

N.K. BAGRODIA GLOBAL SCHOOL
SECTOR-17, DWARKA
SESSION:2024-25
RATIONALISED SYLLABUS
GRADE-VI

ENGLISH

| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
|------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERIODIC TEST- I (JULY) | APRIL-MAY | Reading Unseen Passage Writing Letter Writing (formal) Grammar Gear (Cambridge) 1. Perfect Tenses 2.Simple Tenses 3. Continuous Tenses Literature -Coursebook : (Cambridge) Unit 1: Care and Concern A.The New Doll(Fiction) B.Three days to see (Fiction) C.Toomai of the Elephants(Poem) Unit 2: Art and Sculpture A. The Model Millionaire (Fiction) | Group Activity Debate -Virtual Reality Futuristic Classrooms (Speaking Task) Activity: Letter Writing | Responds to oral messages /instructions made in the class and communicates them in English or home language. <input type="checkbox"/> Reads of variety of texts in English. <input type="checkbox"/> Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. <input type="checkbox"/> Writes short paragraphs/factual description. <input type="checkbox"/> Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. <input type="checkbox"/> Uses meaningful sentences to describe an actual or imaginary situation. |
| MID-TERM (SEPTEMBER) | JULY-AUGUST | Reading Unseen Passage Writing 1. Notice Writing Grammar Gear (Cambridge) 1 Reported Speech 2. Subject Verb Agreement 3. Prepositions Literature-Coursebook (Cambridge) Unit 2: Art and Sculpture B.The Praying Hands (Fiction) C.The Statue (Poem)- Recitation & discussion Unit 3: Tales of Wonder A.Rip Van Winkle (Fiction) | Individual Activity Speech Description Autobiography Group Activity | Responds to oral messages/ Instructions made in the class and communicates them in English or home language. <input type="checkbox"/> Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing <input type="checkbox"/> Write words /phrases / simple sentences and short paragraphs as dictated by the teacher. <input type="checkbox"/> Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc. <input type="checkbox"/> Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. <input type="checkbox"/> Refers to dictionary. <input type="checkbox"/> Language arts –tongue twisters. |

| | | | | |
|------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | SEPTEMBER | <p>Reading- Unseen Passage</p> <p>Literature-Coursebook (Cambridge)</p> <p>Unit 3: Tales of Wonder</p> <p>C.Laughing song (Poem)- Poem Recitation & discussion</p> | <p>Individual Activity</p> <p>Speech</p> <p>Description</p> <p>Autobiography</p> <p>Group Activity</p> | <p>Responds to oral messages/ Instructions made in the class and communicates them in English or home language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing <input type="checkbox"/> Write words /phrases / simple sentences and short paragraphs as dictated by the teacher. <input type="checkbox"/> Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners etc. <input type="checkbox"/> Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. <input type="checkbox"/> Refers to dictionary. <input type="checkbox"/> Language arts –tongue twisters. |
| PERIODIC TEST-II (DECEMBER) | OCTOBER | <p>Reading- Unseen Passage</p> <p>Literature-Coursebook(Cambridge)</p> <p>Unit-4</p> <p>A. Life with Uncle Ken (Fiction)</p> <p>B.The Festival of Eid (Fiction)</p> <p>C.Dear Mum (Poem)</p> <p>Unit 5 : Out of this world</p> <p>A.The Eagle has Landed (Fiction)</p> | <p>Individual Activity</p> <p>Speech</p> <p>Description</p> <p>Group Activity</p> | <p>Responds to oral messages /instructions made in the class and communicates them in English or home language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reads of variety of texts in English. <input type="checkbox"/> Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. <input type="checkbox"/> Writes short paragraphs/factual description. <input type="checkbox"/> Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. <input type="checkbox"/> Uses meaningful sentences to describe an actual or imaginary situation. |
| | NOVEMBER-DECEMBER | <p>Reading</p> <p>Unseen Passage</p> <p>Writing:</p> <p>1. Diary Entry</p> <p>2. Bio Sketch</p> <p>Grammar</p> <p>Active Passive voice (Assertive)</p> <p>Literature-Coursebook (Cambridge):</p> <p>Unit 5 : Out of this world</p> <p>B.The Boy, the Dog and the Spaceship (Fiction)</p> <p>C.The Comet and the Moon (Poem)</p> | <p>Individual Activity</p> <p>Narration (an incident /situation)</p> | <p>Responds to oral messages /instructions made in the class and communicates them in English or home language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reads of variety of texts in English. <input type="checkbox"/> Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. <input type="checkbox"/> Writes short paragraphs/factual description. <input type="checkbox"/> Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. <input type="checkbox"/> Uses meaningful sentences to describe an actual or imaginary situation. |

| | | | | |
|-----------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ANNUAL EXAM (MARCH) | JANUARY | Reading Unseen Passage Writing Essay Writing Grammar * Conjunction * Integrated Grammar Literature-Coursebook (Cambridge) Unit 6: Animals and Us A.Narrow Escape B.The White Giraffe | Group Activity Debate -Virtual Reality/Futuristic Classrooms (Speaking Task) Activity: Article Writing | Responds to oral messages /instructions made in the class and communicates them in English or home language. <input type="checkbox"/> Reads of variety of texts in English. <input type="checkbox"/> Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. <input type="checkbox"/> Writes short paragraphs/factual description. <input type="checkbox"/> Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. <input type="checkbox"/> Uses meaningful sentences to describe an actual or imaginary situation. |
| | FEBRUARY | Reading- Unseen Passage Unit 7. A. The Spirit of Adventures B. The Adventures Of Robin Hood (Play) C.The Vagabond | Group Activity Debate -Virtual Reality/Futuristic Classrooms (Speaking Task) | Responds to oral messages /instructions made in the class and communicates them in English or home language. <input type="checkbox"/> Reads of variety of texts in English. <input type="checkbox"/> Reads a variety of text in English and identifies main ideas/ characters/ sequence of ideas and events and relates with his/ her personal experience. <input type="checkbox"/> Writes short paragraphs/factual description. <input type="checkbox"/> Uses synonyms/antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. <input type="checkbox"/> Uses meaningful sentences to describe an actual or imaginary situation. |
| | MARCH | Revision + Final Exam | | |
| HINDI | | | | |
| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
| PERODIC TEST- I (JULY) | APRIL-MAY | बसंत पाठ-1 वह चिड़िया जो पाठ-2 बचपन बाल राम कथा अवधपुरी में राम जंगल और जनकपुरी व्याकरण भाषा बोली लिपि और व्याकरण ,वर्ण विचार संज्ञा, पर्यायवाची शब्द अपठित गद्यांश , चित्र वर्णन | किसी चीज से अपनी समानता बताते हुए कल्पना पर आधारित कविता लेखन भिन्न - भिन्न प्रकार की पोशाकों को संगठित कर कक्षा में परिचर्चा | कल्पना शक्ति का विकास कलात्मकता भाषा कौशल |

| | | | | |
|--------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MID-TERM (SEPTEMBER) | JULY-AUGUST | बसंत पाठ-3 नादान दोस्त पाठ-4 चांद से थोड़ी गप्पे (गतिविधि पर आधारित) पाठ-7 साथी हाथ बढ़ाना पाठ-8 ऐसे ऐसे बाल राम कथा दो वरदान राम का वन गमन चित्रकूट में भरत व्याकरण उपसर्ग एवं प्रत्यय, शब्द विचार (शब्दों का वर्गीकरण), कारक विराम चिह्न, सर्वनाम अनुच्छेद लेखन, पत्र लेखन(औपचारिक) | अपने किसी संबंधी को पोस्टकार्ड किया अंतर्देशीय पत्र लिखें। हिंदी कैलेंडर का कक्षा में निर्माण 12 मास षड ऋतु का ज्ञान प्राचीन लिपियों का संग्रह सौरमंडल का निर्माण सांकेतिक भाषा द्वारा अपनी बात रखने का प्रयास पाठ आधारित नाट्य मंचन | रचनात्मक कौशल संस्कृति का ज्ञान हिंदी के साथ विज्ञान विषय का समावेश नैतिक मूल्यों का विकास मनोभाव प्रस्तुतीकरण भाषा कौशल क्रियात्मकता लेखन कौशल |
| | SEPTEMBER | REVISION + MID TERM EXAM | | |
| PERIODIC TEST-II (DECEMBER) | OCTOBER | बसंत पाठ-9 टिकट अलबम पाठ-10 झांसी की रानी पाठ-13 मैं सबसे छोटी हूँ (गतिविधि पर आधारित) बाल राम कथा दंडक वन में दस वर्ष सोने का हिरण सीता की खोज व्याकरण काल(सामान्य भेद) विशेषण क्रिया (सकर्मक- अकर्मक), श्रुतिसमभिन्नार्थक शब्द अपठित गद्यांश | कविता गायन आधुनिक समय में महिलाओं की स्थिति पर कक्षा में परिचर्चा पंच ज्ञानेन्द्रियों का प्रयोग करते हुए महसूस की जाने वाली सूक्ष्म चीजों की तालिका निर्माण नाट्य रूपांतरण नवरसों के समावेश द्वारा मनोभावों के चित्रण की अलबम बनाना | देशभक्ति की भावना का विकास अनुभव शक्ति कौशल विकास भावनात्मक विकास ज्ञान केंद्रीकरण अभिनय कौशल नैतिक मूल्यों का विकास मनोभाव प्रस्तुतीकरण भाषा कौशल क्रियात्मकता लेखन कौशल |
| | NOVEMBER- DECEMBER | बसंत पाठ-11 जो देखकर भी नहीं देखते पाठ-12 संसार पुस्तक है पाठ-14 लोकगीत (गतिविधि पर आधारित) बाल राम कथा राम और सुग्रीव लंका में हनुमान व्याकरण अव्यय(क्रिया विशेषण) , अनेकार्थी शब्द शब्द एवं वाक्य संबंधी अशुद्धियां और उनका संशोधन पत्र लेखन (अनौपचारिक) विज्ञापन | कक्षा परिचर्चा लोकगीत गायन | ग्रामीण संस्कृति का ज्ञान ग्रामीण जीवन तथा अवधारणाओं का ज्ञान सामूहिक कार्य क्षमता कौशल |
| ANNUAL EXAM (MARCH) | JANUARY FEBRUARY | बसंत पाठ-15 नौकर पाठ-16 वन के मार्ग में बाल राम कथा लंका विजय राम का राज्य अभिषेक व्याकरण दीर्घ संधि , मुहावरे एवं लोकोक्तियां वाक्यांशों के लिए एक शब्द संवाद लेखन , पत्र | कार्य विशेष की भाषा की तालिका बांस की चीजों का एकत्रीकरण हाथ की उंगलियों के नाम स्मरण | स्वाभिमान तथा आत्मविश्वास भाषा कौशल शब्द कौशल लेखन कौशल |
| | MARCH | REVISION + FINAL EXAM | | |
| MATHEMATICS | | | | |

| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
|---------------------------------|-----------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERIODIC TEST- I (JULY) | APRIL-MAY | Chapter 1 : Knowing our Numbers | To make 2,3- digit number using flash cards | 1. Differentiate between Indian system and International system of numeration. 2. Solve daily life situation problems involving addition, multiplication, subtraction, division and fraction. 3. Estimates the given number. 4. Express numbers in Roman Numerals & viceversa. |
| | | Chapter 2 : Whole Numbers | To Represent the Roman Numerals using Matchsticks | 1. Add and subtract numbers on number line. 2. Rearranges the given number and find its solution. 3. Identify the pattern in a series of numbers. |
| | | Chapter 4 : Basic Geometrical Ideas. | To obtain parts of a circle by paper folding. Represent the following by paper folding:- (a) Straight angle (b) Right angle (c) Obtuse angle (d) Acute angle (e) Reflex angle. | 1. Identify geometrical figures like point, ray, line, line segment, parallel line, intersecting lines in the surroundings and give examples. 2. Identify the geometrical shapes like triangles, quadrilaterals, circles and their parts. |
| MID-TERM (SEPTEMBER) | JULY-AUGUST | Chapter 3 : Playing with Numbers | To find HCF and LCM of two numbers using coloured strips. | 1. Classify numbers as prime, composite, even and odd. 2. Check the divisibility of a given number by 2,3,4,5,6,8,9 and 11. 3. Apply HCF and LCM in daily life situations. |
| | | Chapter 5: Understanding Elementary Shapes | To classify triangles on the basis of sides and angles from the given set of triangles. | 1. Classify the angles as acute, obtuse, reflex, straight, complete and can measure and draw them. 2. Identify the triangles as scalene, isosceles, equilateral and on the basis of angles. 3. Identify different quadrilaterals as square, rectangle, parallelogram, rhombus and trapezium. 4. Identify 3-D shapes and its parts |
| | SEPTEMBER | Chapter 7: Fractions | To solve magic square of Fractions | 1. Represent fraction on number line and shade the given portion as fraction. 2. Identify fractions as proper, improper, mixed, equivalent and like fractions. 3. Compare, add and subtract fractions and solve daily life problems involving fractions. |
| REVISION + MID TERM EXAM | | | | |
| PERIODIC TEST-II (DECEMBER) | OCTOBER | Chapter 8 : Decimals | To represent decimal numbers on a grid by shading. | 1. Identify and compare decimals. 2. Solve daily life problems involving decimals. |
| | | Chapter 6 Integers | To solve magic squares of Integers. | 1. Identify the integers and represent it on number line. 2. Compare the different integers and write integers in orders. |
| | NOVEMBER- DECEMBER | Chapter 9: Data Handling | Data Collection and representation on a bar graph. | 1. Collect information and prepare a data. 2. Learn about tally marks. 3. Draw and differentiate between bar graph and picto graph. |
| | | Chapter 10 : Mensuration | To estimate the area of irregular figures using square paper | 1. Find area and perimeter of the different shapes vis. Square, rectangle, triangle in the surroundings. |
| ANNUAL EXAM (MARCH) | JANUARY- FEBRUARY | Chapter 12 : Ratio and Proportion | | 1. Compare quantities using ratio and check its proportionality. 2. Find ratio of present and absent students in your class Proportion 3. Solve daily life problems using unitary method. |
| | | Chapter 11: Algebra | Understanding patterns and find the algebraic rule governing the pattern | 1. Identify the variables and solve daily life problems by the use of variable and forming expressions. |
| REVISION + FINAL EXAM | | | | |
| SCIENCE | | | | |

| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
|--------------------------------|-------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERIODIC TEST- I (JULY) | APRIL-MAY | Chapter 1: Components of Food | Test for starch Test for fat Test for protein Preparing a diet chart and menu country-wise (Global outlook) Collecting information about the deficiency diseases and prepare reports. | -To plan the balanced diet for different people like labourer, bank manager etc. - To draw analyse the food items rich in carbohydrates, fats, proteins, vitamins. - To study the various minerals, nutrients, their sources and deficiency diseases. |
| | | Chapter 2: Sorting Materials and Groups | Show the solubility of common liquids like vinegar, lemon juice, mustard oil, coconut oil and kerosene. Check the transparency of various substances. | -To group things based on the common properties -To collect and group things on the basis of gross properties e.g. roughness, lustre, transparency, solubility, sinking/floating. |
| MID-TERM (SEPTEMBER) | JULY-AUGUST | Chapter 3: Separation of Substances | Videos- on Threshing, winnowing To separate pulses by handpicking To separate oil and water by separating funnel To separate sand and water by sedimentation and decantation and filtration method | -To study separation techniques for the grains after harvesting the wheat/rice/crop. -To separate various solids and liquids mixed together in solution based on their density, miscibility and various other properties |
| | | Chapter 4: Getting to Know Plants | Dissection of a flower. Counting number of parts, name of parts, cutting sections of ovary to observe ovules. Draw a leaf and label it properly. Make a chart showing the properties of herbs, shrubs and trees with examples. | To study the morphological structure and function of root, stem and leaves. Structure of the flower, differences. To study types of stem, roots, leaves, seeds in various plants To observe and understand conduction of water by stem, anchorage by roots and absorption by roots |
| | | Chapter 7: Motion and Measurement of Distances | Categorize various types of motions –like circular motion, periodic motion and random motions (screw motion, bicycle wheel, fan, top, motion in hands of clock, sun, moon etc. | To understand the need of measurement of weight, length and time. Using hand span, cubit and foot for measurement. Measuring of length of various items and inter conversion of units. |
| | SEPTEMBER | REVISION + MID TERM EXAM | | |
| PERIODIC TEST-II (DECEMBER) | OCTOBER | Chapter 8: Light, Shadows and Reflections | Demonstration of eclipses with the help of a model. Show the passage of light through different objects (transparent, translucent, opaque) Projects: Make a pinhole camera and observe static and moving objects. | To classify different materials in terms of transparent, translucent and opaque. To study different reflecting surfaces To observe shadow formation of various objects of different shapes and different colors To understand differences between the image and the shadow of the same object |
| | | Chapter 5: Body Movement | Recognizing different types of bones and joints in the model of the skeleton. Make chart writing scientific names of various bones. Observe X-rays of arms or legs, chest, hips, jaws, vertebral column etc. | To understand different parts of body required for movement. To study the structure and functions of the animal body; Human skeletal system, some other animals e.g. fish, bird, cockroach, snail. To be able to draw the joints and rib cage. |
| | NOVEMBER-DECEMBER | Chapter 9: Electricity and Circuits | Prepare a simple electric circuit. Making a switch To observe a dry cell by opening it Prepare a poster on do's and don'ts to be followed while using electricity. Find out invention of various appliances of electricity along with the pictures | To prepare a circuit and study the passage of current through conductors and insulators. To identify closed and open circuits in simple electric circuit. To study various instruments such as voltmeter, switch, ammeter, etc. To understand construction, working and functions of electric cell and torch |
| | | Chapter 6: The Living Organisms and Their Surroundings | Tabulate the adaptive features of various organisms. Study the effect of response to stimuli Prepare herbarium (specimen of different leaves)/ aquarium or terrarium and observe how different environmental factors affect living organisms. | To understand the characteristics of living/non living things. To understand the terms habitat, biotic and abiotic factors To understand habitats like aquatic, deserts, mountains and adaptations and modifications shown by animals and plants living there. |

| | | | | |
|----------------------------|--------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ANNUAL EXAM (MARCH) | JANUARY | Chapter 10: Fun with Magnets | Observe a freely suspended magnet and study the alignment. Make your own magnet. Effect of bar magnet and horse shoe magnet on iron filings. Activities: Using compass find directions. | To understand the properties of magnets. To classify various objects into magnetic/non-magnetic classes To be able to make their own magnet. To understand the effects of bar magnet and horse shoe magnet on iron filings and draw the pattern of magnetic lines around the bar magnet paper. To draw different types of magnets showing North Pole and South Pole. |
| | FEBRUARY | Chapter 11: Air Around Us (PROJECT BASED) | Experiment to detect that air has weight and occupies space. Make a pie chart to show composition of air. | To understand importance of air in our surrounding To understand nature of hot and cold air To study the composition of air and its constituents To analyse how animals and plants are interdependent to consume air |
| | MARCH | REVISION + FINAL EXAM | | |
| SOCIAL SCIENCE | | | | |
| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
| PERIODIC TEST- I (JULY) | APRIL-MAY | Chapter 1 - History - What, Where, How and When | "1. Locating different places where early people used to live. 2. Making a list of different forms of life at different places according to the landforms and different climates. 3. Making a list of different reasons for which they travel in nowadays." | 1. The students learnt about the different places where the early humans lived. 2. The students learnt about the different reasons for which people travelled in different reasons. 3. The students learnt about the use of dates and timeline. |
| | | Chapter 1 - Civics - Understanding Diversity. | 1. A Worksheet in which the students had to mention their choices and favourites regarding the questions asked. 2. The students wrote different stories of topics of their own, with their own imagination - to understand the need of Diversity. 3. The students wrote down the different leaders from different regions who were a part of the Freedom Struggle which helped them to understand that the Independence was not the result of the struggle of only 1 section of people or one state's people but the collective effort of all. | 1. The student would be able to understand the common aspects of diversity amongst ourselves. 2. The students would be able to understand the importance of diversity in life. 3. The students would be able to understand that during the freedom struggle people of different states, communities, religions struggled and they all struggled and opposed the British together and achieved Freedom. 4. The students would be able to understand more about the term often associated to the country - UNITY IN DIVERSITY. |
| | | Chapter 1 - Geography - Earth in Our Solar System | 1. Role play as a planet and tell about yourself during the class. 2. Prepare a diagram of the Solar System 3. Make a Mnemonic tool differentiating between the Inner and Outer Planets. | 1. The student would be able to know about the size of the Earth and comprehend it with the size of the Universe and Sun. 2. The student would be able to understand the functioning of the Solar System and the major components of the Solar System too. 3. The students would be able to answer some questions of theirs regarding the Solar System. |
| | | Chapter 2 - Geography - Globe: Latitudes and Longitudes | 1. Draw Latitudes with the proper technique. 2. Note down the time of different cities at a time and find the difference in time from your own city. 3. Make a list of climate of different countries as you move towards North Pole from South Pole. 4. Locate your home or your school on the map (Google Map) and note down their co-ordinates. | 1. The students would be able to learn about why we experience different seasons. 2. The students would be able to know and understand the concepts of meridians of longitude and Prime Meridian. 3. The students would be able to understand why we on Earth experience different climates at different places on Earth. |

| | | | | |
|---------------------------------|--------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MID-TERM (SEPTEMBER) | JULY-AUGUST | Chapter 2 - History - From Hunting Gathering to Hunting Food | <ol style="list-style-type: none"> 1. Write different uses of fire in the modern times. 2. Locate different sites where the early humans remains have been found. 3. Make a list of animals that could have been domesticated by the early humans and compare it to the animals domesticated by modern humans. | <ol style="list-style-type: none"> 1. The students would be able to learn about the lives of the early humans. 2. The students would be able to learn about the little discoveries and changes in the lifestyle of the humans which shaped the life of the early humans and affects the modern lifestyle too. 3. The students would be able to understand how the change in environment affected the life of the Early Humans. 4. The students would be able to learn about the transition of early humans from hunting-gathering to settled life. |
| | | Chapter 2 - Civics - Diversity and Discrimination | <ol style="list-style-type: none"> 1. Discussion on various cases of discrimination that the students have experienced around us. 2. List down some of the common stereotypes which one sees or hears of usually. 3. Make a PPT on B. R. Ambedkar and the Constitution of India. | <ol style="list-style-type: none"> 1. The students would be able to understand the difference between the two different terms like Discrimination and Diversity. 2. The students would be able to spot out the Stereotypes and the Prejudices in the society. 3. The student would be able to understand the contributions of leaders like B. R. Ambedkar in the framing of Constitution and making it a reality. |
| | | Chapter 3 - Geography - Motions of Earth | <ol style="list-style-type: none"> 1. Make a model representation of Earth and show the tilt of Earth. 2. List out the different season India experiences with reference to the Image of Revolution of Earth. | <ol style="list-style-type: none"> 1. The students would be able to understand why days and nights happen. and how they are associated with the rotation of the Earth. 2. The students would be able to relate and understand the reason behind the different seasons we experience and how they are associated with the revolution of the earth around the Sun. 3. The students would be able understand the concept of Rotation and Revolution. 4. The students would be able to know about the leap year. |
| | | Chapter 3 - History - In The Earliest Cities | <ol style="list-style-type: none"> 1. Mark the important locations of Harappan civilization on Map. 2. Mark the area of extent of Harappan Civilization on Map of India. | <ol style="list-style-type: none"> 1. The students would be able to understand about the early cities and its varying features. 2. The students would be able to learn about the history and important sites of importance in our country's history. 3. The students would be able to understand the rich history of the country. |
| | | Chapter 3 - Civics - What is Government? | <ol style="list-style-type: none"> 1. Discussion amongst the students on the topic types of government. 2. Make a list of the countries which follow the same type of government like us. 3. Make a diagram representing the differnt levels of the government in our country. | <ol style="list-style-type: none"> 1. The students would be able to understand about the functioning of the government. 2. The students would be able to know about the multi-levels of the government. 3. The students would be able to understand more about the forms of government. |
| | | Chapter 4 - Geography - Maps | <ol style="list-style-type: none"> 1. Make a map of your surroundings of Home, with appropriate landmarks, symbols and signs. 2. Make a list of different symbols used in the maps. | <ol style="list-style-type: none"> 1. The students would be able to understand the importance and types of Maps. 1. The students would learn to represent information on a paper in the form of a Map. |
| | SEPTEMBER | Chapter 4 - History - What Books and Burials Tell Us | <p>Imagine that once you lived in Imamgaon 3000 years ago. Write a Paragraph on a day of your life; describing the various rituals followed there by the society. (Also write your opinions about those rituals)</p> | <p>The students would be able to understand the importance of the different sources of history.</p> <p>The students would be able to know about the various sources of history and what do they tell us about the past.</p> |

| REVISION + MID TERM EXAM | | | | |
|--------------------------------|-----------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERIODIC TEST-II (DECEMBER) | OCTOBER | Chapter 5 - Geography - Major Domains of the Earth (PROJECT) | Develop a Crossword out of the chapter and share it amongst yourselves to solve it. | <p>The students would be able to know about the different domains of the Earth.</p> <p>The students would be able to understand the different reason for which all the domains are important for our survival.</p> |
| | | Chapter 5 - History - Kingdoms, Kings and an Early Republic | Make a collage on role and importance of taxes in the past, comparing it with today's settings. | <p>The students would be able to know about some of the major kingdoms in the history of India.</p> <p>The students would be able to differentiate and learn about the different ways in which the governance over the period of kings differed from the present India.</p> |
| | | Chapter 5 - Civics - Panchayti Raj | <p>Create a front page of a rural newspaper and add headlines regarding the meetings, achievements and working of the tiers of the Panchayati Raj. You can also add articles about the vikkage and adverstisements by the farmers.</p> <p>Class debate/conversation between students of "Panchayti Raj system is intergral to India's development."</p> | <p>The students would be able to know about the importance of the Panchayti Raj in different aspects of life in Rural areas.</p> <p>The students would be able to know about the different functions of the Panchayti Raj.</p> |
| | NOVEMBER- DECEMBER | Chapter 6 - History - New Questions and Ideas | On a map of India indicate important centres of Jainism and Buddhism. | The students would be able to learn how the different ideas comes across the subcontinent. |
| | | Chapter 6 - Civics - Rural Administration | Technology is playing an important role in the field of agriculture. Enlist the different ways in which the latest technology is helping in the field of agriculture. | <p>The students would be able to understand that what are the basic services in the Rural areas.</p> <p>The students would be able to understand who is responsible for the development in the Rural Areas</p> |
| | | Chapter 7 - Geography - Our Country - India | Untimely Rain cause many farmers to lost their entire yield. Find out the impact of this on the farmers and the steps taken by the Government to help these farmers. | <p>The students would be able to understand and know different physiographic divisions of India.</p> <p>The students would be able to locate the different physiographic divisions on the surface of the Earth.</p> |
| | | Chapter 7 - History - From a Kingdom to an Empire | Each student should prepare their own Dhamma and display his/her novel ideas under the heading of "OUR OWN DHAMMA" highlighting one aspect of ideal living. | <p>The students would come across a mighty ruler and his kingdom.</p> <p>The students would be able to know the different values of the King Ashoka and his Ashoka's dhamma.</p> |
| | | Chapter 7 - Civics - Urban Administration | Talk to people in your family and make emphasis on the following aspects - how they approached the municipalities in their common area; Their experience; Solution provided. | The students would be able to know about the functioning of the Urban areas, the problems people face and the way in which the issues are resolved. |

| | | | | |
|----------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ANNUAL EXAM (MARCH) | JANUARY | Chapter 8 - Village, Town and Trade | Imagine yourself to be living in town/village of this period. Write briefly about the occupation you would be doing and why? Develop a flow chart/collage on importance of trade in past. Develop a collage on important features of Bhakti. | The students would be able to know about the way of life in Villages and Towns and how they developed over time. The students would come across the different traders, the influence of the kings and Pilgrims on the trade routes and the traders. |
| | | Chapter 9 - History - New Empires and Kingdoms | Imagine yourself to be ruler of any one of the kingdom; given in the chapter. Develop a conversation with your friend highlighting your achievement / failures. | The students would be able to know about the rise of new Empires and Kingdoms. |
| | FEBRUARY | Chapter 9 - Civics - Urban Livelihoods | Make a list of different sources of livelihood in the urban areas. | The students would be able to know and understand about the lives of the people in urban areas, the type of activities the people in towns used to perform. |
| | MARCH | TERM 2 - ANNUAL EXAM | | |
| SANSKRIT | | | | |
| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
| PERIODIC TEST- I (JULY) | APRIL-MAY | साहित्यः प्रथमः पाठः - शब्दपरिचयः-1 द्वितीयः पाठः - शब्दपरिचयः-II व्याकरणम् सर्वनाम शब्द परिचयः (अस्मद् , युष्मद् , तत् , किम्) शब्दरूपम् - बालकः धातुरूपम् - पठ् (चतुर्षु लकारेषु = लट् , लोट् , लृट् , लङ्ग) वर्ण विच्छेदः - संयोजनम् च। | अकारांत पुल्लिङ्ग लघु संवाद सचित्र निर्माणम् आकारांत स्त्रीलिङ्ग लघु संवाद सचित्र निर्माणम् सर्वनाम शब्दतालिका निर्माणम् | अकारांत पुल्लिङ्ग शब्दानाम् ज्ञानम् आकारांत स्त्रीलिङ्ग शब्दानाम् ज्ञानम् व्याकरणस्य ज्ञानं क्रियाप्रयोगः |
| MID-TERM (SEPTEMBER) | JULY-AUGUST | साहित्यः तृतीयः पाठः - शब्दपरिचयः-III चतुर्थः पाठः - विद्यालयः पञ्चमः पाठः - वृक्षाः (गतिविधि पर आधारित) षष्ठः पाठः - समुद्रतटः व्याकरणम् विभक्ति-परिचयः (प्रथमातः चतुर्थी पर्यन्तम्) संख्या (1-25) प्रत्यय - तुमुन् शब्दरूपाणि - बालकः, बालिका , पुष्पम् धातुरूपाणि - गम् (गच्छ्), स्था (तिष्ठ्) (चतुर्षु लकारेषु = लट् , लृट् , लोट् , लङ्ग) अपठित गद्यांशः , चित्रवर्णनम् , संवादः , श्लोकान्वयः | अकारांत नपुंसकलिङ्ग लघु संवाद सचित्र निर्माणम् निज विद्यालयस्य संवादात्मक वर्णनम् कविता गायनम् वाक्यनिर्माणम् भ्रमण स्थलस्य वर्णनम् | अकारांत पुल्लिङ्ग शब्दानाम् ज्ञानम् संस्कृत संवादस्य ज्ञानम् श्लोक अन्वयस्य ज्ञानम् कारक - विभक्ति प्रयोगस्य ज्ञानम् वाचन- अनुवाचनम् पठित गद्यांशः |
| SEPTEMBER | REVISION + MID TERM EXAM | | | |

| | | | | |
|--------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERIODIC TEST-II (DECEMBER) | OCTOBER | साहित्यः सप्तमः पाठः - बकस्य प्रतिकारः अष्टमः पाठः - सूक्तिस्तबकः व्याकरणम् अव्ययानि - यत्र, तत्र, कुत्र, अत्र, सर्वत्र, अन्यत्र, यदा, तदा, एकदा, सदा, सर्वदा, च, अपि, अद्य, श्वः, ह्यः, प्रातः, सायम्, अहर्निशम्, अधुना, एव, कुतः। शब्दरूपम् - मूनि धातुरूपम् - नी (नय्) (चतुर्षु लकारेषु = लट्, लृट्, लोट्, लङ्ग) | अव्ययानां प्रयोगः श्लोकगायनम् सर्वनाम प्रयोगेण लघुक्रीडा संवाद। वाक्यनिर्माणम् पुरुष लकार प्रयोगः | बुद्धेः- प्रयोगस्य ज्ञानम् व्याकरणस्य ज्ञानम् श्लोकानाम् अन्वययः जीवने महत्त्वम् च। अभिनयस्य ज्ञानम् कारक-विभक्ति प्रयोगस्य ज्ञानम् |
| | NOVEMBER DECEMBER | साहित्यः नवमः पाठः - क्रीडास्पर्धा दशमः पाठः - कृषिकाः कर्मवीराः (गतिविधि पर आधारित) द्वादशः पाठः - दशमः त्वम् असि व्याकरणम् विभक्ति-परिचयः (पञ्चमीतः सम्बोधन पर्यन्तम्) संख्या (26-50) प्रत्यय - क्त्वा, ल्यप् शब्दरूपम् - भानु | कविता-गायनं उत्सवानां नामानि चित्र निर्माणम् वर्णनम् संख्यावाचकशब्द प्रयोगः | श्लोकानाम् अन्वययः कृषकस्य जीवने महत्त्वम् च। भारतस्य महत्त्वम् वाक्यनिर्माणम् संबुद्धेः चातुर्यम् महत्त्वम् |
| ANNUAL EXAM (MARCH) | JANUARY FEBRUARY | साहित्यः त्रयोदशः पाठः - विमानयानं रचयाम (गतिविधि पर आधारित) चतुर्दशः पाठः - अहर् आः च व्याकरणम् धातुरूपाणि - चिन्त्, पा (पिब) (चतुर्षु लकारेषु = लट्, लृट्, लोट्, लङ्ग) अपठित गद्यांशः, चित्रवर्णनम्, संवादः, श्लोकान्वयः | श्लोकगायनम् लघु-कथा-निर्माणम् परीक्षायै तत्परता | श्लोकानाम् अन्वययः जीवने महत्त्वम् च। समस्या-समाधानम्। |
| | MARCH | FINAL TERM - ANNUAL EXAM | | |
| FRENCH | | | | |
| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
| PERIODIC TEST- I (JULY) | APRIL-MAY | L-0. Un clin d'œil sur la France L-1. Un voyage anatomique | Dessiner l'image d'une fille ou un enfant et nommez les partie du corps humain | • ils vont apprendre les noms des parties du corps humains |
| MID-TERM (SEPTEMBER) | JULY-AUGUST | 2. Allons à la Cafétéria !L-3 Une journée à Paris L-4. La famille professionnelle | Un dialogue dans un Cafétéria | • Choisir quelque chose à la cafétéria • Dire la nationalité • Donner des informations personnelles • Demander l'identité d'un objet ou d'une personne |
| | SEPTEMBER | Révision | | |
| PERIODIC TEST-II (DECEMBER) | OCTOBER | 5. Explorons les saisons ! 6. Le Collège Jean Renoir | Préparez un video ou un collage basé sur les saisons | •Parler des Saisons • Localiser des objets • Les prépositions |
| | NOVEMBER- DECEMBER | 7. Une visite aux Galeries Lafayette 8. Un repas français | Faites une recette | • Demander et proposer quelque chose • Demander/donner des goûts et des préférences |

| | | | | |
|--------------------------------|-----------------|----------------------------------------|----------------------|--------------------------------------------|
| ANNUAL EXAM (MARCH) | JANUARY | 9. Visitons la maison de Manuel ! | Décrivez Vore Maison | • Décrire un lieu, un décor |
| | FEBRUARY | 10. Une lettre de Boulogne-Billancourt | | • Écrire une lettre • Décrire une ville |
| | MARCH | FINAL TERM - ANNUAL EXAM | | |

SPANISH

| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
|-----------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERODIC TEST- I (JULY) | APRIL-MAY | Litreature - Leccion 1 - Qué Sorpresa! Leccion 2 - Qué Guay! Contest the questions and answers in the true and false. Writing - Describing about myself and my family. Daily routine Grammar - Ser vs Estar - Verb to-be is/am/are, el verbo haber - there is and there are. El verbo - llamarse - to call oneself. Demonstratives pronoun. Possesivos adjectives. Interrogatives, Verbos reflexivos - Reflexives verbs. Reading comprehension. To learn vocabulary. | Group activity Making question words and answers Presenting ourselves in Spanish Describe the things in Spanish Activity - Writing about my family and myself. | The students would be able to Identify the verb - to be, where we have to put the correct verb in the fill in the blanks, Contest the questions and answers in Spanish, with the questions "what, when, where, etc. Frame the sentence with the questions words. Write short paragraphs about themselves, about their family, what they does and what's their daily routine. Students would be able to understand how to describe the things which object is located in the class or at their home, so they can find and learn the new words and identify the words related from the demonstrations. Learn new words everyday. Read a variety of texts in Spanish and idenfntify the characters and ideas. |
| PERODIC TEST- I (JULY) | | | | |
| MID-TERM | JULY-AUGUST | Litreature - Leccion 3 - Qué desastre! Leccion 4 - Qué suerte! Contest the questions and answers in the sentence. Writing - Likes and dislikes in Spanish Grammar - The verb - Gustar - likes and dislikes, Regular and irregular verbs. Date and timings in Spanish Reading comprehension and Vocabulary. | Talk about likes and dislikes. A worksheet in which the students wrote timings. Talk about food. | Students would be able to write likes and dislikes. Students would be able to write the schedule in Spanish, so they can make their schedules according to their classes, and paste it on their notebooks. Studnets would be able to identify the letters are pronounced "Z y Q" in Spanish. |

| | | | | |
|----------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (SEPTEMBER) | SEPTEMBER | <p>Litreature - Leccion 5 - Qué Problema! Contest the questions and answers in the sentence.</p> <p>Writing - Mi diaria rutina, que te gusta (my daily routine, likes and dislikes.</p> <p>Grammar - Regular and irregular verbs, Demonstratives, Posesivos adjetivos, Ser vs Estar, Date and timings.</p> <p>Expressions of the day, Reading comprehension and Vocabulary</p> | <p>Discussions about expressions Make some expressions and will discuss in the class. Group activity make some chits with the words and will frame the sentence.</p> | <p>Students would be able to identify the words and frame the sentences accordingly. Students would be able to write the correct answers from the text and from the options by teacher dictated. Read some descriptions and translate the sentences into English, so then can able to understand the meanings in the Spanish.</p> |
| Revision + Mid-Term Exam | | | | |
| PERIODIC TEST-II (DECEMBER) | OCTOBER | <p>Litreature - Leccion - 6 Qué Torpe! Contest the questions and answers in the sentence.</p> <p>Writing - About birthay celebration.</p> <p>Grammar - Ir+a infinitivo - near future tense, Imperatives.</p> <p>Reading comprehension and Vocabulary.</p> | <p>Discussions about near future tense. make some recipes in Spanish. Make some plans. Give orders in Spanish.</p> | <p>Students would be able to identify the near future tense using with the verb Ir+a infinitivo, so they could make some paragraphs how they celebrate their birthdays and make some plan to go out in the near future tense. Make some sentences with using some imperative, students would be able to understand how to make recipes in Spanish and what we called to the items of the food.</p> |
| | NOVEMBER- DECEMBER | <p>Litreature - Leccion - 7 Qué pesada! Leccion - 8 Qué Emocion! Contest the questions and answers in the sentence.</p> <p>Writing - Describe the persons</p> <p>Grammar - Tener + que, poder + que (have to, able do) Prepositions.</p> <p>Reading comprehension and vocabulary</p> | <p>Describe the persons in the group Shall give some pictures of the person and describe them.</p> | <p>Students would be able to identify the persons and describe them accordingly, so they can write the few sentences on the persons about what they wear, what they looks like. Students would be able to write some sentences with the verb have to and able to.</p> |
| PERIODIC TEST - 2 | | | | |
| ANNUAL EXAM | JANUARY | <p>Revision Leccion - 4, 5, 6</p> <p>Grammar - Ser vs estar, Regular and irregular verbs, Prepositions, Imperatives. ir+a infintivo.</p> <p>Writing - Write some recipes, About birthday celebrations and Description</p> <p>Reading comprehension and vocabulary</p> | <p>Revision with the worksheets. Group activity Describe the persons physical</p> | <p>Students would be able to write the sentences. Students would be able to learn all the vocabulary done till. Students would be able to translate the sentences English to Spanish.</p> |

| | | | | |
|----------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (MARCH) | FEBRUARY | Revision Leccion - 7, 8 Grammar - Ser vs estar, Regular and irregular verbs, Prepositions, Imperatives. ir+a infinitivo. Writing - Write some recipes, About birthday celebrations and Description Reading comprehension and vocabulary | Revision with the worksheets. Group activity Describe the persons physical | Students would be able to write the sentences. Students would be able to learn all the vocabulary done till. Students would be able to translate the sentences English to Spanish. |
| | MARCH | FINAL TERM - ANNUAL EXAM | | |
| GERMAN | | | | |
| ASSESSMENT | MONTH | SYLLABUS | ACTIVITY/PROJECT/EXPERIMENT | LEARNING OUTCOMES |
| PERIODIC TEST- I (JULY) | APRIL-MAY | Module 1. Lektion 1. Hallo Lektion 2. Das ist meine Familie | "Group activity Making question words and answers Presenting ourselves in German Describe the things in German Activity - Writing about my family and myself." | The students would be able to Identify the verb - to be, where we have to put the correct verb in the fill in the blanks, Contest the questions and answers in German, with the questions "what, when, where, |
| | MID-TERM (SEPTEMBER) | JULY-AUGUST | Module 1. Lektion 3. Hast du Geschwister? Lektion 4. Wo wohnt ihr? | Creating Family Tree Dialogue Puzzle Counting Games |
| | SEPTEMBER | Revision + Mid-Term Exam | | |
| PERIODIC TEST-II (DECEMBER) | OCTOBER | Module 2. Lektion 1. Das Haus von Familie Weigel | Make some plans. Give orders in German. Conversations in German | Students will learn different types of house in German, will learn about objects in house and answers the questions |
| | NOVEMBER- DECEMBER | Module 2. Lektion 2. Ein Besuch Lektion 3. Mautzi, unsere Katze | Interview Survey Learn a song" Hast du Tiere" | Students will learn how to offer something to guests, to express will or preference. We will learn food preference and different types of pet. |
| ANNUAL EXAM (MARCH) | JANUARY | Module 2. Lektion 4 Die Nachbarn von Familie Weigel | Revision of All Chapters | Students will learn about different types of foreign language, answer and questions about the same. To say, which language is spoken in a particular country. |
| | FEBRUARY | Revision of all chapters | | |
| | MARCH | FINAL TERM/ANNUAL EXAM | | |