
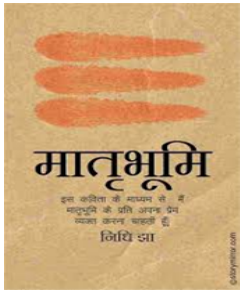





**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**SYLLABUS (2025-26)**  
**CLASS VI**

| MONTH | ENGLISH   | HINDI  | MATH  | SOCIAL SCIENCE  | SCIENCE   | FRENCH/ SPANISH /SANSKRIT  |
|-------|---|--|---|---|---|--|
| April | <p><b>MCB</b></p> <p><b>UNIT1:</b><br/><b>TECHNOLOGY</b></p> <p>From Tablet to Tablet<br/>Dear Santa,</p>  <p>Did You Get My Tweet?<br/>(Poem)</p> <p>Robots are a boastful Lot!</p> <p>Grammar</p> <p>Words Often Confused</p> | <p>मल्हार –मातृ भूमि<br/>(कविता)</p>  <p>देशभक्ति</p> <p>क्रियाविधि: छात्रों को भूमि रक्षक की भूमिका देना।</p> <p>वे भूमि रक्षा से जुड़े अलग-अलग किरदार बने जैसे- एक किसान, सैनिक, पर्यावरणविद, वैज्ञानिक, आदि।</p> | <p><b>Patterns in Mathematics Inquiry Based learning-</b> Number Patterns Exploration<br/>In a sequence of numbers, identify the given patterns. What's the Next Number</p> <p><b>Experiential Learning</b><br/>students build and extend number sequences using various materials.</p> <p><b>Collaborative Learning</b><br/>Puzzles related to relationships between number sequences.</p> | <p><b>Locating Places on the Earth</b></p> <ul style="list-style-type: none"> <li>“Globe &amp; Flashlight Experiment<br/>To help students understand the three heat zones—<b>Torrid Zone, Temperate Zone, and Frigid Zone</b>—by observing how sunlight falls on different parts of the Earth.</li> </ul> | <p><b>Mindful Eating</b></p> <p><b>REAL LIFE CONNECT</b></p> <p><u>Know your food</u></p> <p><u>Learn to read food labels</u></p>  <p><u>Reading the nutrition label helps us to make healthy choices</u></p> <p><u>Research on FSSAI</u></p> | <p><b>FRENCH</b><br/>La France<br/>Les Salutations<br/>L' Alphabet</p> <p><b>SPANISH</b><br/>Unidad 1<br/>Hola</p> <p>saludos y despedidas<br/>Llamarse<br/>Las nacionalidades<br/>Verbo SER</p> |

With

Sentences- Assertive,  
Interrogative,  
Imperative and  
Exclamatory.

Unjumble the words to  
form meaningful  
sentences.

Reading  
Comprehension

Writing Skill:  
Paragraph Writing

Values: Self-discipline  
and responsibilities  
towards the use of  
Modern tools and  
gadgets

Activity: Make an  
attractive book mark  
using handmade paper  
with a quote of any  
famous author to  
generate love for  
reading and encourage  
less screen time.

Literature Reader: Unit  
1 and 3- The Violet

वे बताएँगे कि उनकी  
भूमिका मातृभूमि की  
रक्षा में कैसे मदद  
करती है।



Create your own  
number sequences  
and share with the  
class

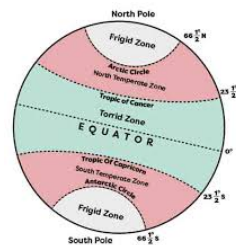
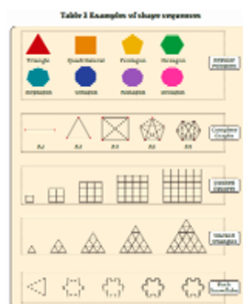
### ICT Integration

GeoGebra or  
Desmos, to explore  
and visualize number  
sequences.

### Connect with Real Life

Pattern in Music  
Music composition  
and rhythm.  
number patterns  
appear in real-life  
situations, such as

population growth or  
financial





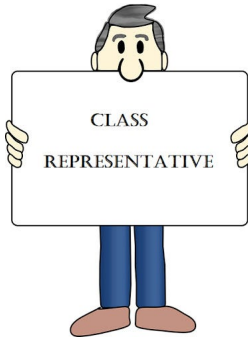
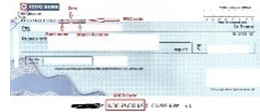
- Greenwich Royal  
Observatory  
Virtual Tour

### Timeline and Sources of History

I am an Excavator!



"Timelines in Motion:  
A Mathematical  
Exploration of  
Historical  
Progression"

|     |  |  |   |  |  |  |
|-----|--|--|---|--|--|--|
|     | and Foreign Lands(<br>Poems)<br><br>Activity Book: Unit 1  |  |   |  |  |  |
| May | <b>Unit II: Learning is Fun</b><br>The classroom In The Train<br><b>Grammar:</b><br><br>Subject and Predicate<br><br>Punctuation Marks<br><br>Reading Comprehension<br><br><b>Writing Skill:</b> Diary Entry<br><br>Values: Feeling of Gratitude, mutual respect and bond between student and teacher<br><br>Activity: Essay Writing ( Draft 1 explanation)<br><br>Assessment of Speaking and Listening<br><br>Literature Reader: Unit | हार की जीत<br>(कहानी )<br><br>चित्रकला गतिविधि:<br>"सुलतान" के घोड़े का चित्रण गोंद कला द्वारा पूरा करें।<br> | <b>Data handling &amp; Presentation</b><br><br>Collecting and Organising data<br>Pictographs<br><br>Drawing a pictograph<br><br>Bar Graphs<br><br>Drawing a Bar Graph<br><br>Theme-based activity – ' It's a small world'-<br>Making pictograph to represent population of different countries of the world.<br><br>Artistic and Aesthetic Considerations<br>Infographics | <b>Grassroots Democracy -Part 1 : Governance</b><br><br><b>General Elections</b><br><br>Class Representative elections will be conducted during the beginning of the month. Points will be reiterated.<br> | <b>Exploring Magnets</b><br><b>REAL LIFE CONNECT</b><br><b>MICR code on cheques</b><br><br>What is MICR code?<br>What is the significance of each digit in MICR code?<br><br>Life Skill<br><br>Students will be encouraged to open their own bank accounts, save money and get their own cheque books | <b>FRENCH</b><br><br>Les Nombres 1-100<br>Les Accents<br><br><b>SPANISH</b><br><br>Leccion 2<br><br>Cumpleanos<br><br>Los numeros 0-31.<br><br>Verbo Tener |

1 and 3- The Violet and Foreign Lands(Poems)

Activity Book: Unit 1

हिन्द महासागर में  
छोटा - सा हिंदुस्तान

(यात्रा वृत्तांत)



चित्रात्मक सूचना  
(इंफोग्राफिक) निर्माण

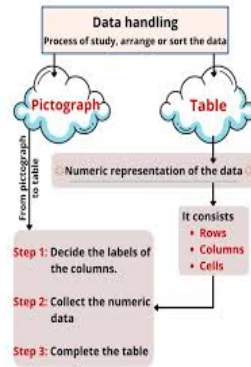
विषय: मॉरिशस में  
भारतीय संस्कृति

निर्देश: छात्र मॉरिशस में भारतीय संस्कृति की उपस्थिति को दर्शाने वाले चित्र बनाएं, जैसे मंदिर, त्योहार, पारंपरिक वेशभूषा आदि। प्रत्येक चित्र के साथ संक्षिप्त विवरण दें।



बाल राम कथा -

अवध पूरी में राम ,

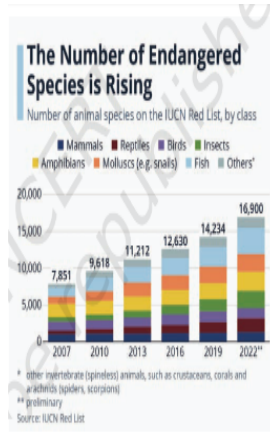



Preparing pictograph according to the given data.  
Q 2 Collect information about the favorite sport of the students of your class and make a pictograph. Find out which one is the most played and which one the least. Discuss the importance

### Activity

Students in a class voted on their favorite fruit. Each student voted once. The bar graph below summarizes the data collected from the class vote.



|        |   | जंगल और जनकपुरी<br>वर्णमाला<br>भाषा ,बोली, लिपि<br>पर्यायवाची<br>संज्ञा<br>सर्वनाम<br>अनुच्छेद<br>अनुस्वार ,अनुनासिक<br>,नुक्ता,<br>अपठित गद्यान्श<br>कौशल : ग्रहण क्षमता<br>,लिखित एवं मौखिक<br>अभियक्ति |  <p><b>The Number of Endangered Species is Rising</b><br/>Number of animal species on the IUCN Red List, by class</p> <table><tr><th>Year</th><th>Mammals</th><th>Reptiles</th><th>Birds</th><th>Insects</th><th>Amphibians</th><th>Molluscs (e.g. snails)</th><th>Fish</th><th>Others*</th></tr><tr><td>2007</td><td>7,851</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2010</td><td>9,618</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2013</td><td>11,212</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2016</td><td>12,630</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2019</td><td>14,234</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2022**</td><td>16,900</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>* other invertebrate (spineless) animals, such as crustaceans, corals and arachnids (spiders, scorpions)<br/>** preliminary<br/>Source: IUCN Red List</p> | Year  | Mammals   | Reptiles   | Birds | Insects | Amphibians | Molluscs (e.g. snails) | Fish | Others* | 2007 | 7,851 |  |  |  |  |  |  |  | 2010 | 9,618 |  |  |  |  |  |  |  | 2013 | 11,212 |  |  |  |  |  |  |  | 2016 | 12,630 |  |  |  |  |  |  |  | 2019 | 14,234 |  |  |  |  |  |  |  | 2022** | 16,900 |  |  |  |  |  |  |  |  |  |
|--------|---|---|--|---|---|--|-------|---------|------------|------------------------|------|---------|------|-------|--|--|--|--|--|--|--|------|-------|--|--|--|--|--|--|--|------|--------|--|--|--|--|--|--|--|------|--------|--|--|--|--|--|--|--|------|--------|--|--|--|--|--|--|--|--------|--------|--|--|--|--|--|--|--|--|--|
| Year   | Mammals   | Reptiles  | Birds  | Insects   | Amphibians  | Molluscs (e.g. snails)   | Fish  | Others* |            |                        |      |         |      |       |  |  |  |  |  |  |  |      |       |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |        |        |  |  |  |  |  |  |  |  |  |
| 2007   | 7,851   |   |  |   |   |  |       |         |            |                        |      |         |      |       |  |  |  |  |  |  |  |      |       |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |        |        |  |  |  |  |  |  |  |  |  |
| 2010   | 9,618   |   |  |   |   |  |       |         |            |                        |      |         |      |       |  |  |  |  |  |  |  |      |       |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |        |        |  |  |  |  |  |  |  |  |  |
| 2013   | 11,212  |   |  |   |   |  |       |         |            |                        |      |         |      |       |  |  |  |  |  |  |  |      |       |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |        |        |  |  |  |  |  |  |  |  |  |
| 2016   | 12,630  |   |  |   |   |  |       |         |            |                        |      |         |      |       |  |  |  |  |  |  |  |      |       |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |        |        |  |  |  |  |  |  |  |  |  |
| 2019   | 14,234  |   |  |   |   |  |       |         |            |                        |      |         |      |       |  |  |  |  |  |  |  |      |       |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |        |        |  |  |  |  |  |  |  |  |  |
| 2022** | 16,900  |   |  |   |   |  |       |         |            |                        |      |         |      |       |  |  |  |  |  |  |  |      |       |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |        |        |  |  |  |  |  |  |  |  |  |
| July   | Unit II (contd):<br><b>LEARNING IS FUN</b><br><br>A Teacher for All<br>Seasons (Poem)<br><br><br><br>The Sweet Sound of<br>Success | मल्हार - पहली बूंद<br><br>कविता लेखन: "मेरी<br>पहली बूंद"<br><br>विषय: छात्र स्वयं एक<br>छोटी कविता लिखें,<br>जिसमें वे वर्षा की<br>पहली बूंद के अनुभव<br>और भावनाओं को<br>व्यक्त करें।                   | <b>Number Play</b><br><br><b>Patterns of Numbers<br/>on the Number Line</b><br><br>Numbers can be used<br>for many different<br>purposes including, to<br>convey information,<br>make and discover<br>patterns, estimate<br>magnitudes, pose and<br>solve puzzles, and play<br>and win games.  | <b>The value of work</b><br><br><b>Interview a Worker</b><br><br>Students will take on<br>the role of young<br>reporters and<br>prepare an interview<br>questionnaire to<br>discover the real-life<br>experiences of a<br>worker in their<br>community. | <b>Diversity in the living<br/>world</b><br><br>Nature Walk in the school<br>premises<br><br><b>EXPERIENTIAL<br/>LEARNING/<br/>EXPLORATORY</b><br><br>1. Observe and name the<br>different parts of a leaf. | <b>FRENCH</b><br><br>Qu'est-ce que c'est ? –<br>Dans la classe<br><br>Les Articles définis et<br>indéfinis<br><br>Pluriel des noms<br><br><br><b>SPANISH</b><br><br>Los meses del año. |       |         |            |                        |      |         |      |       |  |  |  |  |  |  |  |      |       |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |      |        |  |  |  |  |  |  |  |        |        |  |  |  |  |  |  |  |  |  |

## Grammar:

Nouns ( Proper, common, abstract and collective, countable and uncountable nouns)

Punctuation

Antonyms and Synonyms

**Writing Skill: Diary Entry** ( The Day I Took the First Step Towards Change)

Activity: Students will prepare a RAP song for their teachers using suno.ai. Blending technology and language to create masterpieces.

Literature Reader: Unit 4 and 5: The Treasure Seekers- I and II

Activity Book: Unit 2



## पेड़ की बात



## "कलात्मक पेड़" – कला गतिविधि

विषय: विभिन्न कला शैलियों (जैसे मधुबनी, वाल्मी, गोंड) का उपयोग करके पेड़ का चित्रण करें।

## व्याकरण

लिंग बदलिए, आत्मकथा लेखन, चित्र वर्णन ,अनौपचारिक पत्र ,अपठित गद्यांश , अनुच्छेद लेखन

## बाल राम कथा -

## Playing with Digits

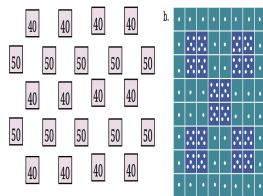
Thinking about and formulating set procedures to use numbers for these purposes is a useful skill and capacity (called 'computational thinking').

## Pretty Palindromic Patterns

## The Magic Number of Kaprekar

## Clock and Calendar Numbers

## Playing with Number Patterns



## An Unsolved Mystery — the Collatz Conjecture!

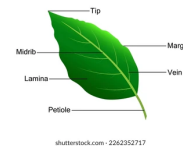


## Oceans and Continents

## Continents in a Box

Class will be divided into 7 groups, one for each continent. Each group creates a "continent box" filled with:

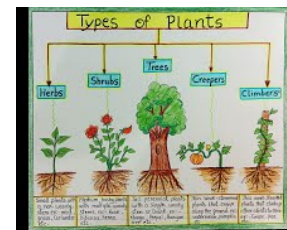
- Pictures of animals
- Food items (real or drawn)
- Traditional clothing (paper cutouts)
- Flags and maps
- Other important features



2. During Nature walk, observe diversity in plant life and explore their grouping

3. Observe the explore the different types of leaf venation


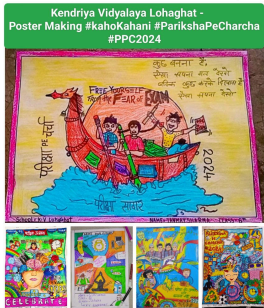


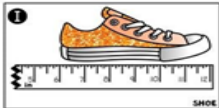

4. Explore and understand two types of root systems.



Verbo cumplirse

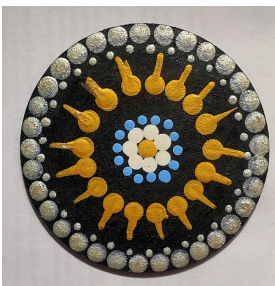
Los días de la semana

Los planetas

|                      |  |   |   |   |   |   |
|----------------------|--|---|---|---|---|---|
|                      |  | <p>दो वरदान<br/>कौशल : ग्रहण क्षमता<br/>,लिखित एवं मौखिक<br/>अभियक्ति</p>   | <p><b>Simple Estimation</b></p> <p><b>Games and Winning Strategies</b></p>  |   |   |   |
| <p><b>August</b></p> | <p><b>UNIT 3 :FAMILY FUN</b></p> <p>Section I:YoungUncle Goes to His Village</p> <p>An Information Bureau(Poem)</p>  <p><b>.Grammar:</b> Pronouns</p> <p>Phrasal Verbs</p> <p><b>Writing Skill:</b> Informal Letter Writing</p> <p>Activity: Making Greeting Cards for different members of the family, which can be given on Mother's Day, Father's Day, Grandparents' Day etc</p> | <p><u>मल्हार - परीक्षा</u></p>  <p>नाटक मंचन: "परीक्षा की प्रक्रिया"</p> <p>विषय: कहानी के घटनाक्रम पर आधारित लघु नाटक तैयार करें।</p> <p><u>गोल</u></p> <p>चित्रकला गतिविधि: "गोल आकार की दुनिया"</p> | <p><b>Prime Time</b></p> <p><b>Common Multiples and Common Factors</b></p> <p>Activity :<br/>Idli-Vada Game</p> <p>Jump Jackpot Jumpy and Grumpy play a game. • Grumpy places a treasure on some number. For example, he may place it on 24. • Jumpy chooses a jump size. If he chooses 4, then he has to jump only on multiples of 4, starting at 0. • Jumpy gets the treasure if he lands on the number where Grumpy placed it.</p> <p>Look at the table below. What do you notice?</p> | <p><u>India's Cultural Roots</u></p> <p><b>Toy based: Vedic Amusement!</b><br/>Find out about the games played during the Vedic Age. Develop those games once again and play with your classmates.<br/>(Chauka Bara)</p>  <p><u>SEA -Family and Community</u></p> <p><b>Family &amp; Community</b></p>  | <p><u>Measurement of Length and Motion</u></p> <p>Using the broken ruler to measure length accurately</p>   | <p><u>FRENCH</u></p> <p>Verbes 'être et avoir' au présent</p> <p>Qui est-ce ?</p> <p>Les couleurs</p> <p>Les formes</p> <p>Les Adjectifs</p> <p><u>SPANISH</u></p> <p>Leccion 3</p> <p>Las cosas de la clase .</p> <p>Los articulos determinados/indeterminados.</p> <p>Los colores</p> |

Literature Reader: Unit 6 and 7: The Painted Ceiling and Pollyanna-the Game

Activity Book: Unit 3



विषय: अपने आसपास की गोल आकार की वस्तुओं का चित्र बनाएं, जैसे – सूरज, चंद्रमा, गेंद, थाली, घड़ी आदि।

निर्देश: चित्र में रंगों का

सुंदर उपयोग करें और प्रत्येक वस्तु का नाम लिखें।



प्रश्न उत्तर ,वाक्य

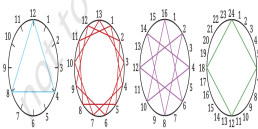
|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |

- In the table,
1. Is there anything common among the shaded numbers?
  2. Is there anything common among the circled numbers?
  3. Which numbers are both shaded and circled? What are these numbers called?

Prime Numbers

Co-prime numbers for safekeeping treasures

Art Integration  
Co-prime art



Prime Factorisation

Using prime factorisation to check if one number is divisible by another

Divisibility Tests

Fun with numbers

Lines & Angles

Point

रचना ,नवीन शब्द

व्याकरण : क्रिया ,  
विशेषण ,अनेक शब्दों  
के लिए एक शब्द ,  
,औपचारिक पत्र  
,अनुच्छेद लेखन

बाल राम कथा :

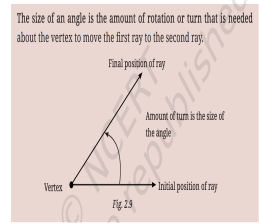
राम का वन गमन ,  
चित्र कूट में भरत  
कौशल : ग्रहण क्षमता  
,लिखित एवं मौखिक  
अभियक्ति

**Line Segment**  
**Line**  
**Ray**

Draw a rough figure  
and write labels  
appropriately to  
illustrate each of the  
following: a. OP and  
OQ meet at O. b. XY  
and PQ intersect at  
point M. c. Line l  
contains points E and  
F but not point D. d.  
Point P lies on AB.

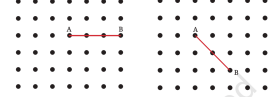
**Angle**

are successively larger angles with more and more rotation.

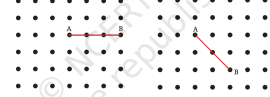


**Comparing Angles**  
**Dot Paper Activity**

Join A to other grid points in the figure by a straight line to get a straight angle. What are all the different ways of doing it?



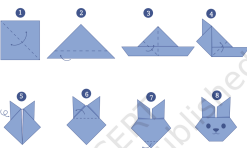
Now join A to other grid points in the figure by a straight line to get a right angle. What are all the different ways of doing it?



**Classifying Angles**

**Measuring Angles**

The size of an angle is

|           |  |  |  |   |  |  |
|-----------|--|--|--|---|--|--|
|           |  |  | <p>the amount of rotation or turn needed about the vertex to rotate one ray of the angle onto the other ray of the angle. The sizes of angles can be measured in degrees. One full rotation or turn is considered as 360 degrees and denoted as <math>360^\circ</math>. Degree measures of angles can be measured using a protractor. Angles can be straight (<math>180^\circ</math>), right (<math>90^\circ</math>), acute (more than <math>0^\circ</math> and less than <math>90^\circ</math>), obtuse (more than <math>90^\circ</math> and less than <math>180^\circ</math>), and reflex (more than <math>180^\circ</math> and less than <math>360^\circ</math>).</p> |   |  |  |
| September | <p><b>UNIT 3 ( contd) :</b><br/><b>FAMILY FUN</b><br/>Building a Shelter</p> <p><b>Unit IV:</b><br/>Sportsmanship</p> <p>The Marathon Story</p> <p><b>Grammar:</b></p> | <p><u>मल्हार - मैया मैं नहीं माखन खायो</u></p> <p>पोस्टर निर्माण:<br/>"भक्ति और बाल लीला"</p> <p>विषय: भक्ति, मासूमियत और बाल लीलाओं के महत्व को दर्शाने वाला एक</p> | <p><b>Lines &amp; Angles continued....</b></p> <p><b>Art Integration Activity</b></p> <p><small>Make the paper craft as per the given instructions. Then, unfold and open the paper fully. Draw lines on the creases made and measure the angles formed.</small></p>  <p><b>Angles in a clock:</b></p>   | <p><b><u>SEA -Family and Community (conti..)</u></b></p> <p>Mid Term Revision</p> | <p><b><u>A Journey through states of water</u></b></p> <p><b>Trans-Disciplinary: MATH</b></p> <p><b><u>Mugs of water used in various daily activities and plot them in the form of a Bar Graph</u></b></p> | <p><b><u>FRENCH</u></b></p> <p>Les Métiers</p> <p>Revision for the Half Yearly Exams</p> <p><b>SPANISH</b></p> <p>Los países hispanohablantes.</p> |



Determiners

Punctuation

Marks-

Apostrophe

Adjectives (kinds)

**Writing Skill:**

Revision of  
paragraph writing  
and informal  
letter writing

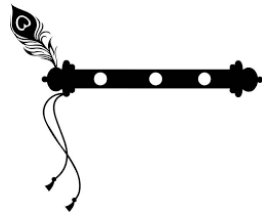
**Activity:** Prepare an  
exciting recipe for a  
happy family by listing  
out ingredients and  
instructions.

Activity Book: Unit 3

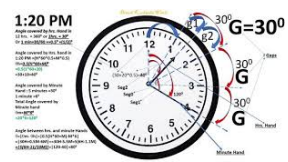
प्रेरणादायक पोस्टर  
बनाएं।



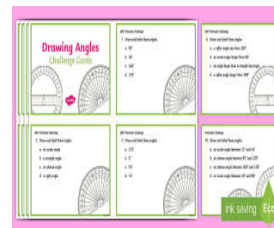
निर्देश: पोस्टर में  
उपयुक्त चित्रों और  
नारों का उपयोग करें,  
जो कविता के संदेश  
को प्रभावी ढंग से  
प्रस्तुत करें।



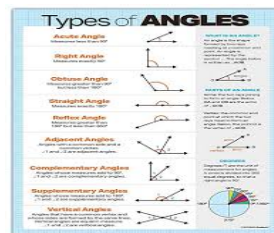
व्याकरण :  
औपचारिक एवं  
अनौपचारिक  
पत्र



**Drawing Angles**



**Types of Angles and  
their Measures**




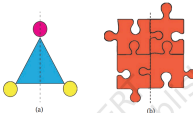
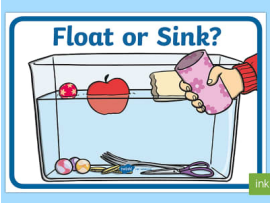


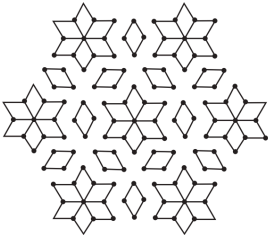

Real Life Application

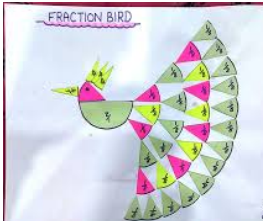


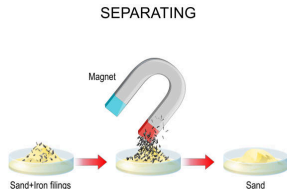


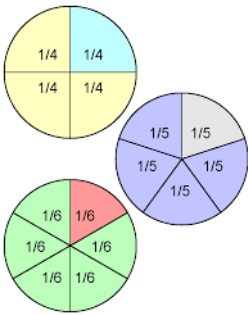



Mis primeras frases en  
la clase de español.

Cultura -Sobre España

|         |   |   |  |  |  |  |
|---------|---|---|--|--|--|--|
|         |   | <p>अनुच्छेद लेखन<br/>, विलोम शब्द , वचन<br/>बदलो</p> <p><u>बाल राम कथा :</u></p> <p>दंडक वन में दस वर्ष<br/>पुनरावृत्ति</p>   |  |  |  |  |
| October | <p><b>Unit IV:<br/>SPORTSMANSHIP</b></p> <p>The Unbreakable</p> <p>When Sachin Walks<br/>out to Bat ( Poem)</p>  <p>Grammar: Degrees of<br/>Adjectives</p> <p>Position of adjectives</p> <p>Synonyms</p> <p>Writing Skill: Formal<br/>Letter Writing</p> | <p><u>मल्हार - सत्रिया और<br/>बिहू नृत्य</u></p>  <p>सत्रिया नृत्य पोस्टर:</p> <p>सत्रिया नृत्य की<br/>प्रमुख मुद्राओं और<br/>रंग-बिरंगे परिधानों<br/>का चित्रण किया<br/>जाए।</p> <p>पोस्टर में असम के<br/>मठों की छाया और<br/>नृत्य के धार्मिक<br/>महत्व को दर्शाया<br/>जाए</p> <p><u>व्याकरण</u><br/>क्रिया विशेषण</p> | <p><b><u>SYMMETRY</u></b></p> <p><b><u>Study of monuments</u></b></p>  <p>Taj Mahal Gopuram</p> <p>What are the symmetries that you see in these beautiful structures?</p> <p><b><u>Line of Symmetry</u></b></p>  <p>Figures with more than<br/>one line of symmetry</p> <p>Generating shapes<br/>having lines of<br/>symmetry</p> | <p><b><u>Landforms and Life</u></b></p> <p>Students will work in<br/>groups. Each group<br/>will be assigned a<br/>specific landform —<br/>such as mountains,<br/>plains, plateaus,<br/>Each group will<br/>prepare a mini skit or<br/>presentation where<br/>they:</p> <ul style="list-style-type: none"> <li>Dress up or bring<br/>props (shawls for<br/>mountains,<br/>sunglasses for<br/>deserts, etc.)</li> <li>Act as people<br/>living in that<br/>region</li> <li>Talk about their<br/>homes, clothes,<br/>food, jobs, and<br/>how the landform<br/>affects their life.</li> </ul> | <p><b><u>Materials around Us</u></b></p> <p><b><u>INVESTIGATORY<br/>ACTIVITY</u></b></p> <p><b><u>EXPERIENTIAL</u></b></p> <p>Different properties of<br/>materials will be<br/>investigated</p> <p>Float/ Sink; smooth/<br/>rough; transparency etc</p> <p>Hands on activity using<br/>everyday materials<br/>around us</p>  | <p><b><u>FRENCH</u></b><br/>Les Animaux dans la<br/>ferme<br/>Les Parties du corps<br/>Le verbe 'aller'<br/>Décrire une personne</p> <p><b><u>SPANISH</u></b></p> <p><b><u>Leccion 4</u></b></p> <p>Los verbos regulares y<br/>irregulares .</p> <p>Los interrogativos.<br/>Contracciones<br/>a+el=al<br/>de+el=del.</p> <p>Las asignaturas .</p> <p>Preferir .</p> <p>La cultura -mexico.</p> |

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|--|--|--|--|--|--|--|
|  | <p>Activity: Draw a Caricature of your favourite sports personality</p> <p>Literature Reader: Unit 9 and 10: Uncle Podger hangs a picture and The Gift of the Magi</p> <p>Essay Writing ( Term 2)</p> <p>Activity Book: Unit 4</p> <p><b>Art Integration:</b><br/>Prepare a presentation in a group on the Life- History of their favourite sportsman.</p> | <p>भिन्नार्थक शब्द<br/>लेखन<br/>अनुच्छेद<br/>विज्ञापन निर्माण।<br/>संवाद लेखन<br/>बाल राम कथा :<br/>सोने का हिरण<br/>कौशल : ग्रहण<br/>क्षमता ,लिखित एवं<br/>मौखिक अभिव्यक्ति</p> | <p><b>Activity :</b></p> <p><b>Paper Folding and Cutting</b></p> <p>Find the lines of symmetry for the kolam below.</p>  <p><b><u>Rotational Symmetry</u></b></p> <p>Some figures may have a line of symmetry but no angle of symmetry, while others may have angles of symmetry but no lines of symmetry. Some figures may have both lines of symmetry as well as angles of symmetry.</p> <p><b><u>Fractions</u></b></p> <p>Fractional Units and Equal Shares</p> |  |  |  |
|--|--|--|--|--|--|--|

|          |   |  |  |  |  |   |
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|          |   |  | <p>Fractional Units as Parts of a Whole</p> <p>Measuring Using Fractional Units</p> <p>Activity:</p> <p><b><u>Paper Strip cutting activity</u></b></p> <p><b><u>Art Integration</u></b></p>  |  |  |   |
| November | <p><b>Unit V:</b> Food for Thought</p> <p>Learning to Cook</p> <p>It's Fun to Cook (Poem)</p>  | <p><u>मल्हार - जलाते चलो</u></p>  | <p><b>Fractions continue....</b></p> <p>Marking Fraction Lengths on the Number Line</p> <p>Mixed Fractions<br/>Fractions greater than one</p> <p>Equivalent Fractions<br/>Using a fraction wall to find equal fractional lengths!</p>  | <p><b><u>The Beginnings of Indian Civilisation</u></b></p> <p><b><u>Interdisciplinary:</u></b></p> <p><b><u>Art Integration:</u></b></p> <p><b><u>Khelo India Khelo</u></b><br/>Recreate toys used during Harappan civilization with the help of clay.<br/>Conclude the type of lifestyle people preferred during that time.</p> | <p><b><u>Methods of separation in daily life</u></b></p> <p><b><u>INVESTIGATORY ACTIVITY</u></b><br/><b><u>Hands On EXPERIENTIAL</u></b></p>  | <p><b><u>FRENCH</u></b><br/>Les matières scolaires</p> <p>Les 'ER' Verbes au présent</p> <p><b><u>SPANISH</u></b><br/>Leccion 5<br/>Vida cotidiana</p> <p>La hora</p> <p>Verbo levantarse .</p> |

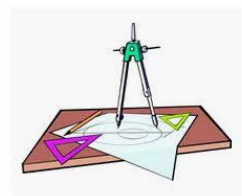
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|---|--|---|---|---|--|
| <p><b>Interdisciplinary Activity:</b> Combining landforms, food and nutrition and learning to cook.</p> <p>Grammar: Tenses</p> <p>Prefix, Suffix</p> <p>Writing Skill: Notice Writing</p> <p>Literature Reader: Unit 11 and 12: Someone and Huck Saves the Life of Widow Douglas</p> <p>Activity Book: Unit 5</p> | <p>दीप सज्जा प्रतियोगिता: "स्नेह के दीप जलाएं"</p> <p>विवरण: छात्र मिट्टी के दीयों को रंग-बिरंगे रंगों से सजाएं और उन पर प्रेरणादायक संदेश लिखें, जैसे:</p> <p>"प्रेम से जलाएं दीप, दूर करें अंधकार"</p> <p>"स्नेह का प्रकाश, जीवन में लाएं उल्लास"</p> <p>उद्देश्य: इस गतिविधि के माध्यम से छात्र कविता के संदेश को कला के माध्यम से व्यक्त करेंगे।</p> <p><u>व्याकरण</u><br/>कारक (तालिका बोध ) अनेकार्थी शब्द उपसर्ग, प्रत्यय <u>लेखन</u><br/>पत्र अनुच्छेद लेखन बाल रामायण</p> |  <p>Expressing a fraction in lowest terms (or in its simplest form)</p> <p>Comparing Fractions</p>  <p>Addition and Subtraction of Fractions</p> <p><b>A Pinch of History</b><br/>Do you know what a fraction was called in ancient India? It was called bhinna in Sanskrit, which means 'broken'. It was also called bhaga or ansha</p> |  <p><b>Grassroots Democracy -Part 2 : Local Government in Rural Areas</b></p>  <p><b>Quiz or Flashcard Game: Know Your Panchayat</b></p> <p>Students will create fun flashcards or a quiz game with questions like:</p> <ul style="list-style-type: none"> <li>Who is the head of a Gram Panchayat?</li> <li>What is a Gram Sabha?</li> <li>Name one function of the Panchayat.</li> </ul> | <p>Students will apply the method of sieving, handpicking, winnowing etc. to separate the components of mixture</p> | <p>Verbos irregulares -decir,ir,salir.,volver,jugar,empezar,vestirse</p> |
|---|--|---|---|---|--|

|  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
|  |  | <p>सीता की खोज<br/>कालांश ?<br/>कौशल : ग्रहण<br/>क्षमता ,लिखित एवं<br/>मौखिक अभियक्ति</p> | <p>meaning ‘part’ or<br/>‘piece’.</p> <p><b>Puzzle!</b> It is easy to add up fractional units to obtain the sum 1, if one uses the same fractional unit, for example, <math>\frac{1}{2} + \frac{1}{2} = 1</math>, <math>\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1</math>, <math>\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1</math>, etc. However, can you think of a way to add fractional units that are all different to get 1?</p> <p><b>Brahmagupta’s method for adding fractions:</b> When adding fractions, convert them into equivalent fractions with the same fractional unit (i.e., the same denominator), and then add the number of fractional units in each fraction to obtain the sum. This is accomplished by adding the numerators while keeping the same denominator.</p> <p>Brahmagupta’s</p> |  |  |  |
|--|--|---|---|--|--|--|



method for subtracting fractions: When subtracting fractions, convert them into equivalent fractions with the same fractional unit (i.e., the same denominator), and then subtract the number of fractional units. This is accomplished by subtracting the numerators while keeping the same denominator

Playing with Constructions



Artwork Squares and Rectangles

**3. Wavy Lines**  
Construct this.

As the length of the central line is not specified, we can take it to be of any length. Let us take AB to be the central line such that the length of AB is 8 cm. We write this as  $AB = 8\text{ cm}$ . Here, the first wave is drawn as a half circle.

**Definition:**  
(i) Draw a central line  $AB = 8\text{ cm}$ .  
(ii) Mark a point X on AB such that  $AX = XB = 4\text{ cm}$ .  
(iii) Mark a point C on AB such that  $AC = CB = 2\text{ cm}$ . Mark another point D on AB such that  $AD = DB = 2\text{ cm}$ .

### Rotated Squares and Rectangles

Draw the rectangle and four squares configuration on a dot paper. What did you do to recreate this figure so that the four squares are placed symmetrically around the rectangle? Discuss with your classmates.

### Constructing Squares and Rectangles

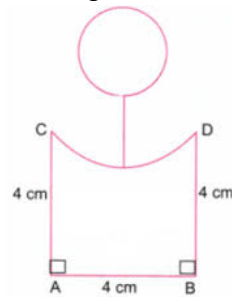


Fig. 6

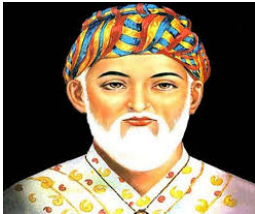
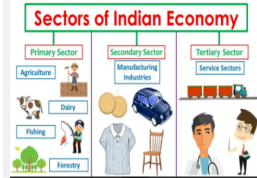

Construct 1.


A Square within a Rectangle

2. Falling Squares

3. Shadings

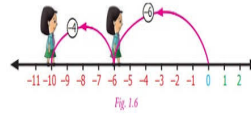
4. Square with a Hole

|          |  |   |   |   |  |   |
|----------|--|---|---|---|--|---|
|          |  |   | <p>Square with Curves<br/>Exploring Diagonals of Rectangles and Squares</p> <p>A compass can be used to construct circles and their parts. A rough diagram can be useful in planning how to construct a given figure. A rectangle can be constructed given the lengths of its sides or that of one of its sides and a diagonal.</p> |   |  |   |
| December | <p><b>Unit V: Food for Thought</b><br/>Dal Delight</p> <p><b>Unit VI: All Creatures Great and Small</b></p> <p>Birds of Paradise (Poem)</p> <p>Grammar: Adverbs</p> <p>Reading Comprehension</p> | <p><u>मल्हार - रहीम के दोहे</u></p>  <p>दोहा लेखन:<br/>चित्र के नीचे या ऊपर संबंधित दोहा सुंदर</p> | <p><b>THE OTHER SIDE OF ZERO</b><br/><b>A Pinch of History</b></p> <p>Like general fractions, general integers (including zero and the negative numbers) were first conceived of and used in Asia, thousands of years ago, before they eventually spread across the world in more modern times. Integers</p>                        | <p><b>Economic Activities Around Us</b></p>  <p><b>Draw the Economy Tree</b></p> <p>Students will draw a tree with:</p> | <p><b>Living Creatures : Exploring Their Characteristics</b><br/><u>Connect with real life</u></p>  <p><u>Life Skill Based</u><br/>How to disrupt the life cycle of a mosquito</p> | <p><b>FRENCH</b></p> <p>La Négation</p> <p>Les Fruits et les Légumes</p> <p><b>SPANISH</b></p> <p>Leccion 6</p> |

|  |  |   |   |  |  |   |
|--|--|---|---|--|--|---|
|  | <p>Activity: Prepare a poster on 'Save Endangered Animals'</p> | <p>लेखन में लिखें। मधुबनी कला द्वारा प्रस्तुत करना।</p> <p><u>व्याकरण</u></p> <p>विराम चिन्ह (विस्मयादि, अल्प विराम कोष्ठक) मुहावरे, अनेकार्थी</p> <p><u>लेखन</u><br/>संवाद लेखन<br/>औपचारिक पत्र<br/>अनुच्छेद लेखन</p> <p><u>बाल रामायण</u><br/>राम और सुग्रीव<br/>लंका में हनुमान<br/>कौशल : ग्रहण<br/>क्षमता, लिखित एवं<br/>मौखिक अभिव्यक्ति</p> | <p><b>More and more numbers!</b><br/><b>Bela's Building of Fun</b></p>  <p>How many negative numbers are there? Bela's Building of Fun had only six floors above and five floors below. That is numbers – 5 to + 6. In the mine above, we have numbers from – 200 to + 180. But we can imagine larger buildings or mineshafts. Just as positive numbers + 1, + 2, + 3, ... keep going up without an end, similarly, negative numbers – 1, – 2, – 3, ... keep going down. Positive and negative numbers, with zero, are called integers.</p> | <ul style="list-style-type: none"> <li>● <b>Roots:</b> Primary activities (farming, mining)</li> <li>● <b>Trunk:</b> Secondary activities (factories, industries)</li> <li>● <b>Branches/Leaves:</b> Tertiary activities (teachers, doctors, delivery services)</li> </ul> <p>It helps them visualize how the economy grows from the basics.</p> <p><u><b>India. That Is Bharat</b></u></p> <p>Students will write a short speech, paragraph, or poem from the point of view of India.<br/>Example</p> <p>"I am India, also called</p> | <p>( Breeding Control in stagnant water)</p> | <p>Me gustan las matemáticas</p> <p>El horario .</p> <p>Las asignaturas<br/>Verbo-gustar ,empezar ,terminar</p> <p>Expresar la opinion .<br/>Estar de acuerdo.</p> <p>Ser+adjetivo.<br/>El adverbio-muy</p> <p>La cultura -cuba .</p> |
|--|--|---|---|--|--|---|

They go both ways  
from 0: ... - 4, - 3, -  
2, - 1, 0, 1, 2, 3, 4,  
...

**Addition to keep  
track of movement**



**Starting Floor +  
Movement = Target  
Floor**

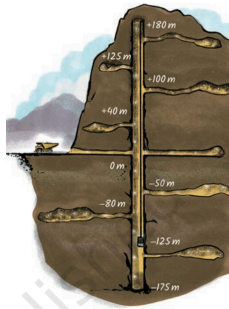
**Comparing  
numbers using  
floors**

**Subtraction to find  
which button to  
press**

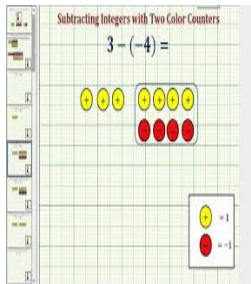
**Target Floor –  
Starting Floor =  
Movement needed.  
Adding and  
subtracting larger  
numbers**

Bharat. I  
speak many  
languages  
and celebrate  
many  
festivals...”  
Encourage  
them to talk  
about:

- Diversity
- Unity
- Pride
- Rights and  
duties



**The Token Model**  
Using tokens for  
addition and  
subtraction



**Integers in Other  
Places Credits and  
debits**

**Geographical cross  
sections**


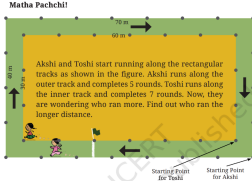
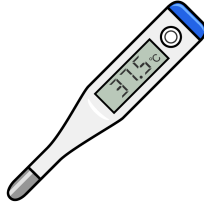
**Temperature**

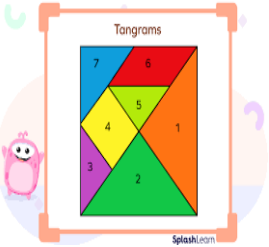
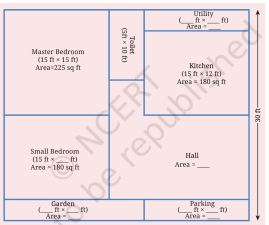
**Explorations with  
Integers A hollow  
integer grid**



|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 4  | -1 | -3 | 5  | -3 | -5 |
| -3 |    | 1  | 0  |    | -5 |
| -1 | -1 | 2  | -8 | -2 | 7  |

Students can give meaning to positive and negative numbers by interpreting them as credits and debits. They can also interpret positive numbers as distances above a reference point like the ground level. Similarly, negative numbers can be interpreted as distances below the ground level. When measuring temperatures in degrees Celsius, positive temperatures are those above the freezing point of water, and negative temperatures are those below the freezing point of water

|         |  |  |   |   |  |   |
|---------|--|--|---|---|--|---|
| January | <p><b>Unit VI: ALL CREATURES GREAT AND SMALL</b></p> <p>No Room for a Leopard</p> <p>Grammar: Adverbs</p> <p>Position of Adverbs</p> | <p><u>मल्हार - मेरी माँ</u></p>  <p>साक्षात्कार: "मेरी माँ की कहानी"</p> <p>विवरण:<br/>छात्र अपनी माँ या दादी से उनके जीवन के अनुभवों, शिक्षा, और संघर्षों के बारे में बातचीत करें और उसे एक लेख के रूप में प्रस्तुत करें।</p> <p>व्याकरण – द्वंद<br/>,द्विगु समास<br/>विज्ञापन</p> <p>बाल रामायण<br/>लंका विजय<br/>कौशल : ग्रहण<br/>क्षमता ,लिखित एवं<br/>मौखिक अभियक्ति</p> | <p><b>PERIMETER AND AREA</b></p> <p>Perimeter of a rectangle</p> <p>Perimeter of a square</p> <p>Perimeter of a triangle</p> <p><b>Class Activity :</b></p>  <p>Each track is a rectangle. Akshi's track has length 70 m and breadth 40 m. Running one complete round on this track would cover 220 m, i.e., <math>2 \times (70 + 40) \text{ m} = 220 \text{ m}</math>. This is the distance covered by Akshi in one round</p> <p>Perimeter of a regular polygon</p> <p>Activity:</p> | <p><b>Grassroot Democracy-Part 3: Local Government in Urban Areas</b></p> <p>Students will design awareness posters for common urban issues like:</p> <ul style="list-style-type: none"> <li>“Keep Your City Clean”</li> <li>“Save Water in Your Area”</li> <li>“Report Broken Streetlights”</li> <li>“Use Dustbins, Not the Streets!”</li> </ul> | <p><b>Temperature and Its measurement</b></p> <p><b>Hands On/ Experiential</b></p> <p>Exploring different type of thermometers</p> <p>Observing and <b>exploring different parts of a mercury based clinical thermometer</b></p>  | <p><b>FRENCH</b></p> <p>Les Jours de la semaine<br/>Les Mois de l'année<br/>La Famille<br/>Les Adjectifs<br/>Possessifs</p> <p><b>SPANISH</b></p> <p>Leccion 7</p> <p>Mi familia</p> <p>Los animales .</p> <p>Los partes del cuerpo</p> |
|---------|--|--|---|---|--|---|

|          |  |   |  |   |  |   |
|----------|--|---|--|---|--|---|
|          |  |   | <p><b>Tangram Activity</b><br/>Split and rejoin</p> <p><b>Area</b></p>  <p><b>Area of a Triangle</b></p> <p>Some of the measurements are given. a. Find the missing measurements. b. Find out the area of his house.</p>  |   |  |   |
| February | <p><b>Unit VI: ALL CREATURES GREAT AND SMALL (contd.)</b></p> <p>Where is My Mother?</p> | <p><u>मल्हार -चेतक की वीरता</u></p> <p>चित्रकला: "चेतक – वीरता का प्रतीक"</p> <p>विवरण:</p> | <p><b><u>Area Maze Puzzles</u></b></p>   | <p>SEA II: Unity in Diversity, or 'Many in the One'</p> | <p><b><u>Nature's Resources</u></b></p> <p><b><u>Real Life Connect</u></b></p> <p><b><u>PUC certificate and Its Importance</u></b></p> | <p><b><u>FRENCH</u></b></p> <p>Les Fêtes françaises</p> <p>Revision for the Final</p> |

Grammar:  
Prepositions  
Conjunctions

Writing Skills: Revision  
of Formal letter writing  
and notice writing

Activity Book: Unit 6

छात्र चेतक और  
महाराणा प्रताप की  
युद्धभूमि की एक  
चित्रकारी करें, जिसमें  
चेतक की गति,  
साहस और बलिदान  
को दर्शाया गया हो।



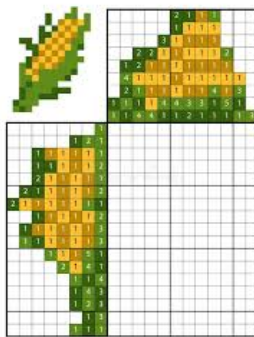
प्रश्न उत्तर ,वाक्य  
रचना ,नवीन शब्द

व्याकरण –अपठित  
गद्यांश ,वर्ण  
विच्छेद,स्वर  
संधि,दीर्घ संधि  
अनुच्छेद लेखन

बाल रामायण  
राम का राज्य  
अभिषेक

वार्षिक परीक्षा  
पुनरावृत्ति

कौशल : ग्रहण  
क्षमता ,लिखित एवं  
मौखिक अभिव्यक्ति



Areas of regions can  
be estimated (or even  
determined exactly) by  
breaking up such  
regions into unit  
squares, or into more  
general shaped  
rectangles and  
triangles whose areas  
can be calculated.

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## De Bono's Hats Discussion on Various Natural Resources



Exams

SPANISH

Las reglas del  
abecedario.

Los modos de  
transporte .

Revision for end term .