



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: English

Term I & II

Class: VI

Sl No	Month	WD	ID	No. of Periods	Chapter/Grammar	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	APRIL	15	15	7	Bridge Course (Noun & its Kinds)	<ol style="list-style-type: none"> 1. Define a noun as a naming word (person, place, animal, or thing). 2. Identify nouns in sentences and short paragraphs. 3. Classify nouns into different types (Proper, Common, Collective, Abstract, Material). 4. Differentiate between types of nouns with suitable examples. 5. Use nouns correctly while speaking and writing sentences. 6. Recognize singular and plural nouns and use them appropriately. 7. Apply nouns in real-life contexts people, places). 	<p>Noun Sorting Game</p> <p>Objective: Classify types of nouns Activity: *Give students flashcards with words (e.g., <i>Delhi, boy, team, honesty, gold</i>).</p> <p>* Students sort them into categories: Proper Noun Common Noun Collective Noun Abstract Noun Material Noun Variation: Do it as a group relay game.</p>	<p>worksheet</p>	<p>Weekly test 1 Portion - 16/04/2026</p> <ol style="list-style-type: none"> 1. Reading Comprehension 2. Noun & Its kind 3. Paragraph writing.

						<p>8. Construct meaningful sentences using different kinds of nouns.</p>			
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				4	Paragraph writing	<ul style="list-style-type: none"> • Understand the structure of a paragraph (topic sentence, supporting details, concluding sentence). • Organize ideas in a logical sequence. • Use appropriate vocabulary and simple grammar while writing. • Develop a coherent and meaningful paragraph on a given topic. • Use linking words (and, but, because, then) to connect ideas. 	<p>1. Picture-Based Writing *Show a picture (park, market, classroom). *Students observe and write 4–5 sentences to form a paragraph.</p> <p>2. Guided Paragraph Writing The teacher gives hints (e.g., <i>My School</i>: location, building, teachers, activities). Students form a paragraph using the hints</p>	<p>Narrative Paragraph Task: Write a paragraph on: <i>“An Unexpected Incident”</i></p> <p>Focus: *Sequence of events *Use of linking words (then, suddenly, finally)</p>	
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	APRIL	15	15	5	Tenses	<ul style="list-style-type: none"> • Understand the concept of tenses (time of action). • Identify present, past, and future tenses. • Use simple forms of tenses correctly in sentences. • Recognize verb changes according to time. • Improve accuracy in speaking and writing. 	Activity: Identify tense in given sentences. - Timeline activity showing past, present, future. - Group work: Convert sentences from one tense to another.	Identify the Tense Task Write the tense of the verbs: *She is reading a book. *They went to the park. * will finish my homework.	
2	JUNE	18	18	3	Unit -1: Fables and Folktales A Bottle of Dew	<ul style="list-style-type: none"> • Understand the concept of self-realization and inner wealth. • Develop moral reasoning through interpretation of parables. • Enhance vocabulary and comprehension 	Find out the varieties of bananas which are grown, cultivated and eaten in different parts of India. You can find information about them on websites such as: https://nhb.gov.in/pdf/fruits/banana/ban_013	Worksheet & Creative Writing Task: Imagine you were given an impossible task. What would you do? (5–6 lines)	

				2	Poem – Raven and the Fox	<ul style="list-style-type: none"> Recite the poem with proper pronunciation, rhythm, and expression. Identify the characters (raven and fox) and the sequence of events. Understand the theme and moral (<i>beware of flattery</i>). 	Worksheet Tasks <ul style="list-style-type: none"> Identify rhyming words Fill in the blanks Short answers (theme, characters) 	Alternative Ending <ul style="list-style-type: none"> Rewrite the ending of the poem where the raven does not get fooled. Add a new moral to your version. 	
				3	Rama to the Rescue (story writing)	<ul style="list-style-type: none"> Understand the values of bravery and loyalty in Indian epics. Appreciate cultural heritage through storytelling. Enhance comprehension and character analysis. 	Find out from your parents what you would do in the following situations. Who will you call if..... You see fire You see someone getting hurt. You see a wounded animal.	Character Sketch Task: Write 4–5 lines about Rama’s character Focus: Analytical thinking	

				4	<p>WS-Descriptive writing</p> <p>Formal letter writing</p>	<ul style="list-style-type: none"> • Understand the purpose of descriptive writing in various forms (e.g., narratives, personal essays, poetry). • Identify sensory details (sight, sound, smell, taste, touch) in descriptive passages. • Recognize figurative language such as similes, metaphors, personification, and hyperbole. • Understand the purpose and importance of formal letters in academic, professional, and official contexts. • Identify key features of a formal letter (e.g., sender's address, date, recipient's address, salutation, body, closing, signature). • Recognize appropriate tone and language suitable for formal communication. 	<p>Write your own sample for descriptive writing.</p> <p>Imagine that you are a reporter, working for your school newspaper. You have been asked to write a report, describing the Annual Sports Day your school has hosted.</p> <p>Your birthday is just round the corner and you want a gift from your uncle. So, without telling him exactly what you wish to have, give a description of the object to your uncle. Let him guess what the gift is.</p>	<p>Person Description</p> <p>Task: Describe a person you admire (80–100 words) (Hints: appearance, qualities, why you like them)</p> <p>Focus:* Use of adjectives *Organized ideas</p> <p>Application Letter: Write a letter to your class teacher requesting permission to participate in a competition.</p> <p>Focus: *Proper structure *Clarity</p> <p>Write a sample letter writing to your class teacher requesting leave for your uncle's wedding.</p>	
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			4	<p>U-1 Functions of nouns</p> <ul style="list-style-type: none"> ● Define nouns as words that name people, places, things, or ideas. ● Define adjectives as words that describe or modify nouns. ● Identify different types of nouns (e.g., common, proper, concrete, abstract, collective). ● Recognize different types of adjectives (e.g., descriptive, quantitative, demonstrative, possessive). ● Identify nouns and adjectives in a sentence or passage. ● Explain the function of a noun in a sentence (e.g., subject, object, predicate noun). ● Use adjectives to enhance and clarify nouns in writing. 	<p>Paragraph Activity</p> <p>Task: Identify nouns and their functions in a short paragraph</p> <p>Focus: Applied understanding</p>	<p>Sentence Classification</p> <p>Task: Write whether the noun is:</p> <p>Subject Object Object of Preposition</p>
			2	<p>U-2 Adjectives</p> <ul style="list-style-type: none"> ● Form and use comparative and superlative adjectives correctly. ● Construct sentences, using a variety of nouns and adjectives for clarity and detail. 	<p>You visited a fair where you saw a beautiful lamp. After coming back home you told your mother about it, requesting her to buy it for the living room. Write a paragraph in 50–80 words, describing the lamp. Make sure that the adjectives are in order.</p>	<p>Make Your Own Sentences</p> <p>Task: Write one sentence each using:</p> <ul style="list-style-type: none"> ● Adjective of quality ● Adjective of number ● Adjective of quantity

	JULY	26	21	3	U-3 Adjectives- Order and position.	<ul style="list-style-type: none"> Identify nouns and adjectives in a sentence or passage. Explain the function of a noun in a sentence (e.g., subject, object, predicate noun). Use adjectives to enhance and clarify nouns in writing. Form and use comparative and superlative adjectives correctly. Construct sentences using a variety of nouns and adjectives for clarity and detail. 	<p>Take help from the list of adjectives given below.</p> <p>old striking wrought iron large vibrant blue Turkish decorative tall antique unique pedestal</p>	<p>Class Test & Paragraph Activity</p> <p>Task: Write a short paragraph using at least 5 adjectives in correct order</p>	
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				2	U-4 Articles.	<ul style="list-style-type: none"> Define articles as words used to modify nouns. Distinguish between definite (the) and indefinite articles (a, an). Recognize when to use 'a' and 'an' based on the initial sound of the following word. Understand the rules for using 'the' with specific or 	<p>Real Application</p> <ul style="list-style-type: none"> Students write 5–6 sentences about: “My Classroom” / “My Best Friend” They must correctly use at least 5 articles 	<p>Rewrite the Sentences</p> <p>Task</p> <p>Insert appropriate articles:</p> <ol style="list-style-type: none"> ___ boy is playing in ___ garden. ___ Earth moves around ___ Sun. 	
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						previously mentioned nouns.			
				3	U-5 The Perfect Tense	<ul style="list-style-type: none"> Recognize the structure of the perfect tense (e.g., have/has + past participle) Differentiate between the perfect tense and other tenses (present, past). Use the perfect tense to describe actions that: <ul style="list-style-type: none"> Happened at an unspecified time in the past. Started in the past and continue to the present. 	Use appropriate perfect tense and fill in the blanks.	Personal Experience Writing Students write 5–6 sentences on: “Things I Have Done This Week”	PT-I Exam (July): <u>Portion Unit 1 - (Literature)</u> Grammar: Ch 1 – 4 WS - Formal letter writing & Descriptive writing.
				3	U-6 The Simple, continuous and Perfect Tense	<ul style="list-style-type: none"> Identify and use simple present, past, and future tense correctly in sentences. Understand the use of simple tenses to express habits, general truths, completed actions, and future plans. Form affirmative, negative, and interrogative sentences using simple tenses. Apply correct verb forms based on subject-verb agreement. 	<p>There are a few verbs given below.</p> <p>Use each verb to construct a series of three sentences connected by a common theme.</p> <p>Use the verb in its simple, continuous, and then the perfect tense form. Take a look at the following example: watch: I watched a really beautiful</p>	<p>Class Test & Paragraph-Based Activity</p> <p>Task: A short paragraph is given Students: Underline verbs & Identify their tenses</p>	

					<ul style="list-style-type: none"> • Distinguish between the usage of present, past, and future in real-life contexts. 	<p>movie yesterday. I was watching a documentary before that but did not really enjoy it. My friends had watched this movie before they suggested it to me.</p> <p>Plant, grow, cook, paint, read, drive, live play</p>		
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				3	<p>U-7 The present and past perfect continuous Tense</p>	<ul style="list-style-type: none"> • Compare present perfect continuous and past perfect continuous tenses. • Use both tenses appropriately in contextual sentences and paragraphs. • Identify and correct errors in tense usage. • Apply these tenses in descriptive and experiential writing tasks. 	<p>This activity is called 'guess and create'. Do this activity in groups of six. Take 6 strips of paper. Write a verb on each strip. Place the strips facing upside down on the table. One student from each group will draw out a strip of paper, and read the verb written on it. Make sure to not show the word to anyone.</p>	<p>Worksheet & Situation-Based Question</p> <p>Task: Complete: I was tired because I _____</p> <p>She is happy because she _____</p>	
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				2	Unit 2: PROSE : Friendship The Unlikely Best Friends	<ul style="list-style-type: none"> • Explore themes of unexpected friendship and empathy. • Develop perspective-taking and understanding character growth. • Improve narrative comprehension skills. 	<p>The story,' The Elephant and the dog' is found in the Jataka tales. These stories are ancient Buddhist stories of life values and wisdom. These stories have been told from one generation to the next for over two thousand years. Find and read another Jataka story.</p>	<p>Class Test & Dialogue Writing</p> <p>Task: Write a conversation between the two friends showing their bond</p> <p>Focus: Imagination Language usage</p>	
				3	PROSE: The Chair	<ul style="list-style-type: none"> • Understand how empathy and kindness affect others' lives. • To understand the central idea of the poem/lesson and interpret the meaning of the "chair" beyond its literal sense. • To identify how everyday objects can be described using imagination and creativity. • To develop comprehension skills by reading and understanding the poem/lesson. • To enhance vocabulary related to objects, description, and feelings. • To recognise the use of personification and 	<p>Describe your friends by filling in the blanks with suitable words. Complete the acrostic poem.</p>	<p>Worksheet & Creative Writing</p> <p>Task: Imagine your chair can talk. What will it say? (5–6 lines)</p> <p>Focus: Imagination and expression</p>	

						<p>imaginative expression in literature.</p> <ul style="list-style-type: none"> • To express ideas about objects creatively through speaking and writing tasks. • To develop appreciation for simple things around us and their importance in daily life. 			
				2	Poem-2: A Friend's Prayer	<ul style="list-style-type: none"> • Reflect on the qualities of true friendship. • Appreciate poetic expression and emotional tone. • Identify rhyme schemes and poetic structure. 	There are many quotations about friendship. Read your favorite ones and write the meaning of it.	Worksheet & Identify the Poetic Device Task: Find examples of: Rhyme & Repetition Focus: Basic literary devices	

	AUGUST	20	16	2	Essay writing	<ul style="list-style-type: none"> • Apply formal or academic language as appropriate to the essay type (e.g., persuasive, descriptive, narrative, expository) • Maintain a consistent and suitable tone throughout the essay. 	Practice writing your favorite topic for essay writing.	Worksheet & Descriptive Essay Task: Write an essay on: "A Visit to a Zoo" Focus: *Description skills *Use of sensory details	Term-1 Portion Unit 1 to 2 Grammar U- 01 to U-8 Creative writing: Descriptive Writing, formal letter writing & Essay writing, Message Writing
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				4	U-8 Expressing the Future	<ul style="list-style-type: none"> • To understand how future actions are expressed in English. • To use “will” for instant decisions, promises, and predictions. • To use “going to” for planned actions and intentions. • To differentiate between “will” and “going to” based on context. • To construct correct sentences using future tense forms. • To identify and correct errors in the use of future tense. • To apply future forms in real-life speaking and writing situations. • To develop confidence in using future expressions in communication. 	Sample questions will be given to write and fill in the blanks.	Worksheet & Situation-Based Writing Task: What will you do during your holidays? (4–5 sentences) Focus: Real-life usage	
				2	Message writing	<ul style="list-style-type: none"> • Recognize the purpose and importance of writing a message in both formal and informal contexts. <ul style="list-style-type: none"> • Identify Key Features and use the components of a message: date, time, name of the receiver, content, sender’s name. • Maintain Appropriate Tone 	Compose messages based on visual/verbal input like dialogues, phone messages, or notices.	Worksheet & Information-Based Message Task: Your neighbour informs you that the water supply will be cut tomorrow. Write a	

						<ul style="list-style-type: none"> • Use the correct tone and language depending on the context (informal for friends/family, formal for teachers/officials). • Organize Information Clearly Present information in a clear, concise, and logical order to ensure easy understanding • practice Brevity and Clarity 		message for your parents. Focus: Accuracy of information	
				8		<p>REVISION FOR TERM 1 EXAMS</p> <p>TERM 2 STARTS FROM SEPTEMBER 10, 2026</p>			
SEPTEMBER	22	15	5	U-9 Verbs	<ul style="list-style-type: none"> • Analyze sentences to identify main verbs and helping verbs. • Use correct verb structures in speaking and writing tasks. • Edit and correct errors related to verbs and modals. • Apply knowledge of verbs in dialogue writing, paragraph writing, and grammar exercises. 	Sample questions will be given to write and fill in the blanks.	Worksheet & Make Sentences Task Write one sentence each using: Action verb Helping verb Linking verb		

				3	U-10 Objects of verbs	<ul style="list-style-type: none"> Define the term object in the context of grammar and sentence structure. Differentiate between direct and indirect objects. Identify the object(s) in a given 	Fill in the blanks with suitable direct object.	Worksheet	
				4	U-11 Verbs Transitive and Intransitive.	<ul style="list-style-type: none"> Define transitive and intransitive verbs. Identify transitive and intransitive verbs in sentences. Differentiate between transitive and intransitive verbs based on the presence or absence of a direct object. Construct sentences using transitive and intransitive verbs appropriately. Correct misuse of transitive and intransitive verbs in given examples. Explain why a verb is transitive or intransitive with reference to sentence structure. 	To rewrite the sentences by converting the intransitive verbs to transitive.	Underline & Classify Task Underline the verb and write: T (Transitive) or I (Intransitive) *The teacher explained the lesson. *The children laughed loudly. *She opened the door.	

				3	Poem-3: What a Bird Thought	<ul style="list-style-type: none"> • Interpret the bird's journey as a metaphor for growth and discovery. • Recognize poetic devices and rhythm. • Encourage imagination and observation. 	<p>How is home different from the house.</p> <p>Write your opinion.</p>	<p>Worksheet</p> <p>Poetic Device Activity</p> <p>Task:*Identify rhyme words from the poem *Find repetition (if any)</p> <p>Focus: Basic poetic understanding</p>	
	October	21	19	3	<p>Spices that Heal Us</p> <p>(WRITING- Complete the paragraph using the phrases)</p>	<ul style="list-style-type: none"> • Learn about the medicinal value of spices. • Understand the relationship between food and wellness. • Enhance informative reading skills 	<p>Guess the spices based on the riddle.</p>	<p>Worksheet</p> <p>Value-Based Question</p> <p>Task: Why should we use natural spices instead of medicines sometimes? (3–4 lines)</p> <p>Focus: Health awareness</p>	

				3	U-12 Adverbs- Kinds and position	<ul style="list-style-type: none"> Recognize adverbs in sentences. Understand the role of adverbs in modifying verbs, adjectives, and other adverbs. 	A paragraph would be given and ask students to identify the kinds of adverbs	Worksheet	
				3	U-13 Formation of Adverbs- by adding suffixes	<ul style="list-style-type: none"> Explain what it means to form an adverb from an adjective or other word class. Recognize that many adverbs are derived from adjectives. 	Sample adjectives would be given and then would be asked to convert to adverbs	Worksheets on each grammar chapter	
				3	U-14 Pronouns	<ul style="list-style-type: none"> Define what pronouns are. Explain the role of pronouns Comprehend the types of pronouns Use them in their own sentences 	<p>Editing Task: Find and correct pronoun errors</p> <p>Dialogue Completion Complete using appropriate pronouns: A: Who is at the door?</p>	<p>Pronoun Challenge</p> <p>Rewrite the paragraph by replacing nouns with appropriate pronouns without changing meaning:</p>	
				4	U-15 Exclamatory sentences and Interjections	<ul style="list-style-type: none"> Define exclamatory sentences as sentences that express strong emotion (e.g., surprise, joy, anger, excitement). 	<p>Situation-Based Writing</p> <p>Write appropriate interjections and</p>	<p>Paragraph Editing</p> <p>Rewrite by adding suitable</p>	

					<ul style="list-style-type: none"> • Use interjections within exclamatory sentences effectively. • Express emotions clearly in speaking and writing. • Distinguish between sentence types (assertive, interrogative, imperative, exclamatory). • Apply learning in dialogue writing and real-life situations. 	<p>exclamatory sentences:</p> <p>You suddenly see a rainbow</p> <p>Your team wins a match</p> <p>You drop a glass accidentally</p>	<p>interjections and exclamatory sentences:</p> <p><i>We went to the amusement park. The rides were exciting. We enjoyed a lot.</i></p>	
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6				3	<p>Unit-4 Sports and Wellness Change of Heart (Complete the paragraph using the phrases)</p> <ul style="list-style-type: none"> • Understand how personal transformation leads to better choices. • Identify the importance of empathy • Develop skills in analyzing character changes. 	<p>Write about your favorite famous sports personality.</p>	<p>Worksheet & Character Reflection</p> <p>Task: Describe the change in the main character's thinking (4–5 lines)</p>	<p>Weekly test-3 (30-10-2025) Unit-4 Sports and wellness change of heart. Poem- The winner conjunctions.</p>
	NOVEMBER	19	18	3	<p>Poem-4: The Winner</p> <ul style="list-style-type: none"> • Analyze the meaning of success beyond winning. • Appreciate the role of determination and humility. • Enhance comprehension and discussion skills. • Identify the poetic devices 	<p>Indigenous games are native to the region .Find out some native games of your state and other parts of India.</p>	<p>Class Test/ Worksheet Poetic Device Activity</p> <p>Task: Identify rhyming words from the poem Find repetition (if any)</p> <p>Focus: Basic poetic understanding</p>	

				3	Yoga-A Way of Life. (Write a short paragraph)	<ul style="list-style-type: none"> • Learn the benefits of yoga for physical and mental health. • Understand cultural and spiritual significance. • Promote healthy habits and mindfulness. 	Find out about two asanas and their benefits and share your findings with your classmates.	Worksheet Draw & Label Task: Draw any yoga pose and label its benefits	
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				3	U-16 Conjunctions	<ul style="list-style-type: none"> • Recognize and name the three main types of conjunctions: coordinating, subordinating, and correlative. • Understand the Function of Conjunction • Comprehend to connect words, phrases, or clauses in a sentence. • Use Coordinating Conjunctions, Subordinating Conjunctions, Correlative Conjunctions 	Some sample questions would be given to the students and ask them to combine using either a coordinating or a subordinating conjunction.	Worksheet Paragraph Activity Task: Underline conjunctions in a short paragraph and name them	
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				2	WS-Postcard invitation	<ul style="list-style-type: none"> • Identify the purpose of a postcard (e.g., sharing experiences, travel updates, greetings). • Recognize the typical structure of a postcard (greeting, body, closing, and address format). • Write concise and meaningful 	<p>Explore how postcards are used in different cultures and time periods.</p> <p>Respect cultural differences in communication styles and travel etiquette.</p>	Worksheet & Complete the Postcard Task: Fill in the missing parts: <ul style="list-style-type: none"> • Date • Greeting • Event details 	
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					<p>messages appropriate for a postcard format.</p> <ul style="list-style-type: none"> • Demonstrate appropriate tone and language for informal or semi- formal communication. • Organize written and visual elements clearly within the limited space of a postcard. • Distinguish between formal and informal invitations and understand their appropriate uses. • Understand the structure of a formal/informal invitation (e.g., opening, event details, closing, RSVP). • Write clear, concise, and engaging invitations with all necessary information (what, when, where, who, why). 	<p>Practice Creativity and Presentation</p> <p>Add personal or creative touches to enhance the appeal of informal invitations (e.g., birthday or party invites).</p> <p>Pay attention to visual layout and presentation when designing a card or digital invitation.</p>	<ul style="list-style-type: none"> • Closing <p>Focus: Understanding structure</p>	
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				3	U-17 Prepositions- Kinds and object of prepositions	<ul style="list-style-type: none"> • Identify different types of prepositions and phrases. • Recognize the object of a preposition in a sentence. • Analyze sentences to identify prepositions and their objects. • Use correct prepositions in sentence formation and paragraph writing. • Edit and correct errors related to prepositions. <ul style="list-style-type: none"> • Apply knowledge in real-life situations, dialogues, and descriptive writing. 	Read the paragraph, and fill in the blanks with appropriate prepositions.	Worksheet & Picture Description Task: Look at a picture (classroom/park/market) and write 5 sentences using prepositions. Phrase or Sentence? Task: Write P (Phrase) or S (Sentence)	
				4	U-18 Phrases- Kinds	<ul style="list-style-type: none"> • Distinguish among nouns, verb, adjective, adverb, and prepositional phrases. • Construct sentences using various prepositional phrases. • Analyze the role of phrases in sentence structure. 			

	DECEMBER	25	20	4	<p>U-19 Voice-Active and passive</p> <p>U-20 Punctuation</p>	<ul style="list-style-type: none"> • To understand the concept of Active Voice and Passive Voice. • To identify the subject, verb, and object in a sentence. • To differentiate between active and passive voice in simple sentences. • To convert simple sentences from Active to Passive Voice and vice versa. • To use appropriate verb forms while changing the voice. • To apply active and passive voice correctly in speaking and writing tasks. <ul style="list-style-type: none"> • To understand the importance of punctuation marks in written English. • To identify and use basic punctuation marks such as full stop, comma, question mark, exclamation mark, apostrophe, and quotation marks. • To use punctuation correctly to improve clarity and meaning in sentences. • To correct sentences with missing or incorrect punctuation. • To develop accuracy and readability in writing through proper punctuation usage. • ☐ To apply punctuation rules in creative and formal writing tasks. 	<p>Change the active voice to passive voice.</p> <p>A paragraph would be given and asked the students to Punctuate.</p>	<p>Class Test/ Worksheet & Flow Chart Activity (Voice Transformation) Task Prepare a flow chart: Active Voice → Identify Subject + Verb + Object → Convert → Passive Voice</p> <p>Punctuation Editing Poster</p> <p>Task: Create a poster titled “Punctuation Saves Meaning”</p> <p>*Include wrong sentences corrected with punctuation</p>	
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7			4	<p>Unit -5 Culture and Tradition: Hamara Bharat-Incredible India!</p>	<ul style="list-style-type: none"> • Appreciate the diversity and unity of India. • Learn about various Indian traditions, festivals, and achievements. • Foster national pride and cultural awareness. • To celebrate the idea of India as a nation wherein different • to imbibe the innate chord of binding and brotherhood. 	<p>Extract-Based Questions Task: (Read a passage and answer)</p>	<p>Dictation & Poster Making Activity Task: Design a poster on “Unity in Diversity – Incredible India”</p>	
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		20	3	<p>Poem-5:The Kites</p>	<ul style="list-style-type: none"> • Explore childhood memories and the joy of kite flying. • Understand symbolism and emotional tone in poetry. • Enhance imagination and expression. 	<p>Creative Thinking</p> <ul style="list-style-type: none"> • Imagine you are a kite. Write 4–5 lines about your journey in the sky. <p>Visual Representation</p> <ul style="list-style-type: none"> • Draw a kite scene and explain it in 2–3 lines. 	<p>Worksheet Value-Based Question Task: What does the kite teach us about freedom and dreams?</p> <p>Worksheet</p>	
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				3	Ila Sachani: Embroidering Dreams with her Feet	<ul style="list-style-type: none"> • Understand resilience and determination in the face of disability. • Appreciate stories of real-life inspiration. • Develop empathy and respect for differently-abled individuals. 	Slogan Writing Task: Write slogans like: “Dream high, fly like kites!” *Hard work turns dreams into reality!”	poster making activity	
							Weekly test-10 19/12-2026 U-5(Literature) U-17 Prepositions-kinds and object of preposition Writing- Postcard	<u>PT-2 Portion</u> Unit 3 & 4 Grammar Unit 9 -13 Writing :- Paragraph Writing, Short Story	
				2	Poem-6: National War Memorial	<ul style="list-style-type: none"> • Learn about the significance of honoring soldiers. • Understand patriotic values and national pride. • Promote awareness of historical and cultural landmarks. 	Visit the website of the National war Memorial and learn more about it. https://nationalwar memorial.gov.in/	Worksheet & Creative Writing Task: Imagine you are visiting the National War Memorial. Describe your feelings (4–5 lines) Focus: Expression and imagination	

	JANUARY	20	20	4	U-21 Sentences, Phrases and clauses	<ul style="list-style-type: none"> • Identify and distinguish between sentences, phrases, and clauses. • Define key grammatical terms: sentence, phrase, independent clause, and dependent clause. • Differentiate between complete sentences and sentence fragments • Recognize and classify phrases (e.g., noun phrases, verb phrases, prepositional phrases) • Distinguish between independent and dependent clauses. • Construct grammatically correct sentences using various types of phrases and clauses. • Combine simple sentences using appropriate conjunctions and punctuation. • Apply understanding of phrases and clauses to enhance sentence variety and clarity in writing. 	Sample sentences would be given and ask students to identify whether they are sentences, phrases or clauses	Worksheet & Expand the Phrase Task Turn phrases into sentences: in the park after school under the tree Focus: Sentence building	
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			4	U-22 Sentences simple, compound and complex	<ul style="list-style-type: none"> • Identify the structure of simple, compound, and complex sentences. • Differentiate between simple, compound, and complex sentences using key characteristics. • Construct their own examples of each sentence type. • Combine simple sentences into compound or complex sentences using appropriate conjunctions. • Apply their understanding to improve sentence variety in their writing. 	Read the paragraph given and identify the different kinds of sentences.	Worksheet Paragraph Activity Task: Identify sentence types in a given paragraph Focus: Contextual understanding	
			4	U-23 Subject verb Agreement	<ul style="list-style-type: none"> • Identify the Subject and Verb in a Sentence • Understand the Rules of Subject-Verb Agreement • Apply Subject-Verb Agreement in Writing • Recognize and Correct Common Errors • Handle Special Cases in Subject-Verb Agreement 		Paragraph Activity Task: Underline subjects and verbs in a paragraph and check agreement Focus: Contextual grammar usage	

				3	Article writing	<ul style="list-style-type: none"> • Understand the Purpose and Structure of an Article • Identify the key components of an article (headline, introduction, body, conclusion). • Distinguish between different types of articles (news, feature, opinion, etc.). • Craft a strong lead that captures attention. • Organize information logically with clear transitions. • Maintain a consistent tone and style appropriate for the article type. • Employ varied sentence structures and precise vocabulary. • Avoid bias (in news articles) and use persuasive techniques (in opinion articles). • Edit for grammar, punctuation, and clarity. 	<p>Evaluate and Reflect on Published Work</p> <p>Critically analyze published articles for style, structure, and effectiveness.</p> <p>Reflect on one's own writing progress and areas for improvement.</p>	<p>Worksheet & Error Correction</p> <p>Task: *A short article with grammar and structure mistakes is given</p> <p>*Students correct and rewrite it</p> <p>Focus: Editing skills</p>	
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				5	U-24 Direct and indirect speech	<ul style="list-style-type: none"> • To understand the difference between Direct Speech and Indirect Speech. • To identify the use of quotation marks in direct speech. • To learn how reported speech is used to convey messages without 	<p>Dialogue Bubble Activity</p> <p>Task: *Draw comic bubbles with dialogues</p>	<p>Worksheet & Newspaper Report Activity</p> <p>Task: Convert dialogues into a short news</p>	
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					<p>quoting exact words.</p> <ul style="list-style-type: none"> ● To change simple sentences from Direct to Indirect Speech and vice versa. ● To use correct changes in pronouns, tenses, time expressions, and reporting verbs while converting speech. ● To develop accuracy in writing dialogues and reported statements. ● To apply direct and indirect speech in real-life communication, storytelling, and reporting events. ● To improve overall listening, speaking, reading, and writing skills through speech transformation activities. 	*Rewrite them in indirect speech below each bubble	report using indirect speech	
9	February				Revision For Term-II Exam			<u>Term-2</u> <u>Portion Unit-</u> <u>3,4 & 5</u> Grammar Ch:13 to 24 Creative Writing: paragraph writing, postcard writing, Invitation, Article writing



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27 Subject: Hindi (L- 2nd)

Term: 1

Class: VI

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	2	Bridge Course, वर्ण विचार (2Days), स्वर-व्यंजन,(2Days)	विद्यार्थी स्वरों की पहचान कर सकेंगे और उनका सही उच्चारण व प्रयोग कर पाएंगे। विद्यार्थी व्यंजनों की पहचान कर सकेंगे तथा उनसे सही शब्द बनाना सीखेंगे। संयुक्त व्यंजनों	(MA-1) Activity- सर्वनाम की परिभाषा, भेद और उपभेद बताते हुए, एक चार्ट तैयार कीजिए-	1. श्रुतलेख, 2. एक चार्ट तैयार करना	
				2	भाषा, व्याकरण और लिपि (2Days),	विद्यार्थी संयुक्त व्यंजनों को पहचानकर उनके प्रयोग से सही शब्द पढ़ और लिख सकेंगे।			
				2	संज्ञा (2Days)	द्वित्व व्यंजन:			
				2	सर्वनाम,(3Days)	विद्यार्थी द्वित्व व्यंजनों (जैसे: क्क, प्प) को पहचानकर उनका सही प्रयोग कर सकेंगे।			
				3	लिंग (2Days)	वर्ण-			
				2	वचन (2Days)	विच्छेद:			
				2		विद्यार्थी शब्दों को उनके मूल वर्णों में विभाजित (विच्छेद) कर सकेंगे और सही ढंग से लिख सकेंगे।			
				2					

2	June	18	18	4	L1. मातृभूमि,(4Days)	L-1 <ul style="list-style-type: none"> कविता के माध्यम से छात्रों को भारतीय संस्कृति और भारत के प्राकृतिक सौंदर्य से अवगत कराना. 	(MA-2) 'हाँकी के जादूगर' मेजर ध्यानचंद के संबंध में अनुच्छेद चित्र सहित लिखिए-	1. श्रुतलेख, 2.कक्षा परीक्षा	<u>Weekly test-2</u> (12 Jun) <u>Portion</u> (Bridge course) वर्ण विचार स्वर-व्यंजन, भाषा,व्याकरण और लिपि संज्ञा सर्वनाम,
				4	L-2 गोल (4 Days)	L-2 <ul style="list-style-type: none"> 'गोल' पाठ के माध्यम से हॉकी के जादूगर मेजर ध्यानचंद के जीवन से छात्रों को परिचित करना. 			
				4	L-3 पहली बूँद (4Days)	<ul style="list-style-type: none"> छात्रों को यह सीख देना कि खेल में जीत या हार से ज्यादा टीम में सहयोग और खेल भावना का होना महत्वपूर्ण है. 			
				3	क्रिया और क्रियाविशेषण (3Days), विशेषण(3Days)	<ul style="list-style-type: none"> पाठ के माध्यम से छात्रों को ध्यानचंद के खेल के प्रति समर्पण, टीम भावना, और ईमानदारी जैसे मूल्यों के बारे में बताना. 			
				3		L-3 <ul style="list-style-type: none"> भीषण गर्मी के बाद बरसात की पहली बूँद धरती को नया जीवन देती है. पहली बरसात से संसार में होने वाले सौम्य परिवर्तन के बारे में छात्रों को बताना. कविता के माध्यम से छात्रों में प्रकृति के प्रति प्रेम और सम्मान की भावना का विकास करना,बरसात की पहली बूँद का धरती पर गिरना एक महत्वपूर्ण घटना है, जो प्रकृति में एक सकारात्मक बदलाव लाती है,छात्रों को इस बारे में विस्तार से जानकारी देना. 			

3	July	26	22	4	L-4 हार की जीत (4 Days), L-5 रहीम के दोहे (3 Days)	L-4	(SEA-1) Activity, मेरी जिंदगी का यादगार पल" लेख (MA3) Activity) 'हार की जीत' पाठ से मुहावरे छांटकर अर्थ बताते हुए वाक्य लिखिए-	1. श्रुतलेख, 2.विचार- विमर्श	PT-I (10 July) Portion L- 1,2,3 पाठ संबंधित व्याकरण, 1.भाषा, व्याकरण और लिपि, 2.वर्ण विचार, 3.संज्ञा, 4.सर्वनाम, 5.लिंग, 6.वचन 7.क्रिया और क्रियाविशेषण, 8.विशेषण 9.चित्र वर्णन, 10.अनुच्छेद लेखन
				3	वाक्यांश (3Days), विलोम शब्द(1Day)	L-4	<ul style="list-style-type: none"> कहानी के माध्यम से छात्रों को समझाना कि सच्चा विश्वास और विनम्रता से हम किसी भी परिस्थिति में विजय प्राप्त कर सकते हैं। कहानी के माध्यम से छात्रों को समझाना कि सच्चाई और विश्वास की शक्ति अंततः विजय प्राप्त करती है। 		
				3	चित्र वर्णन(2Days),	L-4	<ul style="list-style-type: none"> * बाबा भारती के जीवन के माध्यम से छात्रों में अहंकार और स्वार्थ को त्यागना तथा सच्चे मानवता के मूल्यों को अपनाने की शिक्षा देना। 		
				1	अनुच्छेद लेखन,(2 Days)	L-5	<ul style="list-style-type: none"> रहीम दास जी के नीतिपरक दोहों के माध्यम से छात्रों के नैतिक जीवन का उत्थान करना. 		
				2	Reision (7Day) for PT-1	L-5	<ul style="list-style-type: none"> रहीम दास जी के दोहो के माध्यम से छात्रों में परोपकार की भावना, सच्चे मित्र की पहचान,वाणी की मिठास,और प्रेम के महत्व के बारे में विस्तार से समझाना . 		
				2					
				7					

4	August	20	16	3	L-6 मेरी माँ (3 Days) पर्यायवाची शब्द (1Days),	L-6 <ul style="list-style-type: none"> इस आत्मकथा के माध्यम से छात्रों को रामप्रसाद बिस्मिल के जीवन संघर्षों और उनकी माँ के प्रति सम्मान के बारे में छात्रों को बताना छात्रों को गद्य की 'आत्मकथा' नाम की विधा के बारे में बताना. बिस्मिल ने हमेशा सत्य का पालन किया और कठिनाइयों में भी अपने सिद्धांतों को नहीं छोड़ा. छात्रों को उनके जीवन से प्रेरणा लेने की शिक्षा देना. इस आत्मकथा के माध्यम से छात्रों को माता-पिता के प्रति सम्मान और कर्तव्य परायण होने की भावना की शिक्षा देना । 	(SEA-2) <u>Activity-</u> "पैदल चलने के फायदे" लिखित अभिव्यक्ति	1.श्रुतलेख, 2.कक्षा परीक्षा	<u>Term-I (25 Aug)</u> <u>Portion</u> L-1,2,3,4,5,6 1.भाषा, व्याकरण और लिपि, 2.वर्ण विचार, 3.संज्ञा 4.सर्वनाम, 5.लिंग, 6.वचन 7..क्रिया और क्रिया विशेषण, 8.वाक्यांश 9..विशेषण, 10..विलोम 11..पर्यायवाची,, 12.अनुच्छेद, 13.संवाद 14.औपचारिक पत्र 15.चित्र वर्णन
				1	संवाद लेखन (2Days),				
				2					
				2	औपचारिक पत्र लेखन (2 Days)				
				8	<i>Reision T-1</i> (8 Days)				

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	September	22	17	5	L-7 जलाते चलो (5 Days) संधि:स्वरसंधि (दीर्घसंधि) (4 Days),	L-7 1.यह कविता हमें निराश न होने और अपने भीतर की रोशनी को जलाए रखने के लिए प्रेरित करती है, ताकि हम दुनिया में सकारात्मक बदलाव ला सकें. 2.इस कविता के माध्यम से छात्रों को समझाना कि संघर्ष और सफलता की यात्रा लगातार चलती रहती है,अतः हमें कभी निराश या हतोत्साहित नहीं होना चाहिए	<i>(MA-1)</i> <i>Activity-</i> किसी एक स्वतंत्रता सेनानी के ऊपर अनुच्छेद, <i>(SEA1)</i> Activity धरती कहे पुकार - पर्यावरण सुरक्षा”	1.श्रुतलेख, 2.कक्षा परीक्षा	
				4	विलोम शब्द(2Day प्रत्यय (2Days), (तद्धितप्रत्यय)				
				2	उपसर्ग (2Days), समुच्चयबोधक शब्द (2 Days),				
				2					
				2					

				2					
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Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	21	21	6	L-8 सतिया और बिहू नृत्य (6Days)	<ul style="list-style-type: none"> L-8 जया मेहता एक महान नृत्यांगना है, उनके जीवन से छात्रों को परिचित कराना . पाठ के माध्यम से छात्रों को भारतीय संस्कृति, नृत्य, संगीत और मान्यताओं को अत्यंत रोचक ढंग से समझाना। असम राज्य की संस्कृति और बिहू नृत्य के बारे में छात्रों को विस्तार से जानकारी देना छात्रों को महाकवि सूरदास के बारे में जानकारी प्रदान करना इस कविता के माध्यम 	<p>(MA-1) Activity-किसी एक स्वतंत्रता सेनानी के ऊपर अनुच्छेद,</p> <p>(SEA-1)Activity धरती कहे पुकार - पर्यावरण सुरक्षा” अनुच्छेद</p>	1.नृत्य कार्यक्रम का आयोजन, 2.नाटक	<u>Weekly test-11</u> <u>(16 Oct)</u> <u>Portion</u> L-7 जलाते चलो कारक , मुहावरे
				5	कारक (4Days) , मुहावरे (3 Days)				
				4	अनुच्छेद लेखन (3Days),				
				3					
				3					

						से छात्रों को भगवान श्री कृष्ण की बाल लीलाओं से परिचित कराना.			
7	November	16	18	6	L- 10 परीक्षा (6 Days)	<p>L-10</p> <ul style="list-style-type: none"> छात्रों को कहानीकार महान प्रेमचंद के बारे में जानकारी देना। कहानीकार प्रेमचंद के द्वारा विरचित यह कहानी सच्चे नेतृत्व, विनमता, और आंतरिक गुणों की महत्ता पर आधारित है। इस कहानी के माध्यम से छात्रों को समझाना कि असली नेतृत्व का गुण बाहरी दिखावे या योग्यता में नहीं, बल्कि व्यक्ति के आंतरिक गुणों में निहित होता है। पाठ के माध्यम से छात्रों को भारतीय संस्कृति, नृत्य, संगीत और मान्यताओं को अत्यंत रोचक ढंग से समझाना। 	<p>(MA-2) Activity- 'कारक' पर मौखिक परीक्षा,</p> <p>(SEA-2)Activity हिन्दी के महान लेखक प्रेमचंद के ऊपर एक लेख चित्र सहित लिखिए,</p>	<p>1.छात्र सूरदास के कुछ दोहे लिखेंगे,</p> <p>2.नाटक</p>	
			5	L-11 चेतक की वीरता(5Days),					
			3	समरूपी भिन्नार्थक शब्द (3Days)					
			4	अर्थ के आधार पर वाक्य के भेद (4Days),					

						L-11 <ul style="list-style-type: none"> चेतक की वीरता' कविता के माध्यम से छात्रों को महाराणा प्रताप के निष्ठावान घोड़े चेतक की शौर्यगाथा से परिचित कराना। हल्दीघाटी युद्ध के संदर्भ में छात्रों को विस्तार से जानकारी देना 			
8	December	25	21	5	L-12 हिंद महासागर में छोटा-सा हिंदुस्तान (5Days)	L-12 <ul style="list-style-type: none"> यह कहानी मॉरिशस के भारतीय समुदाय, उनकी संस्कृति, और वहाँ के प्राकृतिक सौंदर्य को उजागर करती है.छात्रों को इस संदर्भ में जानकारी देना। मॉरिशस की संस्कृति के संदर्भ में छात्रों को जानकारी देना । 	<i>(MA-3) Activity-</i> अपठित गद्यांश, "	1. पेड़ों की उपयोगिता के ऊपर भाषण	
				5	L-13 पेड की बात (5Days)				
				2	अनेकार्थी शब्द (2Days),				
				2	चित्र वर्णन (1Days)				
				3					

					3	<p>कहानी लेखन (2 Days)</p> <p>(3Days)</p> <p>शब्द विचार तद्भव रूप तत्सम रूप (3Days)</p>	<p>L-13</p> <ul style="list-style-type: none"> • "एक यह प्रेरणादायक कविता है जिसमें पेड़ अपने जीवन और उसकी उपयोगिता के बारे में बताता है। छात्रों को पेड़ की उपयोगिता और महत्व के संदर्भ में विस्तार से जानकारी देना। • बीज से पेड़ बनने की और यही बीज धरती में जाकर पुनः इस चक्र को चलाते हैं, पेड़ की इस संपूर्ण यात्रा के विषय में छात्रों को जानकारी देना । 		
10	January	20	20	PT-II(40)	PT-II(40)	PT-II(40)	PT-II(40)		<p>Weekly test-20 (5 Feb.) Portion,L-11,12 पाठ संबंधित व्याकरण,अनेकार्थी शब्द, प्रत्यय, उपसर्ग</p>

									<u>PT-II(5 Jan)</u> <u>Portion,</u> L-7,8,9, 1.कारक, 2.स्वरसंधि (दीर्घसंधि) , 3.मुहावरे, 4.समरूपी भिन्नार्थक शब्द, 5.अर्थ के आधार पर वाक्य के भेद, 6.विलोम शब्द, 7.चित्र वर्णन 8.कहानी लेखन
11	February	23	19	पुनरावर्तन (Term I)	पुनरावर्तन (Term-I)	पुनरावर्तन (Term I)	पुनरावर्तन (Term-I)	पुनरावर्तन (Term-I)	<u>Term-II (24Feb)</u> <u>Portion</u> CH. 7,8,9,10,11,12, 13. पाठ संबंधित व्याकरण, 1.कारक, 2.मुहावरे 3.समरूपी भिन्नार्थक शब्द, 4.अर्थ के आधार पर वाक्य के भेद, 5..विलोम शब्द, 6.अनेकार्थीशब्द,,

Subject: Kannada II Language					Term: I	subject Tr:- Yashoda T	Class: VI		
Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	3+3+3+3+3=15	ಸೇತುಬಂಧ :ವರ್ಣಮಾಲೆ,	ಸೇತುಬಂಧ : ವರ್ಣಮಾಲೆ ವಿಧಗಳು ಹಾಗೂ ಉಚ್ಚಾರಣೆ ಮಾಡುವ ಕ್ರಮವನ್ನು ಅರಿಯಲು ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ವರ್ಣಮಾಲೆಯನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ, *ವರ್ಣಮಾಲೆಯ ಮನದ ನಕಾಶೆ ಚಟುವಟಿಕೆ,	Class test.M,CQ . open textbook (Work sheet) ಉಕ್ತಲೇಖನ, ಘಟಕ ಪರಿಶೀಲನೆ	
		15	15	3+3+3+3+3=15	ಸಂಯುಕ್ತಾಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು,	ಸಜಾತಿ ಒತ್ತಕ್ಷರ (ಒಂದೇ ಜಾತಿಯ ವ್ಯಂಜನಗಳು ಸೇರಿ ಆಗುವುದು) ಮತ್ತು ವಿಜಾತಿ ಒತ್ತಕ್ಷರ (ಬೇರೆ ಬೇರೆ ಜಾತಿಯ ವ್ಯಂಜನಗಳು ಸೇರಿ ಆಗುವುದು) ಎಂದರೇನು ಎಂಬುದನ್ನು ಉದಾಹರಣೆ ಸಹಿತ ವಿವರಿಸುವುದು. ಗುರುತಿಸುವಿಕೆ: ಕೊಟ್ಟಿರುವ ಪದಗಳ ಪಟ್ಟಿಯಲ್ಲಿ ಒತ್ತಕ್ಷರಗಳನ್ನು ಗಮನಿಸಿ, ಅವು ಸಜಾತಿ ಅಥವಾ ವಿಜಾತಿ ಒತ್ತಕ್ಷರಗಳೇ ಎಂಬುದನ್ನು ನಿಖರವಾಗಿ ಗುರುತಿಸುವುದು. ವರ್ಗೀಕರಣ ಕೌಶಲ: ಸಜಾತಿ ಮತ್ತು ವಿಜಾತಿ ಪದಗಳನ್ನು ಎರಡು ಪ್ರತ್ಯೇಕ ಗುಂಪುಗಳಾಗಿ (Columns) ವರ್ಗೀಕರಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸಿಕೊಳ್ಳುವುದು. ಪದ ರಚನೆ: ಸ್ವತಂತ್ರವಾಗಿ ಸಜಾತಿ ಮತ್ತು ವಿಜಾತಿ ಒತ್ತಕ್ಷರಗಳನ್ನು ಒಳಗೊಂಡ ಹೊಸ ಪದಗಳನ್ನು ರಚಿಸುವುದು (ಉದಾ: ಅಮ್ಮ, ಅಕ್ಕ - ಸಜಾತಿ; ಪುಸ್ತಕ, ವಿದ್ಯಾ - ವಿಜಾತಿ). ದೋಷರಹಿತ ಬರಹ: ವಾಕ್ಯಗಳಲ್ಲಿ ಈ ಪದಗಳನ್ನು ಬಳಸುವಾಗ ಒತ್ತಕ್ಷರಗಳನ್ನು ಸರಿಯಾದ ಸ್ಥಾನದಲ್ಲಿ ಬರೆಯುವ ಮೂಲಕ ಲೇಖನ ದೋಷಗಳನ್ನು ಕಡಿಮೆ ಮಾಡುವುದು.	ಸಜಾತಿ ವಿಜಾತಿ ಸಂಯುಕ್ತಾಕ್ಷರಪದಗಳ ವಿಂಗಡಣೆ ಮಾಡುವ ಚಟುವಟಿಕೆ.	Class test.M,CQ . open textbook (Work sheet) ಸಂಯುಕ್ತಾಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು, ಲಿಂಗಗಳು, ನಾಮಪದ (ವಸ್ತುವಾಚಕಗಳು)	
					ಲಿಂಗಗಳು, ನಾಮಪದ (ವಸ್ತುವಾಚಕಗಳು)	ಲಿಂಗಗಳು: ಗುರುತಿಸುವಿಕೆ: ಸ್ತ್ರೀಲಿಂಗ, ಪುಲ್ಲಿಂಗ ಮತ್ತು ನಪುಂಸಕಲಿಂಗ ಪದಗಳ ನಡುವಿನ ವ್ಯತ್ಯಾಸವನ್ನು ಸುಲಭವಾಗಿ ಗುರುತಿಸುವುದು. ವರ್ಗೀಕರಣ: ನೀಡಲಾದ ನಾಮಪದಗಳನ್ನು ಅವುಗಳ ಲಿಂಗಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಸರಿಯಾದ ಗುಂಪುಗಳಿಗೆ ವರ್ಗೀಕರಿಸುವುದು (ಉದಾ: ಹುಡುಗ - ಪುಲ್ಲಿಂಗ, ಶಾಲೆ - ನಪುಂಸಕಲಿಂಗ). ಪರಿವರ್ತನೆ: ಪುಲ್ಲಿಂಗ ರೂಪದ ಪದಗಳನ್ನು ಸ್ತ್ರೀಲಿಂಗ ರೂಪಕ್ಕೆ ಬದಲಾಯಿಸುವ ನಿಯಮಗಳನ್ನು ತಿಳಿಯುವುದು (ಉದಾ: ನರ್ತಕ \ ನರ್ತಕಿ). ನಾಮಪದ ಅನ್ವಯ: ವಾಕ್ಯಗಳಲ್ಲಿ ಕರ್ತೃ ಪದದ ಲಿಂಗಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಕ್ರಿಯಾಪದವನ್ನು ಸರಿಯಾಗಿ ಬಳಸಿ ಬರೆಯುವುದು.ವ್ಯಾಖ್ಯಾನ: ವಸ್ತುವಾಚಕ ಎಂದರೆ ಏನು ಮತ್ತು ನಾಮಪದದ ಇತರ ಪ್ರಕಾರಗಳಿಗಿಂತ ಇದು ಹೇಗೆ ಭಿನ್ನವಾಗಿದೆ ಎಂಬುದನ್ನು ವಿವರಿಸುವುದು. ಉದಾಹರಣೆ ನೀಡುವುದು: ಸುತ್ತಮುತ್ತಲಿನ ಪರಿಸರದಲ್ಲಿ ಕಂಡುಬರುವ ನಿರ್ಜೀವ ವಸ್ತುಗಳನ್ನು (ಪಂಚಭೂತಗಳು, ಲೋಹಗಳು, ದಿನಬಳಕೆಯ ವಸ್ತುಗಳು) ಹೆಸರಿಸುವುದು. ವ್ಯತ್ಯಾಸ ತಿಳಿಯುವುದು: (ವಸ್ತುವಾಚಕ) ನಾಮಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವುದು. ಬಳಕೆ: ದಿನನಿತ್ಯದ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಮತ್ತು ಬರಹದಲ್ಲಿ ವಸ್ತುವಾಚಕಗಳನ್ನು ಸೂಕ್ತವಾಗಿ ಬಳಸಿ ಸಣ್ಣ ವಾಕ್ಯಗಳನ್ನು ರಚಿಸುವುದು.	ಲಿಂಗಗಳು, ನಾಮಪದ (ವಸ್ತುವಾಚಕಗಳು)ವಿಂಗಡಣೆ ಮಾಡುವ ಚಟುವಟಿಕೆ.		
Jun e	18	18	4+4+3+3=18	Ch 1. ದೊಡ್ಡವರದಾರಿ	Ch 1. ದೊಡ್ಡವರದಾರಿ ಸಾರಾಂಶವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅಷ್ಟು ಮಟ್ಟಿಗೆ ಅರ್ಥವಾಗಿದೆ ಎಂಬುದನ್ನು ಪ್ರಶ್ನೆಗಳ ಮೂಲಕ ಪರೀಕ್ಷಿಸುವುದು. ಅಭಿವ್ಯಕ್ತಿ ಸಾಮರ್ಥ್ಯ (Expression Skills): ಪಾಠದ ಘಟನೆಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮದೇ ಮಾತುಗಳಲ್ಲಿ ಅಥವಾ ವಾಕ್ಯಗಳಲ್ಲಿ ವಿವರಿಸುವ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು. ಲಿಖಿತ ಕೌಶಲ (Writing Skills): ಉತ್ತರಗಳನ್ನು ಬರೆಯುವಾಗ ಒತ್ತಕ್ಷರ (ಸಜಾತಿ/ವಿಜಾತಿ), ವ್ಯಾಕರಣ ಮತ್ತು ಲೇಖನ ಚಿಹ್ನೆಗಳನ್ನು ಸರಿಯಾಗಿ ಬಳಸುವ ಅಭ್ಯಾಸ ಮಾಡಿಸುವುದು. ತಾರ್ಕಿಕ ಆಲೋಚನೆ (Critical Thinking): "ರಾಜೇಂದ್ರ ಪ್ರಸಾದ್ ಅವರ ಜಾಗದಲ್ಲಿ ನೀವಿದ್ದರೆ ಏನು ಮಾಡುತ್ತಿದ್ದೀರಿ?" ಅಂತಹ ಮುಕ್ತ ಪ್ರಶ್ನೆಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಸ್ವತಂತ್ರ ಆಲೋಚನೆಯನ್ನು ಪ್ರೇರೇಪಿಸುವುದು.	*ಭಾರತದ ರಾಷ್ಟ್ರಪತಿಗಳ ಮಾಹಿತಿ ಸಹಿತ ಭಾವಚಿತ್ರದೊಂದಿಗೆ ಆಲ್ಬಂ ತಯಾರಿಕೆ ಚಟುವಟಿಕೆ	Class test.M,CQ . open textbook (Work sheet) ಉಕ್ತಲೇಖನ, Open book Test :- ಗದ್ಯಭಾಗ ಪ್ರಶೋತ್ತರCh 1. ದೊಡ್ಡವರದಾರಿ (6)days		
		18		P.P1: ನಾಟ್ಯಕಲಾ ದುರಂಧರ ಮಹಮ್ಮದ್ ಪೀರ್,	P.P1: ನಾಟ್ಯಕಲಾ ದುರಂಧರ ಮಹಮ್ಮದ್ ಪೀರ್ , 1.ಪೀರಿಕೆ: ಕನ್ನಡ ರಂಗಭೂಮಿಯ ಇತಿಹಾಸ ಮತ್ತು ಅಂದಿನ ಕಾಲದಲ್ಲಿ ನಾಟಕಗಳಿಗಿದ್ದ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ವಿವರಿಸುವುದು. 2.ರಂಗಪ್ರವೇಶ: ಅವರು ಮೊದಲು ಸೇರಿದ ನಾಟಕ ಕಂಪನಿಗಳು ಮತ್ತು ಆರಂಭಿಕ ದಿನಗಳ ಸಂಘರ್ಷದ ಬಗ್ಗೆ ಮಾಹಿತಿ ನೀಡುವುದು. 3.ಪಾತ್ರಗಳ ವಿಶ್ಲೇಷಣೆ: ಪೀರ್ ಅವರು ನಟಿಸಿದ 'ಗೌತಮ ಬುದ್ಧ', 'ಸಂಸಾರ ನೌಕ' ಮತ್ತು 'ಶಾಜಹಾನ್' ಅಂತಹ ಪ್ರಸಿದ್ಧ ನಾಟಕಗಳ ಪಾತ್ರಗಳ ಬಗ್ಗೆ ತಿಳಿಸುವುದು. 4.ಗೌರವ-ಪ್ರಶಸ್ತಿ: 'ನಾಟ್ಯಕಲಾ ದುರಂಧರ' ಎಂಬ ಬಿರುದು ಅವರಿಗೆ ಹೇಗೆ ಅನ್ವಯಿಸುತ್ತದೆ ಎಂಬುದನ್ನು ವಿಶ್ಲೇಷಿಸುವುದು. 5.ದ್ಯಾರ್ಥಿಗಳು ಪಾಠದ ಸಾರಾಂಶವನ್ನು ಗ್ರಹಿಸಿ, ತಮ್ಮದೇ ಮಾತುಗಳಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುತ್ತಾರೆ.	ಚಟುವಟಿಕೆ: ಪಾಠದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಬರುವ ನಾಮಪದಗಳು, ಲಿಂಗಗಳು ಮತ್ತು ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವುದು. ಸಣ್ಣ ಮೌಖಿಕ ಅಥವಾ ಲಿಖಿತ ರಸಪ್ರಶ್ನೆ ನಡೆಸುವುದು.	ಉಕ್ತಲೇಖನ, Open book Test :- ಗದ್ಯಭಾಗ ಪ್ರಶೋತ್ತರP.P1: ನಾಟ್ಯಕಲಾ ದುರಂಧರ ಮಹಮ್ಮದ್ ಪೀರ್,		
2		18		Ch 3. ಕೃಷ್ಣಸುಧಾಮ	*Ch 3. ಕೃಷ್ಣಸುಧಾಮ 0: ಗೆಳೆತನದ ತತ್ವ : ಪ್ರಮುಖ ಅಂಶ: ಸ್ನೇಹದಲ್ಲಿ ಅಂತಸ್ತು, ಐಶ್ವರ್ಯ ಮತ್ತು ವಿದ್ಯೆಗಿಂತ 'ಪವಿತ್ರ ಮನಸ್ಸು' ಮುಖ್ಯ ಎಂಬುದನ್ನು ಉದಾಹರಣೆಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮನವರಿಕೆ ಮಾಡುವುದು. ದಿನ ೨: ಅಪೂರ್ವ ಮಿಲನ : ಪ್ರಮುಖ ಅಂಶ: ದ್ವಾರಕೆಯ ಅರಮನೆಗೆ ಬಂದ ಸುಧಾಮನನ್ನು ಕಂಡು ಶ್ರೀಕೃಷ್ಣನು ಓಡಿ ಬಂದು ಅಪ್ಪಿಕೊಂಡ ಸನ್ನಿವೇಶದ ಮೂಲಕ 'ನಿಜವಾದ ಪ್ರೀತಿ' ಮತ್ತು 'ವಿನಯ'ದ ಗುಣವನ್ನು ಪರಿಚಯಿಸುವುದು. ದಿನ ೩: ಭಕ್ತಿಯ ಕಾಣಿಕೆ : ಪ್ರಮುಖ ಅಂಶ: ಸುಧಾಮ ತಂದಿದ್ದ ಬಡವನ 'ಅವಲಕ್ಕಿ'ಯನ್ನು ಕೃಷ್ಣನು ಅಮೃತದಂತೆ ಸ್ವೀಕರಿಸಿದ ಘಟನೆಯ ಮೂಲಕ, ಕಾಣಿಕೆಯ ಬೆಲೆಗಿಂತ ಕೊಡುವವನ 'ಭಾವನ' ದೊಡ್ಡದು ಎಂದು ವಿವರಿಸುವುದು. ದಿನ ೪: ಅದೃಶ್ಯ ಸಹಾಯ : ಪ್ರಮುಖ ಅಂಶ: ಸುಧಾಮನು ಬಾಯ್ಬಿಟ್ಟು ಕೇಳಿದ್ದರೂ ಅವನ ಮನೆಯ ಕಷ್ಟಗಳನ್ನು ಕೃಷ್ಣನು ನೀಗಿಸಿದ ಸನ್ನಿವೇಶದ ಮೂಲಕ, ಸ್ನೇಹಿತರ ಸಂಕಷ್ಟಕ್ಕೆ ಸ್ಪಂದಿಸುವ 'ಪರೋಪಕಾರ' ಗುಣವನ್ನು ಬೋಧಿಸುವುದು. ದಿನ ೫: ಕಲಿಕೆಯ ದೃಢೀಕರಣ ಪ್ರಮುಖ ಅಂಶ: ಪಾಠದಲ್ಲಿ ಬಂದ ಸಜಾತಿ/ವಿಜಾತಿ ಒತ್ತಕ್ಷರಗಳು ಮತ್ತು ನಾಮಪದಗಳನ್ನು ಗುರುತಿಸಿ, ಅಭ್ಯಾಸದ ಪ್ರಶ್ನೆಗಳಿಗೆ ನಿಖರವಾಗಿ ಉತ್ತರ ಬರೆಯುವ ಕೌಶಲ ಬೆಳೆಸುವುದು. ಅಭ್ಯಾಸ ಬರಹದ ಪ್ರಮುಖ ಅಂಶಗಳು ತರಗತಿಯಲ್ಲಿ (Classwork) ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಬರೆಸಬಹುದು:	*ಗೆಳೆತನದ ಮಹತ್ವ ಕುರಿತು ಪ್ರಬಂಧ ರಚನೆ ಚಟುವಟಿಕೆ SEA	ಘಟಕ ಪರಿಶೀಲನೆ Ch 3. ಕೃಷ್ಣಸುಧಾಮ	Date: 12/6/2026 WT-2 : Ch 1. ದೊಡ್ಡವರದಾರಿ , P.P1: ನಾಟ್ಯಕಲಾ ದುರಂಧರ ಮಹಮ್ಮದ್ ಪೀರ್, ವ್ಯಾಕರಣ:ವ್ಯಾಕರಣ ಪಾಠದ ಹಿಂದಿನ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆ.	

					ವ್ಯಾಕರಣ:ಗಾದೆ, ಒಗಟು, ನುಡಿಗಟ್ಟು, ವಸ್ತುವಾಚಕ, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ, ಸಂಖ್ಯಾವಾಚಕ, ಗುಣವಾಚಕ, ದ್ವಿರುಕ್ತಿ, ಜೋಡನುಡಿ, ಅನುಕರಣಾವ್ಯಯ, ಸಂಖ್ಯಾವಾಚಕ ಮತ್ತು ಗುಣವಾಚಕಗಳ ನಡುವಿನ ವ್ಯತ್ಯಾಸವನ್ನು ಅರಿತು ಅವುಗಳನ್ನು ಸರಿಯಾಗಿ ಗುರುತಿಸುವುದು.	ಹಾಗೆಯೇ ದ್ವಿರುಕ್ತಿ, ಜೋಡನುಡಿ ಮತ್ತು ಅನುಕರಣಾವ್ಯಯಗಳನ್ನು ಅವುಗಳ ಧ್ವನಿ ಹಾಗೂ ಅರ್ಥದ ಆಧಾರದ ಮೇಲೆ ವರ್ಗೀಕರಿಸುವ ಸಾಮರ್ಥ್ಯ ಪಡೆಯುವುದು. ಅನ್ವಯ ಮತ್ತು ಬಳಕೆ (Application & Usage): ನಾಮಪದಗಳಿಗೆ ಸರಿಯಾದ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳನ್ನು ಹಚ್ಚಿ ವಾಕ್ಯ ರಚಿಸುವುದು ಮತ್ತು ದೈನಂದಿನ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಹಾಗೂ ಬರವಣಿಗೆಯಲ್ಲಿ ಸೂಕ್ತವಾದ ನುಡಿಗಟ್ಟುಗಳನ್ನು ಬಳಸಿ ಭಾಷಾ ಪ್ರೌಢಿಮೆಯನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳುವುದು. ಸೃಜನಾತ್ಮಕ ಅಭಿವ್ಯಕ್ತಿ (Creative Expression): ಗಾದೆ ಮಾತುಗಳ ಅರ್ಥವನ್ನು ವಿಸ್ತರಿಸಿ ಬರೆಯುವ (Expansion of Proverbs) ಕೌಶಲ ಬೆಳೆಸಿಕೊಳ್ಳುವುದು ಹಾಗೂ ಒಗಟುಗಳನ್ನು ಬಿಡಿಸುವ ಮೂಲಕ ತಾರ್ಕಿಕ ಆಲೋಚನಾ ಶಕ್ತಿಯನ್ನು ವೃದ್ಧಿಸಿಕೊಳ್ಳುವುದು. ದೋಷಮುಕ್ತ ಭಾಷಾ ಕೌಶಲ (Language Proficiency): ವ್ಯಾಕರಣದ ನಿಯಮಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವ ಮೂಲಕ ಲೇಖನ ದೋಷವಿಲ್ಲದ ಸ್ಪಷ್ಟವಾಗಿ ಬರೆಯುವ ಮತ್ತು ಓದುವ ಕೌಶಲವನ್ನು ಬೆಳೆಸುವುದು. ಇದು ವಿದ್ಯಾರ್ಥಿಗಳ ಒಟ್ಟಾರ್ಥ ಭಾಷಾ ವ್ಯಕ್ತಿತ್ವವನ್ನು ಉತ್ತಮಪಡಿಸುತ್ತದೆ.	ಗಾದೆ, ಒಗಟು, ನುಡಿಗಟ್ಟುಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ, ದ್ವಿರುಕ್ತಿ, ಜೋಡನುಡಿ, ಅನುಕರಣಾವ್ಯಯಗಳನ್ನು ಗುರುತಿಸಿ ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	Multiple Assessment ವ್ಯಾಕರಣ:ಗಾದೆ, ಒಗಟು, ನುಡಿಗಟ್ಟು, ವಸ್ತುವಾಚಕ, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ, ಸಂಖ್ಯಾವಾಚಕ, ಗುಣವಾಚಕ, ದ್ವಿರುಕ್ತಿ, ಜೋಡನುಡಿ, ಅನುಕರಣಾವ್ಯಯ,			
3	July	26	21		Poem 1. ಬೇಸಿಗೆ. ವ್ಯಾಕರಣ:ದೇಶೀಯ ಪದಗಳು ಹಾಗೂ ಅನ್ಯದೇಶೀಯ ಪದಗಳು Ch 4 ಡಾ. ರಾಜ್ ಕುಮಾರ್ ಪಾಠ 4 ರಾಜಕುಮಾರ: ಡಾಕ್ಟರ್ ರಾಜಕುಮಾರ ರವರು ನಮ್ಮ ಕನ್ನಡ ಚಿತ್ರರಂಗದ ನಟಸಾರ್ವಭೌಮ ಅವರ ಬಾಲ್ಯ ಜೀವನ ಹಾಗೂ ಅವರು ನಟಿಸಿದ ನಾಟಕ ಹಾಗೂ ಚಲನಚಿತ್ರಗಳ ಬಗ್ಗೆ, ವಿವರಿಸಿ ಅರ್ಥೈಸುವುದು. ರಾಜ್ ಕುಮಾರ್ ಅವರಿಗೆ ದೊರೆತಿರುವ ರಾಷ್ಟ್ರಪ್ರಶಸ್ತಿ ಹಾಗೂ ರಾಜಕುಮಾರ ಅವರ ಹೃದಯ ಸಂಪನ್ನತೆಯ ಬಗ್ಗೆ, ತಿಳಿಸಿ, ಉತ್ತಮ ಗುಣಗಳನ್ನು ಬೆಳೆಸುವುದು. ವ್ಯಾಕರಣ:ಕನ್ನಡ ಸಂಧಿಗಳು, ಲೇಖನ ಚಿಹ್ನೆಗಳು ಪಾಠ 2. ಮಂಗಳಗೃಹದಲ್ಲಿ ಪುಟ್ಟಿ, ಮಂಗಳಗೃಹದ ಆಕಾರ ಹಾಗೂ ಅಲ್ಲಿನ ಪರಿಸರದ ಬಗ್ಗೆ, ಅರ್ಥೈಸುವುದು. ಕವಿಯ ಪರಿಸರವನ್ನು ಉಳಿಸುವ ಬಗ್ಗೆ, ಮಂಗಳಗೃಹದಲ್ಲಿ ಪುಟ್ಟಿ, ಏನು ಮಾಡಿದಳೆಂಬ ವಿವರಣೆಯನ್ನು ವಿವರಿಸಿ, ಪರಿಸರ ಸಂರಕ್ಷಣೆಯ ಬಗ್ಗೆ, ಅರಿವು ಮೂಡಿಸುವುದು. Poem 2. ಮಂಗಳಗೃಹದಲ್ಲಿ ಪುಟ್ಟಿ, ಮಂಗಳಗೃಹದ ಆಕಾರ ಹಾಗೂ ಅಲ್ಲಿನ ಪರಿಸರದ ಬಗ್ಗೆ, ಅರ್ಥೈಸುವುದು. ಕವಿಯ ಪರಿಸರವನ್ನು ಉಳಿಸುವ ಬಗ್ಗೆ, ಮಂಗಳಗೃಹದಲ್ಲಿ ಪುಟ್ಟಿ, ಏನು ಮಾಡಿದಳೆಂಬ ವಿವರಣೆಯನ್ನು ವಿವರಿಸಿ, ಪರಿಸರ ಸಂರಕ್ಷಣೆಯ ಬಗ್ಗೆ, ಅರಿವು ಮೂಡಿಸುವುದು.	*ಕಾಯಕವೇ ಕೈಲಾಸ ಗಾದೆ ಮಾತನ್ನು ವಿಸ್ತರಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ *ಡಾ. ರಾಜ್ ಕುಮಾರ್ ರವರ ಕಿರುಪರಿಚಯ ಮನನ ನಕಾಶೆ ರಚಿಸುವ ಚಟುವಟಿಕೆ. *ಡಾ. ರಾಜ್ ಕುಮಾರ್ ರವರ ವಿವಿಧ ಬಗೆಯ ಪಾತ್ರಗಳ ಚಿತ್ರ ಸಂಗ್ರಹಿಸಿ, ಅಲ್ಲಂ ರಚನೆ ಚಟುವಟಿಕೆ. (SEA 1) *ಪದಗಳನ್ನು ಬಿಡಿಸಿ ಬರದು ಸಂಧಿ ಹೆಸರಿಸುವ ವಟುವಟಿಕೆ, * ವಾಕ್ಯಗಳನ್ನು ಓದಿ, ಲೇಖನ ಚಿಹ್ನೆಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ. *ಮನುಷ್ಯನು ಕಾಡಿನ ಪ್ರಾಣಿಗಳ ಹಾಗೂ ಪಕ್ಷಿಗಳ ಚಿತ್ರಗಳೊಂದಿಗೆ ಸಂಭಾಷಣೆ ನಡೆಸುವ ಕಲ್ಪನಿಕ ಸನ್ನಿವೇಶ ಮಾತುಗಳನ್ನು ರಚನೆ ಚಟುವಟಿಕೆ (SEA 2)	Class test.M,CQ. open textbook (Work sheet) Poem 1. ಬೇಸಿಗೆ.ವ್ಯಾಕರಣ:ದೇಶೀಯ ಪದಗಳು ಹಾಗೂ ಅನ್ಯದೇಶೀಯ ಪದಗಳು	ಉಕ್ತಲೇಖನ, Openbook test , SEACH 4 ಡಾ. ರಾಜ್ ಕುಮಾರ್	Think-pair- share ವ್ಯಾಕರಣ:ಕನ್ನಡ ಸಂಧಿಗಳು, ಲೇಖನ ಚಿಹ್ನೆಗಳು	Think-pair- share , SEAPoem 2. ಮಂಗಳಗೃಹದಲ್ಲಿ ಪುಟ್ಟಿ ,	
Term I Portion: Ch 1. ದೊಡ್ಡವರದಾರಿ, Poem 1. ಬೇಸಿಗೆ. Ch 3. ಕೃಷ್ಣ ಸುದಾಮಾ, P.P1: ನಾಟಕಲಾ ದುರಂದರ ಮಹಮ್ಮದ್ ಪೀರ್, ವ್ಯಾಕರಣ:ಪರ್ವಮಾಲೆ, ಸಂಯುಕ್ತಾಕ್ಷರಗಳು, ಗುಣತಾಕ್ಷರಗಳು, ದೇಶೀಯ ಪದಗಳು ಹಾಗೂ ಅನ್ಯದೇಶೀಯ ಪದಗಳು. ಗಾದೆ, ಒಗಟು, ನುಡಿಗಟ್ಟು, ಲಿಂಗಗಳು, ವಸ್ತುವಾಚಕ, ವಿಭಕ್ತಿ											
4	August	20	16	2+14	P.P2: ಅವ್ಯಯ (2)days ಪುನರಾವರ್ತನೆ (14)days	ಪೂರಕ ಪಾಠ 2 ಅವ್ಯಯ; ಪದ್ಯವನ್ನು ರಾಗವಾಗಿ ಹಾಡುವ ಕೌಶಲ ಬೆಳೆಸುವುದು. ತಾಯಿಯ ತನ್ನ ಮಗುವನ್ನು ಹೆಗೆ ಸಲಹೆ ತಾಳಿ ಎಂಬುದರ ಬಗ್ಗೆ, ವಿವರಿಸಿ, ತಾಯಿಯ ಮಹತ್ವವನ್ನು ಅರ್ಥೈಸುವುದು. ಪುನರಾವರ್ತನೆ	ತಾಯಿಯ ಬಗ್ಗೆ, ಕಿರು ಲೇಖನ ಅಥವಾ ಕವನ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	Class test.M,CQ. open textbook (Work sheet)			
Term II											
5	Sep	22	15	5+10	P.P3: ಗಾಢ ಕತ್ತಲು ಮತ್ತು ಗುಮ್ಮಗಳು (5)days Ch 6 ಸಿದ್ಧಾರೂಢರ ಜಾತ್ರೆ (10 days), ವ್ಯಾಕರಣ:ಕರ್ತೃ, ಕರ್ಮ, ಕ್ರಿಯಾಪದ, ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಪ್ರಾಸಾಕ್ಷರಗಳು, ಸರ್ವನಾಮ, ತತ್ವಮ-ತದ್ವಮ, ಸಮಾಸ, (5 days) Poem 6 ಗಂಗೆವ್ಯತಾಯಿ (5 days) Ch 8 ಕರ್ನಾಟಕ ಏಕೀಕರಣ (8 days) ವ್ಯಾಕರಣ:ವೈಯಕ್ತಿಕ ಮತ್ತು ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖನ (4)days	ಪೂರಕ ಪಾಠ 3 ಗಾಢ ಕತ್ತಲು ಮತ್ತು ಗುಮ್ಮಗಳು: ಲೇಖಕಿ ವಿಜಯಶ್ರೀ ಹಾಲಾಡಿ ಅವರ ಬಗ್ಗೆ, ಕಿರುಪರಿಚಯ ತಿಳಿಸುವುದು. ಹಳ್ಳಿಯ ರಾತ್ರಿ ಕತ್ತಲಿನ ದಿನಗಳ ಬಗ್ಗೆ, ಹಾಗೂ ಹಳ್ಳಿಯ ಜೀವನದ ಬಗ್ಗೆ, ತಿಳಿಸುವುದು. ಯಕ್ಷಗಾನ ಹಾಗೂ ರಾತ್ರಿ ಗಾಢ ಕತ್ತಲಿನ ಜೀವನದ ಬಗ್ಗೆ, ಅರಿಯು ಮೂಡಿಸುವುದು. Ch 6 ಸಿದ್ಧಾರೂಢರ ಜಾತ್ರೆ: ಭಾರತವು ನೂರಾರು ಮತ ಮಾನ್ಯಗಳಿಂದ ತುಂಬಿರುವ ದೇಶ ಧಾರವಾಡ ಜಿಲ್ಲೆಯ ಹುಬ್ಬಳ್ಳಿ ಒಂದು ದೊಡ್ಡ ಪಟ್ಟಣ ಅಲ್ಲಿ ಸಿದ್ಧಾರೂಢ ಮಠವಿದೆ ಎಂಬ ಬಗ್ಗೆ, ವಿವರಿಸಿ ಅರ್ಥೈಸುವುದು. * ಸಿದ್ಧಾರೂಢರರು ಒಬ್ಬರು ಮಹಾನ್ ಸಂತರು ಎಂಬ ಎಂಬುದನ್ನು ತಿಳಿಸಿ ಅವರ ಜೀವನ ಕ್ರಮದ ಬಗ್ಗೆ, ವಿವರಿಸಿ ಗುಣಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವಂತೆ ತಿಳಿಸುವುದು. ವ್ಯಾಕರಣ: ಕರ್ತೃ, ಕರ್ಮ, ಕ್ರಿಯಾಪದ ಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು. ಸಂಸ್ಕೃತ ಸಂಧಿ ಎಂದರೇನು? ಸಂಸ್ಕೃತ ಸಂಧಿಗಳಲ್ಲಿ ಎಷ್ಟು ವಿಧಗಳಿವೆ ಎಂಬುದರ ಬಗ್ಗೆ, ವ್ಯಾಖ್ಯಾನಿಸಿ ಉದಾಹರಣೆ ಸಹಿತ ಅರ್ಥೈಸುವುದು. ಸರ್ವನಾಮ, ತತ್ವಮ ತದ್ವಮ, ಸಮಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು. ಪದ್ಯ 6 ಗಂಗೆವ್ಯತಾಯಿ: ಡಾಕ್ಟರ್ ಸಿದ್ಧಲಿಂಗಪಟ್ಟಣಶೆಟ್ಟಿರವರ ಕಿರುಪರಿಚಯವನ್ನು ಅರ್ಥೈಸುವುದು. ಪಂಚಭೂತಗಳು ಎಂದರೇನು ಎಂಬುದನ್ನು ಅರ್ಥೈಸಿ, ಗಂಗೆಯ ಬಗ್ಗೆ, ಹಾಗೂ ಗಂಗೆ ನದಿಯ ಪವಿತ್ರತೆಯ ಬಗ್ಗೆ, ಮಕ್ಕಳಲ್ಲಿ ಅರಿವು ಮೂಡಿಸುವುದು. ಗಂಗೆವ್ಯತಾಯಿಯ ಬಗ್ಗೆ, ವರ್ಣಿಸಿರುವ ಪದ್ಯದ ಭಾವಾರ್ಥವನ್ನು ಅರ್ಥೈಸಿ ಪಾಠ 8 ಕರ್ನಾಟಕ ಏಕೀಕರಣ: ಕನ್ನಡ ನಾಡು ಕನ್ನಡಿಗರ ನಾಡು ಕನ್ನಡ ನಾಡು ಹರಿದು ಹಂಚು ಹೋಗಿದ್ದಾಗ ಕನ್ನಡ ನಾಡಿನ ಉಳಿವಿಗಾಗಿ ಹೋರಾಡಿದ ಮಹನೀಯರ ಬಗ್ಗೆ, ತಿಳಿಯಲು ಹಾಗೂ ಕರ್ನಾಟಕ ಏಕೀಕರಣದ ವಿಚಾರಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೆಚ್ಚಿಸುವುದು. ನಮ್ಮ ಕರ್ನಾಟಕ ಮೊದಲು ಮೈಸೂರ ರಾಜ್ಯ ವಾಗಿತ್ತು ನಂತರ 1973 ರಲ್ಲಿ ಮತ್ತೆ ಕರ್ನಾಟಕವೆಂಬ ಹೆಸರು ಬಂತು ಎಂಬುದನ್ನು, ಅರ್ಥೈಸಿ ಮಕ್ಕಳಿಗೆ ಮಕ್ಕಳಲ್ಲಿ ಕನ್ನಡ ನಾಡಿನ ಬಗ್ಗೆ, ಅರಿವು ಮೂಡಿಸುವುದು. ವ್ಯಾಕರಣ: ವೈಯಕ್ತಿಕ ಮತ್ತು ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖನ 2. ವೈಯಕ್ತಿಕ ಪತ್ರ ಹಾಗೂ ವ್ಯವಹಾರಿಕ ಪತ್ರಗಳನ್ನು ಬರೆಯುವ ಬಗ್ಗೆ, ಪುನರಾವರ್ತನೆ ಮಾಡಿ ಪತ್ರ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಪೂರಕ ಪಾಠ 3 ಗಾಢ ಕತ್ತಲು ಮತ್ತು ಗುಮ್ಮಗಳು: ಲೇಖಕಿ ವಿಜಯಶ್ರೀ ಹಾಲಾಡಿ ಅವರ ಬಗ್ಗೆ, ಕಿರುಪರಿಚಯ ತಿಳಿಸುವುದು. ಹಳ್ಳಿಯ ರಾತ್ರಿ ಕತ್ತಲಿನ ದಿನಗಳ ಬಗ್ಗೆ, ಹಾಗೂ ಹಳ್ಳಿಯ ಜೀವನದ ಬಗ್ಗೆ, ತಿಳಿಸುವುದು. ಯಕ್ಷಗಾನ ಹಾಗೂ ರಾತ್ರಿ ಗಾಢ ಕತ್ತಲಿನ ಜೀವನದ ಬಗ್ಗೆ, ಅರಿಯು ಮೂಡಿಸುವುದು. ಜಾತ್ರೆಯ ಬಗ್ಗೆ, ಪ್ರಬಂಧ ರಚನೆ ಚಟುವಟಿಕೆ ಕನ್ನಡ ನಾಡಿನ ಏಕೀಕರಣ ಪ್ರಬಂಧ ರಚಿಸುವ ಚಟುವಟಿಕೆ ವೈಯಕ್ತಿಕ ಹಾಗೂ ವ್ಯವಹಾರಿಕ ಪತ್ರಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಜಾನಪದ ಕಲೆಗಳ ವೈಶಿಷ್ಟ್ಯ:- ಯಕ್ಷಗಾನ - ಪ್ರಬಂಧ ರಚನೆ ಚಟುವಟಿಕೆ.	Open book test Class test.M,CQ. open textbook (Work sheet)	Date: 7/8/2025 WT 10:Ch 4 ಡಾ. ರಾಜ್ ಕುಮಾರ್ P.P2: ಅವ್ಯಯ Poem 4. ಮಗು ಮತ್ತು ಹಣ್ಣುಗಳು. ವ್ಯಾಕರಣ ಪಾಠದ ಹಿಂದಿನ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆ.	Date : 16/10/2026 WT- 2 Portion: P.P3: ಗಾಢ ಕತ್ತಲು ಮತ್ತು ಗುಮ್ಮಗಳು , ಗದ್ಯಭಾಗ, ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ
7	Nov	19	18	6+4+8	Poem 7. ಹೃದಯ ವಚನಗಳು (6 days) P.P 4: ಹುಚ್ಚು ಹುರುಳು (4)days	ಪದ್ಯ 7. ಹೃದಯ ವಚನಗಳು: ಡಾಕ್ಟರ್ ಅಮೃತ ಸೋಮೇಶ್ವರ ರವರು ಬರೆದಿರುವ ಹೃದಯ ವಚನಗಳ ಬಗ್ಗೆ, ಹಾಗೂ ಅವರು ಬರೆದಿರುವ ವಚನಗಳಲ್ಲಿನ ಅಂಕಿತನಾಮಗಳ ಬಗ್ಗೆ, ವಿಶ್ಲೇಷಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. ಪದ್ಯದಲ್ಲಿ ಬರುವ ಮನುಷ್ಯನ ಗುಣಗಳನ್ನು ಅರ್ಥೈಸಿ ನಮ್ಮ ಜೀವನದಲ್ಲಿ ಯಾವ ಗುಣಗಳನ್ನು ಹೊಂದಬೇಕು ಎಂಬ ಮನೋಭಾವವನ್ನು ಮೂಡಿಸುವುದು. ಪೂರಕ ಪಾಠ 4. ಹುಚ್ಚು ಹುರುಳು ಬೀಜಿಯವರ ಹುಚ್ಚು ಹುರುಳು ನಗೆ ಬರಹದಿಂದ ಆಯ್ದ ಪತ್ರಗಳನ್ನು ಓದಿ ಪತ್ರದ ಸಾರಸವನ್ನು ಅರ್ಥೈಸಿ, ಪತ್ರದ ತಾರ್ಕಿಕವನ್ನು ಅರ್ಥೈಸುವುದು. ಪುನರಾವರ್ತನೆ	ಪ್ರಾಸ ಪದಗಳನ್ನು ಸಂಗ್ರಹಿಸುವ ಚಟುವಟಿಕೆ . ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಕುರಿತು ಕಿರುಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ ಪತ್ರಲೇಖನ ಪ್ರೋಜಾಟ್ ಬರೆಯುವ ಚಟುವಟಿಕೆ. * ಹುಚ್ಚು ಹುರುಳು ಇದರ ಸಾರಾಂಶ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	Multiple Assessment Class test.M,CQ. open textbook (Work sheet)	Date:6/11/2025 WT-4 Ch 5.ಧನ್ಯವಾದ ಹೇಳಿದ ಕೊಕ್ಕರೆ P.P3: ಗಾಢ ಕತ್ತಲು ಮತ್ತು ಗುಮ್ಮಗಳು, Poem 5. ನೀ ನನಗಿದ್ದರೆ.ವ್ಯಾಕರಣ:ವ್ಯಾಕರಣ ಪಾಠದ ಹಿಂದಿನ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆ.	Writing skill test	

					ವ್ಯಾಕರಣ:ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ ರಚನೆ, ಲೇಖನಚಿಹ್ನೆಗಳು, ದೇಶೀಯ ಮತ್ತು ಅನ್ಯದೇಶೀಯ, ವಾಕ್ಯಗಳ ವಿಧಗಳು. (8 days)	ವ್ಯಾಕರಣ :ಲೇಖನ ಚಿಹ್ನೆಗಳನ್ನು ಬಳಸಿ ವಾಕ್ಯಗಳನ್ನು ರಚಿಸುವ ಅರಿವನ್ನು ಮೂಡಿಸುವುದು. ದೇಶೀಯ ಹಾಗೂ ಅನ್ಯದೇಶೀಯ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು. * ವೈಯಕ್ತಿಕ ಪತ್ರ ಹಾಗೂ ವ್ಯವಹಾರಿಕ ಪತ್ರಗಳನ್ನು ಬರೆಯುವ ಬಗ್ಗೆ, ಪುನರಾವರ್ತನೆ ಮಾಡಿ ಪತ್ರ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಲೇಖನ ಚಿಹ್ನೆಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ. *ವೈಯಕ್ತಿಕ ಮತ್ತು ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ	MCQ Test	
	Dec	25	20	8+12	Poem 8 ಕಿತ್ತೂರಕೇಸರಿ (8 days) .	ಪದ್ಯ 8 ಕಿತ್ತೂರ ಕೇಸರಿ: ನಮ್ಮ ದೇಶ ಪರಕಿಯರ ವಶದಲ್ಲಿದ್ದಾಗ ನಮ್ಮ ದೇಶವನ್ನು ರಕ್ಷಿಸಲು ಹೋರಾಡಿದ ವೀರ ಮಹಿಳೆ ಚೆನ್ನಮ್ಮ ಎಂಬ ಬಗ್ಗೆ ಇತಿಹಾಸದ ಬಗ್ಗೆ ವಿವರಿಸಿ ಮಕ್ಕಳಲ್ಲಿ ದೇಶಭಕ್ತಿ ಮನೋಭಾವನೆಯನ್ನು ಬೆಳೆಸುವುದು. *ಕಿತ್ತೂರ ಕೇಸರಿ ಪದ್ಯದ ಭಾವಾರ್ಥವನ್ನು ವಿವರಣಾತ್ಮಕವಾಗಿ ವಿವರಿಸುವ ಬರೆಯುವ ಕೌಶಲವನ್ನು ಹೆಚ್ಚಿಸುವುದು	5 ವೀರ ವನಿತೆಯರ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಿ, ಚಿತ್ರದೊಂದಿಗೆ ಒಂದು ಆಲ್ಬಂ ತಯಾರಿ ಚಟುವಟಿಕೆ (SEA 4)	SEA, ಕಂಠಪಾಠ, ಸ್ವಂತವಾಕ್ಯ ರಚನೆ, Class test, M, CQ. open textbook (Work sheet)	
8					ಪುನರಾವರ್ತನೆ (12 days) .	ಪುನರಾವರ್ತನೆ 7/12/2026to 9/9/2026 PT 2 Portion : P.P3: ಗಾಢ ಕತ್ತಲು ಮತ್ತು ಗುಮ್ಮಗಳು, Ch 6 ಸಿದ್ಧಾರೂಢರ ಜಾತ್ರೆ, Poem 6 ಗಂಗವೃತ್ತಾಯಿ, . ವ್ಯಾಕರಣ:ಸರ್ವನಾಮ, ತತ್ಸಮ-ತದ್ವಚ, ಸಮಾಸ,ಕರ್ತೃ, ಕರ್ಮ, ಕ್ರಿಯಾಪದ, ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಪ್ರಾಸಾಕ್ಷರಗಳು ಪತ್ರಲೇಖನ-ವೈಯಕ್ತಿಕ ಪತ್ರ ಲೇಖನ, ಪ್ರಬಂಧ			
9	Jan	20	20	20	ಪುನರಾವರ್ತನೆ (20 days) .	ಪುನರಾವರ್ತನೆ, ಚಟುವಟಿಕೆ ಹಾಳೆಗಳು			
10	Feb	23	19	19	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	Date : 5/2/2027 WT- 12 Portion Ch 8.ಕರ್ನಾಟಕ ಏಕೀಕರಣ , Poem 8 ಕಿತ್ತೂರಕೇಸರಿ ,ವ್ಯಾಕರಣ : ಪಾಠದ ಹಿಂದಿನ ಅಭ್ಯಾಸಗಳು		
11	Ma rch				Term II Portion: Ch 6 ಸಿದ್ಧಾರೂಢರ ಜಾತ್ರೆ, Poem 6 ಗಂಗವೃತ್ತಾಯಿ, Poem 7. ಹೃದಯವಚನಗಳು , Ch 8.ಕರ್ನಾಟಕ ಏಕೀಕರಣ, Poem 8 ಕಿತ್ತೂರಕೇಸರಿ . P.P3: ಗಾಢ ಕತ್ತಲು ಮತ್ತು ಗುಮ್ಮಗಳು, P.P 4: ಹುಚ್ಚುಹುರುಳು , ವ್ಯಾಕರಣ:ಸರ್ವನಾಮ, ತತ್ಸಮ-ತದ್ವಚ, ಸಮಾಸ,ಕರ್ತೃ, ಕರ್ಮ, ಕ್ರಿಯಾಪದ, ಸಂಸ್ಕೃತ ಸಂಧಿಗಳು, ಪ್ರಾಸಾಕ್ಷರಗಳು , ಲೇಖನಚಿಹ್ನೆಗಳು, ದೇಶೀಯ ಮತ್ತು ಅನ್ಯದೇಶೀಯ, ವಾಕ್ಯಗಳ ವಿಧಗಳು, ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ, ಪಠ್ಯಸಹಿತ ಗದ್ಯಭಾಗ /				
Subject Teacher		Subject I/C			VP	Principal			



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Mathematics

Class: VI

Sl No.	Month	WD	ID	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	16	Bridge course	<ul style="list-style-type: none"> Define and identify numbers and their properties Explain basic mathematical concepts and operations Apply fundamental operations to solve problems Use and model fractions in different contexts Compute and apply operations with decimals Determine values using decimal operations Visualize basic geometrical concepts and shapes 		worksheets	
2	June	18	18	10	12	Patterns in Mathematics,	<ul style="list-style-type: none"> Identify and extend number patterns Visualize and interpret number sequences Understand relationships among sequences Connect number patterns with patterns in shapes 	Make a protractor and Paper craft showing angles	Class test	WT-3 (19/06/2026) Ch 1 Patterns in Mathematics

				8	10	Lines and Angles	<ul style="list-style-type: none"> Define and identify basic geometrical concepts such as point, line, ray, and line segment Identify and compare different types of angles Measure and draw angles using appropriate tools 	Magic number of Kaprekar	quiz	
3	July	26	22	12	15	Number Play	<ul style="list-style-type: none"> Explore and identify number patterns, including palindromes Apply digit manipulation in different number situations Recognize patterns in calendars and clocks Use logical thinking to develop mental maths skills Explore numbers through patterns, palindromes, digit manipulations, and calendar and clock-based patterns. Develop mental maths skills and estimation strategies through logical thinking. 	Magic number of Kaprekar constant		PT 1 portion Ch 1 Patterns in Mathematics & ch 2 Lines and Angles Ch 3 Number Play,
				10	12	Data Handling and Presentation	<ul style="list-style-type: none"> Collect and organize data in a systematic manner 	Activity on collection of data favourite sports	Bar graph on Students details	

							<ul style="list-style-type: none"> • Represent data using suitable methods • Interpret and create pictographs • Draw and analyze bar graphs 			
4	August	20	16	10	14	Prime Time	<ul style="list-style-type: none"> • Define and identify prime and co-prime numbers • Determine common factors and multiples • Apply divisibility rules in problem solving • Perform prime factorisation of numbers • Analyze number relationships through problem solving 	Co-prime art	Class test	
				6	8	Revision Term - 1 examination	Chapter 1 to 5			<u>Term 1 portion</u> Ch 1 Patterns in Mathematics, Ch 2 Lines and Angles Ch 3 Number Play, Ch 4 Data Handling and Presentation Ch 5 Prime Time

5	September	22	17	17	20	Perimeter and Area	<ul style="list-style-type: none"> Define and identify perimeter, area, length, breadth, and height Explain the relationship between these measurements Apply concepts of perimeter and area in problem solving 	Tangram activity to find area of triangle	Measuring class room objects	
6	October	21	21	12	14	Fraction	<ul style="list-style-type: none"> Define and identify different types of fractions Determine and form equivalent fractions Compare fractions using suitable methods Apply addition and subtraction of fractions 	Paper cutting activity to find equivalent fraction		WT 12 23/10/2026) Ch 6- Perimeter and Area Ch 7 - Fraction
				9	12	Playing With Construction	<ul style="list-style-type: none"> Identify and use basic geometrical tools such as ruler and compass Construct and draw simple geometrical shapes State and recognize properties of basic geometrical figures 	Construction of different shapes, houses etc using shapes	Class test	
7	November	19	18	18	20	Symmetry	<ul style="list-style-type: none"> Define and identify lines of symmetry Recognize and analyze reflection symmetry in shapes Draw and apply lines of symmetry in figures 	Symmetry by paper cutting activity	Model making	
8	December	25	21	21	24	The other side of 0(Integers)	<ul style="list-style-type: none"> Define and identify integers and their properties 	Addition and subtraction using token model	worksheet	PT-2 portion ch 6 Perimeter and Area

							<ul style="list-style-type: none"> • Compare and order integers on a number line • Apply integers in real-life situations 			Ch 7 Fraction Ch 8 Playing With Constructi on
9	January	20	20	20	22	Revision of Ch 6 to 10				
10	February	23	19	19	20	Revision and Mock test Term 2 Examination				Term 2 portion ch 6 Perimeter and Area Ch 7 Fraction Ch 8 Playing With Constructi on Ch 9 symmetry Ch 10 The other side of 0(Integers)



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP
Syllabus Bifurcation: 2026-27

Subject: Science

Term: I

Class: VI

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	Bridge Course	<p>Living & Non-living Things</p> <ul style="list-style-type: none"> • Identify living and non-living things • Understand characteristics of living things • Understand characteristics of non-living things • Classify objects into living and non-living • Recall and apply concepts <p>Matter & Materials</p> <ul style="list-style-type: none"> • Understand the concept of matter • Identify and differentiate states of matter • Recognize types of materials (natural and man-made) • Describe properties of materials • Apply and review concepts <p>Basic Scientific Observations</p> <ul style="list-style-type: none"> • Understand the meaning of observation • Use senses to observe surroundings • Record observations clearly • Perform simple experiments and note changes • Review and demonstrate understanding 	<p>1. Draw any 5 images of living and 5 non-living things</p> <p>2. Floating and Sinking activity</p>	Oral questions discussion	
2	June	18	18	5	Ch. 1. The Wonderful World of Science	<ol style="list-style-type: none"> 1. Identify what science is about 2. Develop curiosity and Explore the world scientifically 3. Realize science is everywhere, 4. Know the importance of Earth 5. Appreciate diversity in life and food 6. Identify materials around us 	Name any 10 scientist and their contributions	Oral Test	
				5	ch.2 Diversity in the Living World	<ol style="list-style-type: none"> 1. Identify the concept of biodiversity and its importance. 2. Observe and record features of various plants and animals. 3. Investigate to group organisms based on similarities and differences. 	Nature walk-students to identify trees, herbs, shrubs etc Also find different types of roots and leaves.	Concept mapping	
				3	Ch.3. Mindful Eating: A Path to a Healthy Body	<ol style="list-style-type: none"> 1. Identify the significance of food in daily life and its role in maintaining health. 2. Identify different components of food—carbohydrates, fats, proteins, vitamins, minerals, water, and roughage—and their functions. 	Process of making salt and its uses. Collect the pictures, paste them and explain the process.		Weekly test-4 (27.06.2026) portion- Ch 1 and ch-2

						<p>3. Explore food diversity in India, based on regional crops, traditions, and climatic conditions.</p> <p>4. Observe changes in culinary practices over time and understand their causes.</p> <p>5. examine to test food for nutrients like starch, proteins, and fats using simple experiments.</p> <p>6. Identify the importance of a balanced diet and identify deficiencies that cause diseases.</p> <p>7. Recognize the value of local food, millets, and reducing food miles to support health and sustainability.</p>			
3	July	26	21	5		PT-I Revision			
				8	Ch.4.Exploring Magnets	<p>1. Identify magnetic and non-magnetic materials.</p> <p>2. Know magnets have two poles.</p> <p>3. Experience that Like poles repel; unlike poles attract.</p> <p>4. A magnet shows north-south direction.</p> <p>5. Use and learn to make a magnetic compass.</p> <p>6. Investigate how Magnetic force acts through materials.</p>	To make your own magnet.	Quiz	Periodic test-I 06.07.2026 to 10.07.2026 Portion-Ch 1 - Ch-3
				8	Ch.5.Measurement of Length and Motion	<p>1. Identify traditional and standard units of length measurement.</p> <p>2. Explain the need for standard units in measurement.</p> <p>3. State the SI unit of length and its subunits (mm, cm, m, km).</p> <p>4. Use appropriate tools (scale, measuring tape, thread) to measure different lengths.</p> <p>5. Demonstrate correct techniques for accurate measurement.</p> <p>6. Measure lengths of straight and curved lines using suitable methods.</p> <p>7. Identify the concept of a reference point in describing position.</p>	Make a chart of traditional and standard units of measurement.	Class Test	
4	August	20	16	9	Ch.6.Materials Around Us	<p>1. Identify objects and the materials they are made from.</p> <p>2. Classify materials based on properties like hardness, transparency, and solubility.</p> <p>3. Differentiate between lustrous and non-lustrous materials.</p> <p>4. Define the terms transparent, translucent, and opaque.</p> <p>5. Observe and compare materials that dissolve in water and those that do not.</p> <p>6. Compare the weight (mass) of different materials using simple tools.</p> <p>7. Identify the concept of matter as anything that has mass and occupies space.</p>	Test for solubility		

					8. Relate the use of materials to their properties (e.g., using metal for hard objects).			
				7	Term-1 Revision			
5	September	22	15	7	Term-I Examination		Oral test/quiz, Class test (pen paper test)	Term I Examination 02.09.26 to 09.09.26 (portion Ch 1 to Ch 6)

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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP
Syllabus Bifurcation: 2026-27

Subject: Science

Term: II

Class: VI

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	September	22	15	7	Ch.7. Temperature and its measurement	<ol style="list-style-type: none"> 1. Examine temperature as a measure of hotness or coldness and its importance. 2. Differentiate between types of thermometers and their uses. 3. Measure temperature correctly using clinical and laboratory thermometers. 4. Read and interpret temperature on different scales (°C, °F, K). 5. Follow safety and hygiene precautions while using thermometers. 6. Record and analyze body and air temperature data. 7. Appreciate the role of temperature in health and weather forecasting. 	Read and interpret temperature.	Oral test	
6	October	21	21	7	Ch.8. Journey through states of water	<ol style="list-style-type: none"> 1. Identify and describe the three states of water – solid, liquid, and gas. 2. Observe and explain how water changes its state by heating or cooling (melting, freezing, evaporation, condensation). 3. Identify evaporation and condensation through daily life examples and simple activities. 4. Explore the water cycle and how clouds and rain are formed. 5. Investigate factors that affect the rate of evaporation (like heat, air, and surface area). 6. Experience the cooling effect due to evaporation and understand its practical uses. 7. Record observations, ask questions, and draw conclusions from experiments. 8. Recognize the importance of using water wisely and protecting water sources. 	Model of three states of water	Oral test	Weekly Test -13 30.10.2026 portion ch7 and 8
				7	Ch.9. Methods of Separation in Everyday Life	<ol style="list-style-type: none"> 1. Investigate why we separate substances in everyday life. 2. Identify different types of mixtures and their components. 3. Explain common methods of separation like handpicking, threshing, winnowing, and sieving. 4. Explore liquid-solid separation methods like sedimentation, decantation, filtration, and evaporation. 5. Explore special methods like churning and magnetic separation. 6. Choose the right method based on the type of mixture. 	Collect 20–30 objects from your household and classify them based on the properties of the materials they are made up of. List the properties of the materials and the uses.		

						7. Relate separation methods to real-life situations and activities. 8. Perform simple activities to observe and apply separation techniques.			
				7	Ch.10.Living creatures - exploring their characteristics	1. Identify living and non-living things. 2. List characteristics of living beings. 3. Observe growth and movement in plants. 4. Identify conditions for seed germination. 5. Know the life cycle of a plant. 6. Recognize stages of mosquito and frog life cycles. 7. Notice changes in body and habitat during life cycles. 8. Practice observation and recording skills.	Life cycle of frog and mosquito. Create a picture book containing pictures of various stages of their growth.	Draw and label - seed germination process.	
7	November	19	18	6	Ch.11. Nature's Treasures	1. Recognize the importance of natural resources. 2. Identify types of resources – air, water, soil, sunlight, forests. 3. Know the Sun as the main source of energy. 4. List uses of air and water and ways to conserve them. 5. Differentiate renewable and non-renewable resources. 6. Differentiate human-made resources from natural ones. 7. Value conservation of forests and soil. 8. Develop habits to use resources wisely.	To make a list of mineral resources and the place of availability.	Draw and label - seed germination process.	Periodic test-II 07.12.2026 to 11.12.2026 Portion-Ch-7 to Ch-10
				6	Ch. 12. Beyond Earth	1. Identify stars and constellations in the night sky. 2. Identify the use of constellations in finding directions. 3. Know that the Sun is the closest star and gives us heat and light. 4. List the names and order of the eight planets. 5. Understand the difference between stars, planets, and satellites. 6. Know that the Moon is Earth's natural satellite. 7. Explore other space objects like asteroids and comets. 8. Know that our Solar System is part of the Milky Way Galaxy. 9. Explore there are many galaxies in the Universe. 10. Practice safe night sky watching and use sky maps or apps. 11. Appreciate cultural stories related to stars and planets. Encourage observation, curiosity, and scientific thinking.	Construct solar system model	pen paper test	
				20	Periodic test -II Revision				
8	December	25	20	20	Revision				Oral test/quiz, Class test (pen paper test)
9	January	20	20	19	Revision for Term-II				Oral test/quiz, Class test (pen paper test)

10	February	23	19		Term-II Examination	pen paper test	Term- II Examination 24.02.2026 to 08.03.2026(Portion Ch 7-Ch 12 and Ch 2 from term 1)
11	March				Term-II Examination		

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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP
SYLLABUS BIFURCATION: 2026-27

SUBJECT: SOCIAL SCIENCE
TERM: I & II

CLASS: VI

Sl no.	Month				Chapter/Units	Learning Objectives	Activities	Assessment	Portion for WT/PT/Term/A
1	April	15	15	15	Bridge Course	<ul style="list-style-type: none"> Recapitulation of previous year syllabus and basic concepts of social science i.e. social institutions, democracy, constitution, major kingdoms, major historical events, geographical features of India and the world. 	Heritage Visit to Hampi and Kamalapur Museum	15 marks pen paper test	
2	June		15 18	15 6	Ch-1 Locating places On the Earth (Geography)	SWBAT identify the specific location. <ul style="list-style-type: none"> Identify & explain the use of & understand the difference between Latitudes & Longitudes in locating places. recognize the important lines on the globe. 4. the concept of hemisphere. 	Map Puzzle Draw & colour heat zones	Map based (Locating important parallel of Latitudes & heat zones.	
					Ch-2 Oceans and Continents (Geography)	<ul style="list-style-type: none"> SWBAT identify the oceans & Continents & their importance. 	SEA-1 – Poster Making	MCQ's	

						<ul style="list-style-type: none"> ➤ develop moral responsibilities towards nature. 3. Explore about the island groups of India. 	Our Continents & Oceans 2. Natural Disasters and the Ocean		
3	June		18	6	Ch-4 Timeline and Sources of History (History)	<ul style="list-style-type: none"> ➤ SWABT understand why studying history is important. ➤ Explain how time is measured & divided in history. Identify various sources of history. ➤ Explain the lifestyle of early humans. 	Create a personal Timeline	Picture based Questions	
4	June		18	6	Ch- 8 Unity in Diversity or 'Many in the One' (SPL)	<ul style="list-style-type: none"> ➤ SWABT define diversity in their own words. ➤ Explain the role diversity plays in our social life. ➤ Analyze & explain the positive impact of diversity on our lives. ➤ Understand the influence of diversity on India. 	Design a Unity Badge	Quiz	
5	July		21	6	Ch-5 India, That is Bharat (History)	<ul style="list-style-type: none"> ➤ SWABT describe the origin of the name 'India'. Compare the origins of the name 'India' & 'Bharata' based on historical sources. ➤ Identify the influence of foreign travelers on the 	Map pointing	Group Discussion	Portion for PT-1 Geo- ch-1-Locating Places on the Earth Geo-Ch-2- Oceans & Continents Hist-Ch-4 Timeline & Sources of History SPL- Ch-8 Unity in Diversity

						naming of our country.			
6	July		21	5	Ch-9 Family and Community (SPL)	<ul style="list-style-type: none"> ➤ SWABT describe the roles& responsibilities of family members. ➤ Define community, explain its importance & identify the types of community. 	Types of community (comparison chart)	Worksheet	
7	July		21	4	Ch-10 -Grassroots Democracy- Part 1 : Governance (SPL)	<ul style="list-style-type: none"> ➤ SWABT define the term Government & list the functions of Government. ➤ Describe different levels of government. Compare the functions of three organs of the government. ➤ Explain the difference between Direct &Representative democracy. 	Role play (Direct & Representative)	Work sheet	Weekly Test -5 (17/7/25) Hist- India, That is Bharat
8	July		21	6	Ch-6 The Beginning of Indian Civilization (History)	<ul style="list-style-type: none"> ➤ Explain the reasons affected the culture of Indus valley civilisation 			
9	August		16	8	Ch-7 India's Cultural Roots (History)	<ul style="list-style-type: none"> ➤ SWABT explain what the Vedas are & their historical significance. Explain the origin & main teachings of Buddhism & Jainism & understand their importance. 	Chart on Values in My life (Ancient values Modern life values)	Worksheet	

						<ul style="list-style-type: none"> ➤ Compare the traditions & customs of Buddhism & Jainism. Understand the life of Buddhist Monks. 			
10	August		16	8	Revision for Term 1				Term-1 Geo-Ch-1 ,2 History-Ch-4,5 SPL-Ch-8,9,10
11	September		15	8	Term 1 Examination Ch-11 Grassroots Democracy- Part2 : Local Government in Rural Areas	<ul style="list-style-type: none"> ➤ SWABT explain the role of Gram Sabha & Gram Panchayat in Local governance. Identify the key features of Panchayat Raaj system. ➤ Compare the roles of Gram Panchayat & Zila Parishad 	Role Play on Zila Parishad meeting	Think and write	
12	September		15	7	Ch-12 Grassroots Democracy – Local Government in Urban Areas (SPL)	<ul style="list-style-type: none"> ➤ SWABT understand about the functioning of urban local bodies. 	SEA-1 Poster Making Civic Awareness(A clean and healthy city)	Quiz	
13	October		21	9	Ch-3 Landforms And Life (Geography)	<ul style="list-style-type: none"> ➤ SWABT identify the different landforms on the Earth. ➤ Explain the importance of Landforms in Human life. Understand the types of work people do in each landform. ➤ Explain the influence of land, climate, 	Collage on different landforms	Map Pointing	

						vegetation, wild life on Human life.			
14	October		21	7	Ch-13 The Value of Work (SPL)	<ul style="list-style-type: none"> ➤ SWABT define economic & non-economic activities. ➤ Classify various activities as economic or non-economic based on their characteristics. 	SEA-2 Interview & Report making Title: Know my Family's Activities	worksheet	
15	October		22	5	Ch-13 The Value of Work (SPL)	<ul style="list-style-type: none"> ➤ SWABT define economic & non-economic activities. ➤ Classify various activities as economic or non-economic based on their characteristics. 	SEA-2 Interview & Report making Title: Know my Family's Activities		
16	November		18	6	Ch-14 Economic Activities Around us (SPL)	<ul style="list-style-type: none"> ➤ SWABT describe the characteristics of different economic sectors. Identify & illustrate how one economic sector depend on another using real life examples. 	Role play : Interdependence of Economic sectors	Compare and Speak	Weekly Test (13/11/25) Ch- Grassroots Democracy- Part2 : Local Government in Rural Areas Ch-Landforms and Life (Geo)
				12	Revision				
17	December		21	21	Revision				PT-2 Geo- Ch-3 Hist- Ch-6,7
18	January	22	17	18	Revision				
19	February	23	22	22	Revision				
20	March				Term-2 Examination				Portion for Term-2 Geo-Ch2, 3 Hist- 6,7 SPL- Ch-11,12,13,14

Subject Teacher

Subject I/C

Vice principal

Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: III Language Kannada

Class:VI

Term:I

Sl No	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	9	5+4	ಸೇತುಬಂಧ: ವರ್ಣಮಾಲೆ, ವರ್ಣಮಾಲೆಯ ವಿಧಗಳು (5 Days) *ಒತ್ತಕ್ಷರಗಳು, ಸರಳ ಪದಗಳು, ಒತ್ತಕ್ಷರ ಪದಗಳು(4Days)	ಕನ್ನಡದ ಸ್ವರಗಳು, ವ್ಯಂಜನಗಳು ಹಾಗೂ ಯೋಗವಾಹಾಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಹಾಗೂ ಉಚ್ಚಾರ ಮಾಡುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು. *ಒತ್ತಕ್ಷರಗಳಲ್ಲಿ ಸಜಾತಿ, ವಿಜಾತಿ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ವಿಂಗಡಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	* ಚಟುವಟಿಕೆ :- ವರ್ಣಮಾಲೆ ಪೋಸ್ಟರ್ , ಸಜಾತಿ-ವಿಜಾತಿ ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ವಿಂಗಡಿಸುವುದು. ಸರಳ ಪದಗಳನ್ನು ಓದುವುದು.	ಸರಳ ಪದಗಳ ರಚನೆ. ಉಕ್ತಲೇಖನ, ತರಗತಿ ಪರೀಕ್ಷೆ.- ವರ್ಣಮಾಲೆ ಮತ್ತು ಗುಣಿತಾಕ್ಷರಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ Open Book test	
2	June	18	10	3+4+3	ಗುಣಿತಾಕ್ಷರ(3 Days)	ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಅ ಯಿಂದ ಅಃ ವರೆಗಿನ ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಸಂಕೇತ ಸಹಿತ ಬರೆದು, ಮೌಖಿಕವಾಗಿ ಓದುವ ಹಾಗೂ ಅಕ್ಷರ ಕೂಡಿಸಿ ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	*ಗುಣಿತಾಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ, ಸರಿಯಾದ ಗುಣಿತಾಕ್ಷರಕ್ಕೆ ಹೊಂದಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಉಕ್ತಲೇಖನ, ಸ್ವ ಪರಿಚಯ ಬರೆಯುವುದು	
					*Ch-1 ಬಣ್ಣದ ಹಕ್ಕಿ (ಪದ್ಯ) (4 Days)	Ch 1-ಬಣ್ಣದ ಹಕ್ಕಿ 1.ಪದ್ಯದಲ್ಲಿ ಬರುವ ಮಗು ಮತ್ತು ಹಕ್ಕಿಯ ಬಗ್ಗೆ ಅರ್ಥೈಸಿ ಪದ್ಯದ ಕಠಿಣ ಪದಗಳನ್ನು	ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.	ಉಕ್ತಲೇಖನ, ಬಹು ಮೌಲ್ಯಮಾಪನ	

					ಆಂಗ್ಲ ಭಾಷೆಯಲ್ಲಿ ತಿಳಿಯುವರು. 2. ಮಗು ಹಕ್ಕಿಯನ್ನು ಕರೆದ ಕಾರಣವನ್ನು ತಮ್ಮದೇ ಆದ ವಾಕ್ಯಗಳಲ್ಲಿ ಹೇಳುವರು.	ಬಣ್ಣದ ಹಕ್ಕಿ ಪದ್ಯವನ್ನು ರಾಗವಾಗಿ ಹೇಳುವ ಚಟುವಟಿಕೆ.			
					Ch-3- ಗೆಳೆತನ(ಪಾಠ) (3 Days)	1. ಗೆಳೆತನ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿದು ತಮ್ಮ ಗೆಳೆತನ ಗೆಳೆಯರ ಕುರಿತು ಮೂರು ವಾಕ್ಯಗಳನ್ನು ಹೇಳಲು ಸಮರ್ಥರಾಗುತ್ತಾರೆ 2. ಪಾಠದಲ್ಲಿ ಬರುವ ಪ್ರಾಣಿಗಳ ಹೆಸರನ್ನು ಸ್ಮರಿಸುವರು		ಘಟಕ ಪರೀಕ್ಷೆ- ಗೆಳೆತನ	
3	July	26	14	14	Ch -4 ಪಾಠ- ಕೆಂಪೇಗೌಡರ ಕನಸು (7 Days)	Ch -4 ಕೆಂಪೇಗೌಡರ ಕನಸು 1. ಪಾಠದಲ್ಲಿ ಬರುವ ವ್ಯಕ್ತಿಗಳ ಹೆಸರು ಹಾಗೂ ಸ್ಥಳಗಳ ಹೆಸರುಗಳನ್ನು ಸ್ಮರಿಸುವರು. ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವುದು. 2. ಕೆಂಪೇಗೌಡ ಹಾಗೂ ಬೆಂಗಳೂರಿನ ಕುರಿತು 2-3 ಬರೆಯಲು ಬರೆಯಲು ಸಮರ್ಥರಾಗುವರು.	ಸಂತೆ ಪಾಠದಲ್ಲಿಬರುವ ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ಸಜಾತಿ ಒತ್ತಕ್ಷರ ಪದಗಳು ಹಾಗೂ ವಿಜಾತಿ ಒತ್ತಕ್ಷರ ಪದಗಳಾಗಿ ಗುರುತಿಸಿ ಬರೆಯುವ ಬರೆಯುವ ಚಟುವಟಿಕೆ. *ವಚನ ಬದಲಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ . *ಲಿಂಗ ಬದಲಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ, ಬಹು ಮೌಲ್ಯಮಾಪನ, ವಾಕ್ಯರಚನೆ, ವ್ಯಾಕರಣ ಶುದ್ಧತೆ, ಮಾಹಿತಿ ಸಂಗ್ರಹಣೆ	
4	August	20	10	6+ 4	Ch -7 (ಪಾಠ)- ಅರಿವೇ ಗುರು (6 Days)	Ch-7 ಅರಿವೇ ಗುರು ಪಾಠದಲ್ಲಿ ಬರುವ ಪ್ರಾಣಿಗಳ ಹೆಸರನ್ನು ಬರೆಯುವ ಕೌಶಲ್ಯಬೆಳೆಸುವುದು.	ನೆಚ್ಚಿನ ಪ್ರಾಣಿ ಅಥವಾ ಪಕ್ಷಿಯ ಕುರಿತು 5 ವಾಕ್ಯಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ,	WT -8 (7/8/26) Portion ch -1(ಪದ್ಯ) ಬಣ್ಣದ ಹಕ್ಕಿ Ch-3(ಪಾಠ) ಗೆಳೆತನ

					ಪುನರಾವರ್ತನೆ (4 Days)	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	
					Term-1 Portion:- Ch -1(ಪದ್ಯ) ಬಣ್ಣದ ಹಕ್ಕಿ, Ch -3(ಪಾಠ) ಗೆಳೆತನ. Ch -4(ಪಾಠ) ಕೆಂಪೇಗೌಡರ ಕನಸು. Ch -7(ಪಾಠ) ಅರಿವೇ ಗುರು				
					Term II				
	Sep	22	8	8	Ch -9(ಪಾಠ) - ಮೂರು ಕಲ್ಲುಗಳು (8 Days)	Ch.9 ಮೂರು ಪಾಠದಲ್ಲಿ ಬರುವ ಹೊಸ ಪದಗಳ ಅರ್ಥವನ್ನು ತಿಳಿದು ಸ್ವಂತ ವಾಕ್ಯ ಮಾಡುವರು .	*ಪದಗಳನ್ನು ಬಿಡಿಸಿ ಬರೆಯುವುದು *ಘಟನಾನುಸಾರವಾಗಿ ವಾಕ್ಯಗಳನ್ನು ಅನುಕ್ರಮವಾಗಿ ಬರೆಯುವುದು	ಉಕ್ತಲೇಖನ,	
Sl No	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	Oct	21	11	11	Ch -10(ಪಾಠ) - ಸತ್ಯವಂತ ಬಾಲಕ	2. ಚಿತ್ರಗಳನ್ನು ಗುರುತಿಸಿ ಅವುಗಳ ಹೆಸರನ್ನು ಬರೆಯಲು ಸಮರ್ಥರಾಗುವರು Ch -10. ಸತ್ಯವಂತ ಬಾಲಕ 1. ಗೋಪಾಲಕೃಷ್ಣ ಗೋಖಲೆಯವರ ಹೆಸರನ್ನು ಸ್ಮರಿಸುವರು. 2. ಪ್ರಾಮಾಣಿಕತೆ ಅರ್ಥವನ್ನು ತಿಳಿದು ಅದರ ಕುರಿತು ತಮ್ಮ ವಾಕ್ಯಗಳಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸುವರು.	*ಸುಲಿವುಗಳ ಸಹಾಯದಿಂದ ಅರ್ಥಪೂರ್ಣ ಪದವನ್ನು ರಚಿಸುವುದು *ಪದದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವುದು.	ತಮ್ಮ ನೆಚ್ಚಿನ ಪ್ರಾಣಿಯ ಕುರಿತು ತಮ್ಮ ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತಪಡಿಸುವುದು Think -pair -share	
	Nov	18	12	6+6	Ch -13(ಪಾಠ) - ಸರಳತೆ (6 Days)	Ch 13 ಪಾಠ - ಈಶ್ವರ ಚಂದ್ರವಿದ್ಯಾಸಾಗರ ಎಂಬ ಹೆಸರನ್ನು ಸ್ಮರಿಸುತ್ತಾರೆ. 2. ಜೀವನದಲ್ಲಿ ಸರಳತೆ ಮತ್ತು ಶಿಸ್ತು ಬಹು ಮುಖ್ಯವೆಂಬುದನ್ನು ಮನಗಾಣಿಸುತ್ತಾರೆ	*ವಿರುದ್ಧ ಪದಗಳನ್ನು ಬರೆಯುವುದು.	ತರಗತಿ ಪರೀಕ್ಷೆ. Open Book test	
7					Ch -14 (ಪದ್ಯ)- ಕಡಲು (6 Days)	Ch -14 ಪದ್ಯ ಕಡಲು. 1. ಜಲಚಲ ಪ್ರಾಣಿಗಳನ್ನು ಗುರುತಿಸಿ ಅವುಗಳ ಹೆಸರನ್ನು ಬರೆಯಲು	*ವಾಕ್ಯಗಳನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿ	ಉಕ್ತಲೇಖನ	

						ಶಕ್ರಗುತ್ತಾರೆ. 2. ಪ್ರಾಸ ಪದಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುತ್ತಾರೆ.	ಜೋಡಿಸಿ ಬರೆಯುವುದು.		
8	Dec	25	12	12	Ch -15 (ಪಾಠ) - ಸಹಬಾಳೆ (12 Days)	Ch-15 ಪಾಠ-ಸಹಬಾಳೆ 1. ಇತರರಿಗೆ ಸಹಾಯ ಮಾಡುವ ಗುಣವನ್ನು ಬೆಳೆಸುವುದು 2.ಪದಗಳನ್ನು ಬಿಡಿಸಿ ಬರೆಯುವ ಕೌಶಲವನ್ನು ಹೆಚ್ಚಿಸುವುದು.	ಮಕ್ಕಳು ತಾವು ಮಾಡಿದ ಸಹಾಯದ ಕುರಿತು ಹೇಳುವುದು, ಪದಗಳನ್ನು ಬಳಸಿಸ್ವಂತ ವಾಕ್ಯ ರಚನೆ ಮಾಡುವರು..	ಉಕ್ತಲೇಖನ, ಘಟಕ ಪರಿಶೀಲನೆ - ಸಹಬಾಳೆ Think -pair -share	WT -8 (8/1/27) Portion:-ch -13(ಪಾಠ) ಸರಳತೆ Ch -14(ಪದ್ಯ) ಕಡಲು
9	Jan	20	7	2 +5	Ch-16 (ಪಾಠ)- ಕಾವೇರಿ (ಚಟುವಟಿಕೆ) (2 Days)	ಪಾಠದ ವಿಷಯದ ಮೂಲಕ ಭಾಷಾ ಜ್ಞಾನ ಮತ್ತು ಪದಸಂಪತ್ತಿಯನ್ನು ವೃದ್ಧಿಸುವುದು.	ಕಾವೇರಿ ನದಿಯ ಕುರಿತು ಕಿರುಪರಿಚಯ ನೀಡುವರು.	ರಸಪ್ರಶ್ನೆ	WT -8 (8/1/27) Portion:-ch -13(ಪಾಠ) ಸರಳತೆ Ch -14(ಪದ್ಯ) ಕಡಲು
					ಪುನರಾವರ್ತನೆ (5 days)	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ
10	Feb	23	10	10	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	ಪುನರಾವರ್ತನೆ	
11	March	Term II Exam Term II Portion: ch -9 ಮೂರು ಕಲ್ಲುಗಳು. Ch -10 ಸತ್ಯವಂತ ಬಾಲಕ , Ch-13 ಸರಳತೆ.ch -14 ಪದ್ಯ: ಕಡಲು.Ch -ಪಾಠ: ಸಹಬಾಳೆ							

Subject Teacher

Subject I/C

VP

Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: IT

Class: VI

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	April	13	4	1+3	Bridge Course: Revising Basics of Powerpoint	Generations of languages they will come to know	Perfection through practice	Worksheet	
2	June	20	6	3+3	Ch 1: The Slide Magic Ch 2: Mastering PowerPoint	Differentiate between Transitions (between slides) and Animations (on objects). Apply custom animations, set timing/triggers, and insert multimedia (Audio/Video).	1) Adding new font . 2) creating a new Desktop Creating PowerPoint Presentation	Worksheet	

3	July	20	8	4+4	Ch. 3. Rearranging Data in Excel Ch 4. The Eyes of AI	Understand the difference between Ascending (A-Z) and Descending (Z-A) order. Perform Multi-level sorting. Understand that computers see images as numbers (pixels). Identify the 3 steps: Input, Processing, Output.	"Alphabetical Race"— Sort a list of classmates by Name, then by their House color. "AI vs. Human"— Compare how a human recognizes a cat vs. how an AI looks for edges and patterns.	Create an Excel Sheet with a particular format given in our book.	WT :7 31/07/2026 Ch 1: The Slide Magic & Ch 2: Mastering PowerPoint
4	Aug.	20	6	3+3	Ch 5.Introduction to Krita Ch 6: Intro to Python	know about Krita features and its components Python and its features,use different data types	Clone brush tool used to create a project given on page no. 86 simple programming to get addition ,subtraction etc.	class test	
5	Sep.	20	6		Revision				
						Term-1 Chapter 1—4			



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: IT

Class: VI

Term: II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	Oct.	19	6	6	Ch 7: Webpages using HTML5 &	know about HTML and understand its history. Use hierarchy tags (<h1>–<h6>) and the <p> tag for text.	Create web page using HTML. MA: Categorize services into "Shopping," "Banking," and "Travel" (e.g., Amazon, SBI, MakeMyTrip).	Ask for project work in lab in group	
					Ch.8 Exploring Digital Services	Define digital services; understand how we buy goods and manage money online.			
2	Nov.	22	6	6	Ch 9: Anatomy of Robots	Define a robot and distinguish it from a simple machine (e.g., a fan vs. a robot).	"Human Robot" game—one student is the "Brain" giving commands to the "Actuator."	Worksheet	

3	Dec.	26	8		Revision				WT 16 on 18/12/2026 Ch 7: Webpages using HTML5 Ch.8 Exploring Digital Services
	Jan.	22	6		Revision				
	Feb	22	8			Term-2 Chapter 5-9			

Subject Teacher

I/C

Vice Principal

Principal


10	February	19	19	6						
					32. Butterfly Life Cycle (Paper Craft)	Students will understand the stages of a butterfly's life cycle through hands-on paper craft.	Create paper models representing each stage: egg, larva, pupa, and adult butterfly.	Assess accuracy in depicting life cycle stages and creativity in paper craft presentation.	(HW)	
					33. Cartoon Doodles (Draw and Colour)	Students will enhance creativity and basic drawing skills by creating and coloring cartoon doodles.	Draw fun cartoon doodles and color them using markers, crayons, or pencils.	Evaluate originality, use of color, and neatness in the doodle artwork.		
11	March				Term II Examination					

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Principal

 <p>Jindal Vidya Mandir JSW Hill Side Township</p>		JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP Syllabus Bifurcation: 2026-27 Subject: Art Class: VI Term: I							
Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	2	1. Introduction	and distinguish between primary, secondary, and tertiary colors on the color wheel.	Students create a 5-step value scale using three different pencil grades (H, HB, B) to understand pressure and lead hardness.	A "Quick-Sort" quiz where students categorize various pencils and color swatches into their respective groups (Warm/Cool or	

								Hard/Soft).	
					2. Pencil Stroke and Texture with Different Pencil	Identify the difference between hard (H) and soft (B) pencils.	Students create a 5-step gradient box for an HB, 2B, and 4B pencil to see the range of darkness.	Students create a 5-step gradient box for an HB, 2B, and 4B pencil to see the range of darkness.	(HW)
					3. Objects Drawing - Man Made Objects	Identify basic geometric shapes (cylinders, cubes, spheres) within complex man-made objects.	Students observe common classroom objects (water bottles, books, mugs) and sketch their underlying geometric structures using light construction lines.	Assessing the accuracy of proportions and the effective use of light and shadow.	
					4. How to Draw a Leaf - Through Line and Geometric Form	Identify basic geometric shapes (ovals, triangles, hearts) within complex organic leaf structures.	Students analyze real leaves and trace the dominant geometric shape they see (e.g., a Maple leaf fits in a pentagon; a Willow leaf in a narrow ellipse).	Evaluation of the "under-drawing" (the visible geometric shapes and guidelines) before the final outline.	(HW)
					5. Study the Joints and Shapes of Leaves	Identify the primary parts of a leaf, specifically the petiole (joint/stalk), lamina (blade), and midrib .	Students collect various fallen leaves from the school grounds and group them by shape using magnifiers.	Students must sort a bag of "mystery leaves" into a table based on their shapes and attachment types.	
					6. Flowers	Identify and label the primary parts of a flower (sepals, petals, stamen, and pistil).	Students work in pairs to carefully take apart a large flower (like a lily or hibiscus), taping each part onto a worksheet and labeling them.	Students write one sentence explaining what would happen to a plant species if it failed to produce petals.	(HW)
2	June	18	18	6	7. Kaushal both activity 1. School kitchen ground	This project will help for you going plant	Current bill learn the agriculture growing plants	When will work in the ground field growing The herbs and climber tree	
					8. Trees - Line and Geometrical	Identify how complex tree structures can be broken down into basic geometrical forms	Students look at photos of different trees (e.g., Pine, Oak, Poplar) and lightly sketch their	A "blind contour" drawing exercise to check observational skills of tree outlines.	

3	July	22	22	8	Form	(cylinders, spheres, triangles).	overall silhouette using only basic shapes like triangles or ovals.		
					9. Fruit study	Develop the ability to identify and render complex organic shapes and surface textures.	Students sketch the outline of a fruit without looking at their paper to enhance hand-eye coordination.	Students provide "Two Stars and a Wish" (two positives, one area for improvement) on classmates' work.	(HW)
					10.10. Vegetable study	Identify and replicate the specific structural characteristics of different vegetable types (e.g., leafy, root, or bulb).	Placing paper over textured vegetables (like bitter melon) and using graphite to capture the surface pattern.	Evaluating the successful application of blending, hatching, or stippling to show form.	
					11. Birds (HW)	Identify and sketch the basic geometric structures (ovals, triangles) that form a bird's body.	Breaking down a bird's silhouette into simple shapes before adding detailed outlines.	Evaluating the progression from initial shape construction to final textured rendering.	(HW)
					12. Animals	Understand basic skeletal structures and muscle groups to represent realistic proportions.	Breaking down complex animal bodies into simple shapes (circles, ovals, triangles) before adding detail.	Evaluating the successful application of value to create a 3D effect on the animal's body.	
					Kaushal both activity Biodiversity register	This program will help to printer biodiversity living things in earth	Student will go around the ground observe the living things	Student will understand the different type of the leaves Ocean booth	
					13. Reptile Study	Identify and replicate complex surface patterns such as scales, scutes, and leathery skin.	Use crayons and paper over various textured surfaces to simulate reptile skin before applying the technique to a drawing.	Evaluation of the student's ability to create a "tactile" feel through shading and line work.	(HW)
					14 to 19. Fruit Study	Identify and render complex organic shapes and unique surface textures found in nature.	Sketching the fruit's outline without looking at the paper to sharpen hand-eye coordination.	Grading based on the accuracy of the shape, range of values, and neatness.	
					20. Vegetable Composition (Step by step)	Understand how to simplify complex vegetable shapes into	Lightly sketch the "bounding boxes" or circles to position a	Check for a full range of tones, from the white of the paper	(HW)

						basic geometric forms (circles, ovals, cylinders).	group of 3–5 vegetables on the page.	(highlights) to deep darks.	
4	August	16	16	6	21 to 24. Tree (Step by step)	Identify and draw the skeletal structure of a tree, from the thick trunk to tapering secondary branches.	Begin with a "Y" shape for the trunk and main boughs, then use the "rule of two" to split every branch into smaller forks.	Reviewing if branches taper correctly (thick to thin) and if the tree has a stable "grounded" base.	
					25. Cloud Study (Pencil shading)	Identify and apply different pencil grades (HB, 2B, 4B, 6B) to create soft gradients.	Sketching basic cloud outlines and mapping where the brightest highlights and deepest shadows fall.	Checking for the absence of harsh outlines and the smooth transition of values.	(HW)
					Kaushal booth activity Maker skills	Student will repair different of the electronic materials	Student will repair electric objects	When will understand the electric objects designs	
					26. Sea Waves (Pencil shading)	Learn to use varying pencil grades (HB, 2B, 4B) to create depth and movement.	Creating a smooth transition from dark to light to simulate the "tube" of a wave.	Evaluating the use of hatching, cross-hatching, and blending to show texture.	
					27. Stream Study (Pencil shading)	Master the use of different pencil grades (HB, 2B, 4B, 6B) to create deep shadows and bright highlights.	Practice creating smooth transitions from dark to light to prepare for shading water depths.	Evaluating the range of values used—ensuring the work isn't just one flat shade of gray.	(HW)
					28. Landscape (Pencil shading)	Master various pencil strokes such as hatching, cross-hatching, and stippling to represent nature.	Draw a simple landscape divided into foreground (dark/detailed), middle ground , and background (light/faint).	Evaluating if the artwork contains at least five distinct levels of shading from 2B to 6B pencils.	
5	September	17	17	2	Term I Examination				

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JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Art

Class: VI

Term: II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	21	21	6	29 & 30 Landscape (Water colour)	Master basic watercolor applications, including wash (flat and graded) and wet-on-wet techniques.	Practicing large, fluid washes to create seamless transitions for the sky and base terrain.	Evaluating the student's control over water-to-pigment ratios (avoiding "puddling" or overly dry brushwork).	
					31. Landscape (Pencil shading)	Identify and apply three distinct shading techniques (hatching, cross-hatching, and blending).	Students practice creating a 5-step value scale from white to black to master pencil pressure.	A "Gallery Walk" halfway through the class where students provide one "glow" (strength) and one "grow" (improvement area) to a peer.	(HW)
					Kaushal both activity School museum	This thing will be understand for student many source object from history	Student will collect the pictures of old objects in history	Don't will make the smaller School museums corner	
					35. Landscape (Pastel colour)	Identify and apply basic landscape components (foreground, middle ground, background).	Students practice blending two colors on a small swatch and "drawing" with the side of the pastel to create broad strokes.	Evaluate the effective use of blending versus hard edges and the clear distinction of depth layers.	
					36. Parts of Face (Eyes, Nose, Ears & Lips)	Identify and label the eyes, nose, ears, and lips on a human anatomical diagram.	Students use hand mirrors to observe their own facial features, noting the texture of lips and the movement of pupils in response to light changes.	Students must list one "protective" feature for two different facial parts (e.g., "Eyelids protect the eyes from debris").	(HW)
					34 & 35 Face Study (Pencil Shading)	Identify the basic proportions of the human face (e.g., eye placement at the midpoint).	Students use light guidelines to divide an oval into sections for the eyes, nose, and mouth.	Evaluating the smooth transition of values and accuracy of facial proportions.	

					Kaushal both activity Cooking without fire	Understanding there kitchen different tools	Don't will make the different type of the dishes	Understanding they cooking method	
7	November	18	18	6	37. Portrait (Step by step)	Students will accurately place facial features using the "rule of halves" (eyes in the center of the head).	Follow a guided demonstration to draw an oval and divide it with vertical and horizontal guidelines.	"Gallery Walk" halfway through to provide peer feedback on feature placement.	
					37. Portrait (Water colour)	Identify basic facial proportions (eye-line, nose-length, and mouth-width).	Students use light pencil strokes to map out a "balanced face" using the rule of halves.	Observation of brush control and water-to-pigment ratio during the wash practice.	(HW)
					38. Figure (Block and Lines)	Identify basic 3D forms (cubes, cylinders) within complex organic or mechanical objects.	Students use simple lines to map out the spine, limbs, and joints of a figure in a dynamic pose.	Observation during the "Block-In" phase to ensure students are creating volume rather than just flat outlines.	
					39. Park Scene	Master the use of overlapping and varying scales to create a sense of depth (foreground, middle ground, and background).	Quickly map out three different compositions to decide on the best focal point.	Evaluate the effective use of a horizon line and vanishing points to create 3D space.	(HW)
					40. Holi Scene	Students will learn to create a sense of depth by placing figures in the foreground, middle ground, and background.	Draw 3–4 figures in dynamic poses (dancing, running, or throwing color) using simple stick-figure frames to establish action.	Assessing the balance of the composition and the effective use of vibrant color palettes.	
8	December	21	21	8	41. Village Scene (Pencil colour) Kaushal both activity Art architecture	Master pencil color techniques including hatching, cross-hatching, and burnishing to create texture. Student will learn the different type of the modern making in architecture	Watch a brief demonstration on layering colors to achieve realistic tones for hay roofs and mud walls. Student will make his own dream house	Watch a brief demonstration on layering colors to achieve realistic tones for hay roofs and mud walls. Student will learn the measurement and the sizes of the house and building	

9	January	20	20	6	42. Village Scene (Water colour)	Understand how to position elements like huts, trees, and paths to create depth (foreground, middle ground, and background).	Drawing a simple layout focusing on a focal point (e.g., a central hut or a well).	Evaluation of the student's ability to control water-to-paint ratios and avoid "muddy" colors.	(HW)
					43. Cartoon Drawing	Identify and utilize basic geometric shapes (circles, ovals, triangles) as the foundation for character construction.	Students start with a page of random geometric shapes and must transform each into a unique cartoon face or creature.	Reviewing initial sketches and "skeleton" drawings to ensure students are building characters from basic shapes rather than just drawing outlines.	
					44. Story Board	Understand how to break a narrative into a visual sequence.	Students choose a simple daily task (e.g., making toast) and illustrate it in exactly six chronological frames.	Grading based on whether the story can be understood without reading captions.	(HW)
					45. Painting (Rajasthani Style)	Identify the key characteristics of Rajasthani paintings, such as bold colors, profile faces (one eye visible), and nature-inspired borders.	Observe prints of famous Rajasthani miniatures. Discuss the use of symbolism and how the artists depicted depth without modern perspective.	Monitor student progress during the drawing phase to ensure they are applying the "profile view" correctly.	
					46. Pattern Design	Identify and distinguish between different pattern types: motifs, tessellations, and alternating rhythms.	Students sketch a single "seed" shape (organic or geometric) and use tracing paper to repeat it across a grid.	Evaluating the consistency and precision of the repeated elements in the final artwork.	(HW)
					47. Rangoli Design	Identify the cultural significance and history of Rangoli in Indian traditions.	Students practice drawing four-quadrant designs on grid paper to master balance.	Evaluating the use of symmetry, color contrast, and neatness of execution.	
					48. Colourful Birds (Craft)	Identify and apply complementary and analogous color schemes to create visual interest.	Students sketch a bird silhouette and plan a specific color palette based on color theory.	A quick review of the initial color plan versus the final physical model.	(HW)

10	February	19	19	6	49. Flower Bunch (Craft)	Master precise cutting and folding techniques to create varied 3D petal shapes.	Use templates or free-hand drawing to cut layers of petals from colored paper or felt.	Evaluating the neatness of joins, structural stability, and creative use of color.	
					50. Bottle Penguin (Craft)	Students will transform everyday waste (plastic bottles) into functional art.	Clean a 500ml plastic bottle and apply a base coat of gesso or acrylic paint.	Evaluating the smoothness of paint application and the sturdiness of attached parts.	(HW)
					51. Stamping - Thick Impression (Craft)	Identify and use non-traditional tools (found objects) to create deep, textural impressions.	Students select objects with high-relief textures (e.g., sponges, LEGOs, bottle caps, corrugated cardboard).	Observation of student ability to maintain thick paint consistency without it becoming "soupy."	
11	March				Term II Examination				

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