक्षाः सत्पुरुषाः इव व्याकरण- गिनती (1-20), प्रत्यय- क्त्वा, तुमुन्, ल्यप् | 4+4+2 | वृक्ष परोपकारी होते हैं इनका संरक्षण आवश्यक है। | परोपकार पर आधारित श्लोकों का संग्रह कीजिए। | | वृक्ष के महत्त्व को जानकर वृक्षारोपण के लिए प्रेरित होंगे। |
| जनवरी | अव्यय, चित्र, संवाद, पठित एवं अपठित गद्यांश। एवं पाठ पुनरावृत्ति | 4+4+4+2 | व्याकरणिक ज्ञान के बिना भाषा ज्ञान अधूरा है। | अव्ययों का प्रयोग कर वाक्य बनाइए। | | व्याकरण में आने वाली समस्याओं का हल प्राप्त करेंगे। |
| फरवरी | वार्षिक परीक्षा (पाठ 8-15) लिखित एवं मौखिक पुनरावृत्ति कार्य TERM 2 syllabus पाठ 8 से 15 शब्दरूप- तत् (तीनों लिंगों में), युष्मद् धातुरूप- गम्, नी, हस् (लट्लकार, | 6 | | | | भाषा एवं व्याकरण में निपुणता प्राप्त करेंगे। |

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| लृट्लकार एवं लङ्लकार में) व्याकरण- गिनती 1 से 20, चित्र, संवाद, अव्यय, प्रत्यय- क्त्वा, ल्यप्, तुमुन् पठित, अपठित गद्यांश | | | | | | |
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NAME OF INCHARGE TEACHERS: JYOTI KULKARNI

SIGNATURE OF SUBJECT CORDINATOR: JYOTI KULKARNI

SIGNATURE OF PRINCIPAL:

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| MONTH | NAME OF THE UNIT / CHAPTER AND SUB TOPICS | TIME ALLOTTED FOR EACH UNIT | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/ INTERNAL ASSESSMENT (SEA &MT)/ INCLUSIVE ACTIVITY. | ART INTEGRATED ACTIVITY/ART INTEGRATED PROJECT | KEY COMPETENCIES TO BE ACHIEVED. |
|-------|---|-----------------------------|--|--|--|--|
| April | <p>Chapter-1 Malware-Threats to computers Subtopics: 1.Malware 2.Symptoms of malware attack 3.computer virus 4.Types of viruses. 5.Examples of viruses 6.Sources of viruses 7.Other Malware 8.Antivirus Program 9.Working of Antivirus. 10.Some popular Antivirus program 11.Precautions against malware.</p> | 6hrs | <p>After learning this module, the student will be able to: - 1.Understand computer virus and its types 2.Identify the different types of viruses. 3.Understand antivirus programs and its features. 4.Take precautions against computer viruses.</p> | <p>1.Create a document on trojan horse. 2.Group discussion: - Divide the students into groups and discuss the topic- “Precautions against malware”.</p> | <p>To make a poster on the topic water conservation using the Canva application.</p> | <p>The key competencies which will be achieved by the student after studying this module are: - 1.Understand the term virus and its types 2.Identify different types of viruses. 3.Understand what are the anti-virus programs 4.Will be able to take the different precautions against computer viruses.</p> |

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| <p>June</p> | <p>Chapter2: Pencil 2D Animation Software Subtopics: - 1.Features of Pencil 2D 2.Starting Pencil 2D 3.Components of pencil 2D window 4.Using Tools Window 5.Pencil Tool 6.Polyline Tool 7.Paint Bucket tool 8.Eraiser Tool 9.Select tool 10.Move tool 11.Zoom in and zoom out 12.Hand tool 13.Clear Frame option. 14.Using layers. 15.Types of layers. 16.Bitmap layer 17.Vector layer 18.Camera Layer 19.Sound Layer 20.Adding and deleting a layer 21.Add a layer 22.Delete a layer. 23.Renaming a layer 24.Reordering the layers 25.Activate,</p> | <p>12hrs</p> | <p>After learning this module, the student will be able to: - 1.Understand pencil 2D and its features 2.Recognize the components of pencil 2D window 3.Understand the tool palette 4.Understand the layers and animations in pencil 2D.</p> | <p>1.To draw the image in pencil 2D by using the various tools. 2.Group discussion- “Whether animated movies help in the development of children’s creativity and intelligence”.</p> | <p>The key competencies which will be achieved by the student after studying this module are: - 1.Understand pencil 2D software tool and recognize its components. 2.Understand the various tools associated with the software 3. Understand the layers and animations in pencil 2D.</p> |
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| | <p>Inactivate or deactivate the layer. 26.Components of timeline 27.Animation in pencil 2D. 28.Creating animation using the vector layer. 29.Frame-by-frame animation using the Bitmap layer.</p> | | | | |
| July | <p>Chapter-3 Canva Subtopics: - 1.Introduction to canva 2.Features of canva 3.Using canva. 4.Creating design using the template. 5.Creating your own poster 6.Presentation in canva.</p> | 12hrs | <p>After learning this module, the student will be able to: 1.Understand canva and its features 2.Learn how to use canva 3.Create design using templates 4.Understand how to draw shapes 5.Learn how to create presentation in canva.</p> | <p>1.Create a poster in canva to show the climate change on earth, its causes and some precautions to reduce it. 2.Group discussion “different features of canva”.</p> | <p>The key competencies which will be achieved by the student after studying this module are: - 1.Understand canva and its features. 2.Create design using templates 3.Understand how to draw shapes 4.Learn how to create presentation in canva.</p> |
| July | <p>Chapter -4 Internet services Subtopics: - 1.Internet 2.Ways to connect to the internet 3.Dial up connection</p> | 15hrs | <p>After learning this module, the student will be able to: 1.Understand different ways to connect to the internet.</p> | <p>With the help of the internet, search information on 1.“Conservation of plants and animals”. Save the information,</p> | <p>The key competencies which will be achieved by the student after studying this module are: -</p> |

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| | <p>4.Dial up modem 5.Boardband Modem 6.Wireless internet access 7.Wireless Modem 8.Hotspot 9.Services of the internet 10.Searching information 11.E-mail 12.E-banking 13.Remote services. 14.Social Networking 15.Linkedin 16.Video conferencing 17.Chatting 18.E-Commerce 19.Advatages of E-commerce 20.E-Commerce Business Models 21.E-retailing 22.Security Concern 23.Modes of Payment 24.Top E-Commerce websites 25.Blogging 26.Uses of Blog 27.Creating a blog 28.Putting your own blog.</p> | | <p>2.Identify different services of the internet.</p> | <p>create a blog and post it. 2.Group discussion: Different modes of payment in E-Commerce.</p> | | <p>1.Understand the different ways to use the internet. 2.Identify, analyse and use different services of the internet</p> |
| <p>August</p> | <p>Chapter-5 Cloud Computing Subtopics: - 1.Cloud computing 2.Advantages of cloud computing</p> | <p>15 hrs</p> | <p>After learning this module, the student will be able to: - 1. Understand cloud computing and its advantages.</p> | <p>1.Upload a file or folder on google drive and share it. 2.Group discussion: - 1.Divide the students into two groups and</p> | | <p>The key competencies which will be achieved by the student after studying this module are: -</p> |

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| | <p>3.Service Provider. 4.Characteristics of cloud computing 5.Types of cloud 6.Services of cloud computing 7.Google Drive 8.Advantages of google drive 9.Opening the google drive 10.Uploading the files and folders 11.Organizing files and folders. 12.Create a folder 13.Move a file to folder 14.Delete a file 15.Restore the deleted file 16.Delete a file permanently from google drive. 17.Sharing file or folder 18.Signing out from google drive.</p> | | <p>2.understand various types of cloud computing and its services 3.Understand google drive and its working.</p> | <p>discuss on the topic – “Advantages and disadvantages of cloud computing”</p> | | <p>1.Understand cloud computing and its benefits. 2.Understand various types of cloud computing and its services. 3.Understand the working and features of google drive.</p> |
| <p>September</p> | <p>Revision for Term I Examination and Syllabus (Chapter 1,2,3,4 and 5)</p> | | | | | |

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| <p>HTML and CSS) Contd: -</p> | <p>11.Web Browser 12.Creating and saving a web page in notepad. 13.Creating and saving a web page in visual studio code. 14.Basic HTML tags 15.Displaying web page in a browser using VS code. 16.Modifying the paragraph text. 17.Statrting a new paragraph. 18.Starting a new line. 19.Inserting a blank space. 20.Adding comment 21.inserting a Horizontal rule. 22.Changing thickness and width of a horizontal rule. 23.Heading tags. 24.Bold, italics, underline, subscript and superscript. 25.DIV tag. 26.Cascading Style sheets. 27.Controlling multiple pages 28.Style sheet syntax. 29.Inline, internal and external style sheets. 30.External Style sheet 31.Link to a style sheet 32.Formatting text.</p> | | | | | |
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| | <p>33.Changing the alignment of heading 34.Changing the font of text 35.Changing the font size of text 36.Changing the colour of text 37.Changing the colour of part of text. 38.Changing the background colour of the page. 39.Indenting text 40.Changing the margin 41. Changing the margin using the div tag.</p> | | | | |
| November | <p>Chapter -8 Python -Introduction Subtopics: 1.Programming language. 2.Python. 3.Features of python programming. 4.Downloading python. 5.Installing python. 6.Getting started with python. 7.Writing the code in interactive mode. 8.Writing the code in script mode. 9.Create, Save and Run a program in script mode</p> | 12 hrs | <p>After learning this module, the student will be able to: 1.Understand about programming languages and python 2.Understand tokens indentations and variables. 3.Understand how to create and run python file in VS code.</p> | <p>Make python program for the following cases: - 1.python program o convert kilogram into gram. 2.Python program to multiply two integer number. 3.Python program to calculate area of a rectangle. 2.Group discussion: - Divide the students into two groups and discuss on the topic- “importance of int ()</p> | <p>The key competencies which will be achieved by the student after studying this module are: 1.Understand what are programming languages and get what is python. 2.Understand what are the tokens and indentations along with variables. 3. Understand and analyse how to create</p> |

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| | <p>10.Let us start to create, Save and Run python in visual studio code.</p> <p>11.Tokens</p> <p>12.Identifiers.</p> <p>13.Delimiters.</p> <p>14.Keywords</p> <p>15.Literals</p> <p>16.Operators</p> <p>17.Lines and indentations</p> <p>18.Comments</p> <p>19.Single line comments</p> <p>20.Multi-line comments</p> <p>21.Statements</p> <p>22.Data Types</p> <p>-integer</p> <p>-Float</p> <p>-String</p> <p>23.Variables</p> <p>24.Initializing variables</p> <p>25.Defining input and output functions</p> <p>26.Programs to understand input () and print ().</p> <p>27.Using int ().</p> | | | function calculation. | for | and run python file in VS code. |
| December | <p>Chapter-9 Chatbot</p> <p>Subtopics: -</p> <p>1.Chatbot.</p> <p>2.How a chatbot works.</p> <p>3.Natural language processing</p> <p>4.History of chatbots</p> <p>5.Types of chatbots</p> | 8 hrs | <p>After learning this module, the student will be able to: -</p> <p>1.Understand how a chatbot operates.</p> <p>2.Learn about different types of chatbots.</p> <p>3.Get acquainted with popular chatbots</p> | <p>1.Create a chatbot using the acquainted platform. The given link is:- https://getacquainted.co/</p> <p>2.Group discussion: -</p> | | <p>The key competencies which will be achieved by the student after studying this module are:</p> <p>1.Get acquainted with the ways by which the</p> |

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| | <p>-script-bots Smart-bots 6.Popular chatbots -Kuki_AI -Clever-bot -Ochat-bot -Eva -IBM-Watson Assistant 7.Creating a Chatbot 8.Sharing the chatbot</p> | | 4.Create a Chatbot. | Divide the students into groups and discuss about functionalities of different types of chatbots. | | <p>different chatbot operates. 2.Learn about the different types of chatbots. 3.Create you own chatbot.</p> |
| January | <p>Chapter 10-Fields of Artificial intelligence Subtopics: - 1.Classification of artificial intelligence. 2.Application of artificial intelligence. -AI in gaming -AI in E-Commerce. -AI in banking -AI in robotics -AI in Healthcare 3.Fields of Artificial Intelligence -Machine learning -Deep learning -Neural networks 4.AI Ethics 5.Conclusion 6.AI lab -Runway.ai -Experiment of AI using Blocksbuddy. Object detection.</p> | 8hrs | <p>After learning this module, the student will be able to: - 1.Understand the different types of AI. 2.Understand the different applications of AI. 3.Understand the different fields of AI. 4.Understand AI Ethics.</p> | <p>1.With the help of internet search about the new developments in the field of (a) Defence (b)Education And make a ppt on it. 2.Group discussion: - Divide the student into two groups and discuss about the utilities of different types of chatbots.</p> | | <p>The key competencies which will be achieved by the student after studying this module are: 1.The student will be able to analyse different types of AI. 2.Get to know the different types of AI. 3.Understand the areas in which the different fields of AI are applicable. 4.Get to know about the AI ethics.</p> |

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| February | Revision for the Term II examination (Syllabus: -Chapter 6 ,7 8,9 and 10) |
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NAME OF INCHARGE TEACHERS: **Mrs. Bhuvan Gangil, Mrs.Krishnapriya Daniel, Mr. Jaideep Mathew.**

SIGNATURE OF SUBJECT CORDINATOR:

SIGNATURE OF THE PRINCIPAL: