

**PIET SANSKRITI SCHOOL, Ansals**

**SYLLABUS FOR THE SESSION 2026-27**

**CLASS-7**

**ENGLISH**

Month	Book	Content
April'26	Poorvi (Prose)	<u><b>Unit 1: Learning Together</b></u> <u><b>The Day the River Spoke</b></u>
	Poorvi (Poem)	<u><b>Unit 1: Learning Together</b></u> <u><b>Try Again (Poem)</b></u>
	Essentials of English Grammar and Composition	L-1 The Sentence
		L-2 Nouns
		L-4 Articles
Writing Practice	Notice Writing (Event)	
Project and Strategies	<u><b>Activity Title: "Power of Perseverance"</b></u> Aligned with SDG 4 (Quality Education – Growth Mindset and Lifelong Learning) After reading Try Again , students reflect on how effort, patience, and repeated attempts lead to success in learning and life. They complete a 3-2-1 Chart: <ul style="list-style-type: none"> <li>• 3 lines/actions from the poem that show determination or effort</li> <li>• 2 qualities needed to succeed (e.g., patience, courage, self-belief)</li> <li>• 1 real-life situation where they should apply the message of the poem (studies, sports, skills, friendships)</li> </ul>	
May'26	Poorvi (Prose)	<u><b>Unit 1: Learning Together</b></u> <u><b>Three Days to See</b></u>
	Poorvi (Poem)	<u><b>Unit 2: Wit and Humour</b></u> <u><b>A Funny Man</b></u>
	Essentials of English Grammar and Composition	L-3 Adjectives
		L-5 Pronouns
		L-6 Verbs
Writing Practice	Advertisement Writing	
Project and Strategies	<u><b>FORMATIVE ASSESSMENT - 1</b></u> <u><b>Activity Title: "Humour through Words and Sound"</b></u> Aligned with SDG 3 (Good Health and Well-being – Emotional Well-being through Laughter) Assessment Model: Frayer Model (Poem-based) After reading A Funny Man , students reflect on how humour is created through both the character in the poem and the poet's use of language and sound. They complete a Frayer Model based on the poem: <ul style="list-style-type: none"> <li>• <u><b>Definition:</b></u> What kind of funny person is described in the poem?</li> <li>• <u><b>Characteristics:</b></u> His actions, speech, and behaviour.</li> <li>• <u><b>Examples:</b></u> One line or situation from the poem that shows humour.</li> <li>• <u><b>Poetic Devices:</b></u> One device used to create humour (repetition, rhyme, exaggeration, or sound effect).</li> <li>• <u><b>Non-examples:</b></u> Words or actions that would NOT create humour</li> </ul>	
July'26	Poorvi (Prose)	<u><b>Unit 2: Wit and Humour</b></u> <u><b>Animals, Birds, and Dr. Dolittle</b></u>
	Poorvi (Prose)	<u><b>Unit 2: Wit and Humour</b></u> <u><b>Say the Right Thing</b></u>
	Essentials of English Grammar and Composition	L-7 Verbs: Expressing the Present
		L-8 Verbs: Expressing the Past
		L-9 Verbs: Expressing the Future
Writing Practice	Picture Composition	

	<b>Project and Strategies</b>	<p><b>Activity Title: “Humour through Kindness”</b>  <u>Aligned with SDG 15 (Life on Land – Care for Animals &amp; Nature)</u>            Assessment Model: Jigsaw Method            After reading “Animals, Birds, and Dr. Dolittle”, students explore how humour, imagination, and compassion for animals work together in the chapter.            Students are divided into Home Groups. Each member goes to an Expert Group and works on one aspect:</p> <ul style="list-style-type: none"> <li>• <b>Group 1</b> - Plot &amp; Events: Identify two funny or unusual incidents</li> <li>• <b>Group 2</b> - Character (Dr. Dolittle): List two qualities that make him humorous and kind</li> <li>• <b>Group 3</b> - Animals’ Role: Note two ways animals contribute to humour or message</li> <li>• <b>Group 4</b> - Language &amp; Style: Find two humorous expressions or situations from the text.</li> </ul>
AUGUST’26	Poorvi (Prose)	<b>Unit 3: Dreams and Discoveries</b> <b>My Brother's Great Invention</b>
	Poorvi (Poem)	<b>Unit 3: Dreams and Discoveries</b> <b>Paper Boats (Poem)</b>
	Essentials of English Grammar and Composition	L-12 Verbs: Active and Passive Voice
		L-14 Prepositions
		L-24 Words followed by Appropriate Prepositions
	Writing Practice	Diary Entry
<b>Project and Strategies</b>	<p><b>FORMATIVE ASSESSMENT - 2</b>  <b>Activity Title: “Inventing with Imagination”</b>            Aligned with SDG 9 (Industry, Innovation &amp; Infrastructure) Assessment Model: Gallery Walk            After reading My Brother’s Great Invention , students identify how creativity and mistakes lead to new ideas.            Students work in groups and prepare a chart with three parts:</p> <ul style="list-style-type: none"> <li>• <b>The Invention</b> – What was invented and why</li> <li>• <b>Problems &amp; Funny Moments</b> – What went wrong</li> <li>• <b>Improvement</b> – One change they would make to the invention</li> </ul>	
SEPTEMBER’26	Poorvi Writing Practice and Grammar	Revision
OCTOBER’26	Poorvi (Prose)	<b>Unit 3: Dreams and Discoveries</b> <b>North, South, East, West</b>
	Poorvi (Poem)	<b>Unit 4: Travel and Adventure</b> <b>Travel</b>
	Essentials of English Grammar and Composition	L-13 Adverbs
		L-10 Verbs: Modals
		L-16 Direct and Indirect Speech
	Writing Practice	Email Writing (formal/informal)
<b>Project and Strategies</b>	<p><b>FORMATIVE ASSESSMENT – 3</b>  <b>Activity Title: “Journeys that Teach Us”</b>  <u>Aligned with SDG 11 (Sustainable Cities and Communities)</u>  <b>Assessment Model: 3–2–1 Formative Assessment</b>  <b>After reading the poem Travel , students reflect on how travel helps people learn about the world and develop character.</b>  <b>Students individually (or in pairs) complete a 3–2–1 chart based on the poem.</b></p> <ul style="list-style-type: none"> <li>• <b>3 - Three Reasons for Travel</b>  <b>Students write three purposes of travel mentioned or suggested in the poem (e.g., exploration, learning about places, meeting new people).</b></li> <li>• <b>2 - Two Things Travel Teaches Us</b>  <b>Students write two important lessons that travelling teaches about life, people, or nature.</b></li> <li>• <b>1 - One Rule for Being a Responsible Traveller</b>  <b>Students write one rule that travellers should follow to help keep cities and communities clean, respectful, and sustainable.</b></li> </ul>	
	Poorvi (Prose)	<b>Unit 4: Travel and Adventure</b> <b>The Tunnel</b>

NOVEMBER'26	Poorvi (Poem)	<b><u>Unit 5: Bravehearts</u></b> <b><u>My Dear Soldiers</u></b>
	Essentials of English Grammar and Composition	L-11 Verbs: Non –finite Forms
		L-17 Phrases
		L-18 Clauses
Writing Practice	Letter to Editor	
Project and Strategies	<p><b><u>FORMATIVE ASSESSMENT – 4</u></b> - <b><u>Activity Title: “Voices of Courage”</u></b> Aligned with SDG 16 (Peace, Justice and Strong Institutions) <b><u>Assessment Model:</u></b> KWN (Know – Want to Know – New Learning) After reading the poem My Dear Soldiers, students explore the ideas of bravery, sacrifice, and gratitude expressed in the poem. Students work individually or in small groups to complete a KWN chart.</p> <p><b><u>K</u></b> - What I Know: Students write what they already know about soldiers, courage, and patriotism. They may also mention one theme of the poem, such as bravery, sacrifice, or respect for soldiers.</p> <p><b><u>W</u></b> - What I Want to Know: Students write one or two questions they have about the poem or about soldiers’ lives.</p> <p><b><u>N</u></b> - New Learning: Students write what new ideas or understanding they gained after reading the poem, including:</p>	
DECEMBER'26	Poorvi (Prose)	<b><u>Unit 4: Travel and Adventure</u></b> <b><u>Conquering the Summit</u></b>
	Essentials of English Grammar and Composition	<b><u>Unit 5: Bravehearts</u></b> <b><u>A Homage to Our Brave Sol-diers</u></b>
		L-19 Sentences: Simple, Compound and Complex
		L-15 Conjunctions
		L-21 Punctuation and Capital Letters
Writing Practice	Integrated Grammar: Editing-Error/Omission, Rearrangement of Sentences etc.	
Project and Strategies	<p><b><u>Activity Title: “Climbing Together”</u></b> Aligned with SDG 3 (Good Health and Well-being) – Physical fitness, mental strength, and teamwork Assessment Model: Jigsaw Method After reading Conquering the Summit , students explore how courage, planning, and teamwork help people overcome challenges. Students first work in Expert Groups:</p> <ul style="list-style-type: none"> <li>• <b><u>Group 1</u></b> - Journey &amp; Events: Identify two important stages of the climb</li> <li>• <b><u>Group 2</u></b> - Challenges: List two major difficulties faced</li> <li>• <b><u>Group 3</u></b> - Qualities: Note two qualities shown by the climbers</li> <li>• <b><u>Group 4</u></b> - Message: Write one lesson from the expedition Each group prepares short points on chart paper.</li> </ul>	
JANUARY'27	Poorvi (Prose)	<b><u>Unit 5: Bravehearts</u></b> <b><u>Rani Abbakka</u></b>
	Essentials of English Grammar and Composition	L-20 Transformation of Sentences
		L-23 Words Often Confused
	Writing	Message Writing
Project and Strategies	<p><b><u>Activity Title: “Spirit of a Brave Queen”</u></b> <b><u>Aligned with</u></b> <b><u>SDG 5 (Gender Equality – Leadership and Courage of Women)</u></b> <b><u>Assessment Model: Quiz-Quiz-Trade</u></b> <b><u>After reading Rani Abbakka , students explore how courage, leadership, and patriotism</u></b> <b><u>are shown through her actions.</u></b> <b><u>Each student prepares one question card based on the lesson, such as:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>One action that shows Rani Abbakka’s bravery</u></b></li> <li>• <b><u>One quality that makes her a strong leader</u></b></li> <li>• <b><u>One challenge she faced</u></b></li> <li>• <b><u>One lesson we learn from her life</u></b></li> </ul>	
Feb'27 and Mar'27	Poorvi Writing Practice and Grammar	Revision

हिन्दी		
महीना/पुस्तक का नाम	पाठ का नाम	गतिविधि
अप्रैल 26' - मल्हार-2	पाठ-1 माँ, कह एक कहानी (कविता)	माँ, कह एक कहानी (कविता) कविता में हंस और तीर चलाने वाले के बीच में बातचीत हो रही है। छात्र कल्पना करके बताएंगे कि जब उसने हंस को तीर से घायल किया तो उसमें और हंस में क्या - क्या बातचीत हुई होगी? उन्होंने एक दूसरे को क्या - क्या तर्क दिए होंगे, कक्षा वाद - विवाद।
सचित्र हिंदी व्याकरण तथा रचना - 2	पाठ - 1 भाषा - विचार , हिंदी भाषा और व्याकरण, पाठ - 2 वर्ण - विचार, पाठ - 29 विराम चिह्न ,अपठित गद्यांश ,अनुच्छेद लेखन	भाषा और व्याकरण - भाषा कैसे बनी होगी? विद्यार्थियों को इसके विषय में जानकारी एकत्रित करने के लिए कहना। वर्ण विचार - उच्चारण तथा वर्तनी संबंधी अशुद्धियों के कारण भाषा का बोलना और लिखना प्रभावित होता है। इनके सही ज्ञान से ही भाषा की शुद्धता बनाए रखनी है कक्षा - समूह बनवाकर इससे संबंधित प्रतियोगिता करवाना।
F.A गतिविधि	पाठ-1 माँ, कह एक कहानी (कविता)	F.A सही पथ - ' समाज की भलाई 'हम अपने विद्यालय/समाज में शांति और न्याय कैसे ला सकते हैं?' प्रत्येक समूह एक पोस्टर बनाएंगे।
मई 26' -मल्हार- 2	पाठ-2 तीन बुद्धिमान (लोककथा) पाठ-3 फूल और कांटा (कविता)	पाठ के आधार पर छात्र पृष्ठ संख्या - 27 की गतिविधि --- स्पर्श , गंध और स्वाद से पहचान करेंगे।
सचित्र हिंदी व्याकरण तथा रचना - 2	पाठ - 3 वर्तनी-विचार , पाठ - 4 शब्द - विचार, पाठ - 13 संज्ञा, पाठ - 6 विलोम शब्द (1-40), पाठ - 7 अनेक शब्दों के लिए एक शब्द (1-25) , पत्र लेखन (अनौपचारिक), चित्र वर्णन	शब्द विचार - विद्यार्थियों से समूह बनाकर वर्ग जाल बनवाना तथा शब्दों के अलग-अलग प्रकार लिखवाना। संज्ञा - अपने आसपास के परिवेश से शब्दों के उदाहरण लेकर संज्ञा भेद पहचानना तथा उन्ही शब्दों की भाववाचक संज्ञा बनाना।
F.A गतिविधि	पाठ-2 तीन बुद्धिमान (लोककथा)	अभिनय से संज्ञा पहचानो। छात्र अभिनय करेगा बाकी बच्चे पहचानेंगे कि वह कौन-सी संज्ञा है और उसका प्रकार क्या है।
जुलाई 26' - मल्हार -2	पाठ-4 पानी रे पानी (निबंध) , पाठ - 5 नहीं होना बीमार (कहानी)	बच्चे जल बचाने और संतुलित आहार के पोषक तत्वों के बारे में सीखेंगे। "पाठ में से जल-चक्र की प्रक्रिया को पहचान कर जल-चक्र का चित्र प्रस्तुत करेंगे। कहानी में नानाजी-नानी जी ने बच्चे की बीमारी को ठीक करने के लिए उसे देसी दवाई देते हैं। छात्र अपने घर की देसी दवाइयों के बारे में कक्षा में बताएंगे जिससे अन्य बच्चों को सहायता मिलेगी।
सचित्र हिंदी व्याकरण तथा रचना - 2	पाठ - 11 संधि (दीर्घ, गुण ,वृद्धि) पाठ - 14 सर्वनाम , पाठ - 15 लिंग, पाठ - 16 वचन , पाठ - 17 कारक, पाठ - 39 विज्ञापन लेखन , पाठ - 33 पत्र लेखन (औपचारिक)	(संधि- विद्यार्थियों को एक गद्यांश देकर संधि योग्य शब्दों की संधि तथा संधि विच्छेद करवाना तथा उनके भेद पूछना, कारक- कक्षा के कुछ विद्यार्थियों को अलग-अलग कारकों के नाम देकर उनसे उनकी परिभाषा तथा नियम पूछना सर्वनाम- विद्यार्थियों को कोई अनुच्छेद देकर उनमें से सर्वनाम शब्दों को पहचानने के लिए कहना तथा उनके भेद पूछना।
F.A गतिविधि	पाठ-4 पानी रे पानी (निबंध)	"स्वच्छ जल और स्वच्छता" छात्र बैनर और पोस्टर दिखाते हुए विद्यालय के परिसर में रैली निकालेंगे।
अगस्त 26' - मल्हार-2	पाठ-6 गिरिधर कविराय की कुंडलिया (कविता)	गिरिधर कविराय की दोनों कुंडलिया छंद के आधार पर छात्र अपने जीवन में अच्छे आचरण अपनाने और बुरी संगति से दूर रहने जैसे बदलाव लाने का संकल्प व्यक्त करेंगे।
सचित्र हिंदी व्याकरण तथा रचना - 2	पाठ-9 उपसर्ग, पाठ-10 प्रत्यय, पाठ-18 विशेषण, पाठ-19 क्रिया, पाठ-29 मुहावरे और लोकोक्तियाँ (पृष्ठ संख्या 142/143) , पाठ-32 अपठित पद्यांश	उपसर्ग तथा प्रत्यय- अनुच्छेद के द्वारा उपसर्ग तथा प्रत्यय युक्त शब्दों को अलग-अलग करके लिखवाना। क्रिया- क्रिया शब्दों की सहायता से विद्यार्थियों से एक अनुच्छेद लिखवाना।
सितंबर 26' - मल्हार - 2	अर्द्धवार्षिक परीक्षा	
अक्टूबर 2' मल्हार - 2	"पाठ-7 वर्षा बहार (कविता)	"विद्यार्थी वर्षा ऋतु का चित्र बनाकर उसमें दिखाए गए दृश्यों के बारे में कक्षा में समूह चर्चा करेंगे।"
सचित्र हिंदी व्याकरण तथा रचना - 2	"पाठ-12 समास , पाठ-20 काल, पाठ- 22 अविकारी शब्द , पाठ-5 पर्यायवाची (1-27) , पाठ- 31 अपठित गद्यांश पाठ - 33 पत्र लेखन (अनौपचारिक) , पाठ-37 संवाद लेखन"	"समास- स्मार्ट क्लास के माध्यम से समास के भेदों की पूरी जानकारी देना   अव्यय- एक चित्र दिखाकर विद्यार्थियों से उनमें आए विभिन्न अविकारी शब्द तथा उसका भेद पूछनाकाल- कक्षा में विद्यार्थियों के समूह बनाकर काल के भेदों के आधार पर संवाद करवाना।"
F.A गतिविधि	"पाठ-7 वर्षा बहार (कविता)	एक पौधा - एक जिम्मेदारी' प्रत्येक छात्र एक छोटा पौधा लगाए और उस पौधे का ध्यान रखेगा   (स्कूल परिसर या घर पर)"
"नवंबर 26' मल्हार -2	पाठ-8 बिरजू महाराज से साक्षात्कार पाठ-9 चिड़िया (कविता)"	बच्चे अपने घर पर किसी का साक्षात्कार करेंगे जिसके कुछ अंश कक्षा में चर्चा करेंगे   आज़ादी और प्रेम का सन्देश देने वाला एक पोस्टर बनाएंगे जिसमें कविता का सन्देश सम्मिलित हो।

सचित्र हिंदी व्याकरण तथा रचना - 2	"पाठ-27 वाक्य-विचार ,पाठ-28 अशुद्ध वाक्यों का संशोधन, पाठ-8 श्रुतिसमभिन्नार्थक शब्द (1-25) ,पाठ - 38 चित्र वर्णन, पाठ- 33 पत्र लेखन	वाक्य-विचार- कक्षा-समूह द्वारा विद्यार्थियों से वाक्य के नियमों की जानकारी लेना। शब्द और वाक्य रचना संबंधी अशुद्धियाँ कक्षा में विद्यार्थियों को कोई भी अशुद्धि पूर्ण विषय देकर उसका शुद्ध रूप लिखवाना।
"F.A गतिविधि	पाठ-8 बिरजू महाराज से साक्षात्कार"	कक्षा में से एक छात्र आपसी सहमति से छात्र को चुनेंगे हर छात्र उसके साक्षात्कार के लिए एक एक प्रश्न तैयार करके करेंगे।"
दिसंबर 26 मल्हार - 2	पाठ-10 मीरा के पद(पद)	पाठ के किसी एक पद को एक अनुच्छेद के रूप में लिखिए उसे नाम पद वाले ही दें (उदाहरण - सावन के बादल बरस रहे हैं / सावन की बदरिया बरसती है।
सचित्र हिंदी व्याकरण तथा रचना - 2	"पाठ-29 मुहावरे और लोकोक्तियाँ (पृष्ठ संख्या 144/145) ,पाठ-36 कहानी लेखन, पाठ- ई - मेल"	"मुहावरों और लोकोक्तियों के प्रयोग से विद्यार्थियों को कहानी लिखवाना। ई-मेल लेखन' के माध्यम से विद्यार्थियों को पत्र के आधुनिक रूप से परिचित करवाना।"
"F.A गतिविधि	पाठ-10 मीरा के पद(पद)	सस्वर वाचन
जनवरी26 मल्हार - 2		पुनरावृत्ति
सचित्र हिंदी व्याकरण तथा रचना - 2		पुनरावृत्ति
<b>MATHS</b>		
<b>APRIL'26</b>	Chapter-2 Arithmetic expressions	To strengthen understanding of the BODMAS rule when positive and negative numbers are included.
	Chapter-3 A peek beyond the point	To apply addition, subtraction, multiplication and division on randomly chosen decimal numbers.
<b>MAY'26</b>	Chapter-4 Expressions using letter- numbers	To connect real-life objects like matchsticks and calendars with algebra.
	Chapter-5 Parallel and intersecting lines	To visualize these lines practically using square paper, dot paper and matchsticks. Formative assessment: Gallery walk Topic:-Large number around us
<b>JUNE'26</b>		SUMMER VACATION
<b>JULY'26</b>	Chapter-7 A tale of intersecting lines	To verify that sum of all interior angles of a triangle is 180 degree by paper cutting and pasting. Formative Assessment: 3-2-1 Activity Topic:- Number Play
<b>AUG'26</b>	Chapter-8 Working with fractions.	To multiply two fractions by activity method.
<b>SEPT'26</b>	HALF YEARLY EXAMS	Written form of Assessment
<b>OCTOBER'26</b>	Chapter-1 Geometric Twins	All angles in an equilateral triangle are equal to 60 degree.
	Chapter-2 Operations with integers	Exploring division of integers using a grid.
<b>NOVEMBER'26</b>	Chapter-3 Finding Common Ground	Verifying property involving both HCF and LCM.
	Chapter-4 Another peek beyond the point	A Magic Number - 142857 Formative assessment: Jig Saw Chapter- 5 Connecting the dots
<b>DECEMBER'26</b>	Chapter-6 Constructions and Tilings	Tiling using regular hexagons and equilateral triangles. Formative assessment: Flash Card Chapter-7 Finding the Unknown
<b>JANUARY'27</b>	Chapter-7 Finding the unknown	Matchstick Pattern
<b>FEBRUARY' 27</b>		REVISION
<b>MARCH' 27</b>		Written form of Assessment
<b>Science</b>		
<b>APRIL'26</b>	L-1 The Ever-Evolving World of Science	<b>Lab activity 1: To show multiple images in a mirror to generate curiosity.</b>
	L-2 Exploring Substances – Acidic, Basic, and Neutral	<b>Lab Activity 2: To identify the acidic /basic and neutral nature of the given solution. Formative Assessment: Zigsaw Puzzle Method</b>
<b>MAY'26</b>	L-3 Electricity: Circuits and Their Components	<b>Lab Activity 3: To show that electricity flows in a close circuit and stops in an open circuit.</b>
	L-8 Measurement of Time and Motion	<b>Lab Activity 4: To study and measure the time period of simple pendulum. Formative Assessment: Quiz-Quiz Trade (Cooperative learning strategy)</b>
<b>JUNE'26</b>	L-4 The World of Metals and Non-metals	<b>Lab Activity 5: To identify the conditions necessary for rusting of iron and to show rusting of iron in the presence of air and water.</b>

<b>JULY'26</b>	L-7 Heat Transfer in Nature	<b>Lab Activity 6: To demonstrate the conduction of heat through a metal strip using wax and iron nails.</b>
<b>AUGUST'26</b>	L-6 Adolescence – A Stage of Growth and Change	<b>Lab Activity 7: To identify and reflect on the physical, emotional, social, and intellectual changes students experience between grade 5 and grade 8 Formative Assessment: Frayer's Model.</b>
<b>SEPTEMBER'26</b>	Revision	<b>Half Yearly Examination</b>
<b>OCTOBER'26</b>	L-9 Life Processes in Animals	<b>Lab Activity 8: To show the activity of salivary amylase on starch.</b>
	L-10 Life Processes in Plants	<b>Lab Activity 9: To prepare a temporary mount of leaf peel to show its stomata. Formative Assessment: 3-2-1 Strategy</b>
<b>NOVEMBER'26</b>	L-11 Light -Shadows and reflection	<b>Lab Activity 10: To prove with experiment that light travels in a straight line.</b>
	L-12 Earth, Moon and Sun	<b>Lab Activity 11: To understand day and night using a globe and torch. Formative Assessment: Think-Pair-Share</b>
<b>DECEMBER'26</b>	L-5 Changes Around Us – Physical and Chemical	<b>Lab Activity 12: To show oxygen is necessary for burning.</b>
<b>JANUARY'27</b>	Revision	<b>Formative Assessment: KWL Chart (K- What I Know, W- What I want to know, L- What I Learned)</b>
<b>FEBRUARY' 27</b>	Revision	
<b>MARCH' 27</b>	Annual Exam	

#### Social Science

Month	Name of the Chapters	Activities
<b>APRIL' 26</b>	Part-1 Ch-1 (Geographical Diversity of India)	Map Work - Geographical Diversity Of India.
	Ch-4 (New Beginnings: Cities and States)	Locate Important Mahajanpadas on political map of India.
	Ch-9 (From the Rulers to the Ruled: Types of Government)	Visit to Rashtrapati Bhawan, New Delhi
<b>MAY' 26</b>	Ch-2 (Understanding the weather)	Preparing a flow Chart of Elements of Weather.
	Ch-5 (Rise of Empires)	Map Work - Important Empires of India.
	Ch-8 (How The Land Becomes Sacred)	<b>F.A.- Sacred Geography Jigsaw.</b>
<b>JULY' 26</b>	Ch-3 (Climates of India)	<b>F.A- The Great Indian Climate Trek</b>
	Ch-6 (The Age of Reorganization)	Map Work- Major Kingdoms of India.
	Ch-11 (From Barter to Money)	Compare and Contrast Table of Barter System and Money System.
<b>AUGUST'26</b>	Ch-10 (The Constitution of India- An Introduction)	Table Work- Features of Indian Constitution.
	Ch-7 (The Gupta Era: An Age of Tireless Creativity)	Map Work -Empires and Kingdoms during 3-4th century.
	Ch-12 (Understanding Markets)	Mind Map Activity and Advertisement Creation
<b>SEPTEMBER' 26</b>	<b>MID TERM EXAMINATION</b>	

#### AI

<b>APRIL' 26</b>	Ch-2 Decode the Digits Ch-5 Making Decisions with Python
<b>MAY' 26</b>	Ch-2 Decode the Digits Ch-5 Making Decisions with Python
<b>JULY' 26</b>	Ch-3 Building Virtual Worlds Ch-6 The Web Builders
<b>AUGUST'26</b>	Ch-3 Building Virtual Worlds Ch-6 The Web Builders

SEPTEMBER'26	Half Yearly Examination	
OCTOBER'26	Ch-1 From Sketch to Motion	
	Ch-8 The Robotic Care	
	Ch-9 The Digital Dilemma	
NOVEMBER'26	Ch-1 From Sketch to Motion	
	Ch-8 The Robotic Care	
	Ch-9 The Digital Dilemma	
DECEMBER'26	Ch-4 Mission: Food Rescue	
	Ch-7 Exploring Text and Statistical Data	
JANUARY'27	Ch-4 Mission: Food Rescue	
	Ch-7 Exploring Text and Statistical Data	
FEBRUARY'27	Revision	
MARCH'27	Annual Examination	
<b>French</b>		
APRIL'26	Ch-1 Connaisons la France	
MAY'26	Ch-2 Louis a mal	
JULY'26	Ch-3 C' est lundi	
AUGUST'26	Ch-4 Les trois souhaits	
	Ch-5 Les saisons	
SEPTEMBER'26	Half yearly Examination	
OCTOBER'26	Ch-6 On fait des courses	
NOVEMBER'26	Ch-7 Les repas français ; Ch-8 Mon école	
DECEMBER'26	Ch-9 Les loisirs préférés des Français	
JANUARY'27	Ch-10 Pourquoi apprendre le français?	
FEBRUARY'27	Revision	
MARCH'27	Annual Examination	
<b>संस्कृत</b>		
अप्रैल,26	प्रथमः पाठः वन्दे भारतमातरम् पठ् धातुरूप, राम शब्दरूप	
	द्वितीयः पाठः नित्यं पिबामः सुभाषितरसम्, अस्मद् शब्दरूप	
मई,26	तृतीयः पाठः मित्राय नमः, युष्मद् शब्दरूप, गिनती 1-50, अपठित गद्यांश	
जून,26	ग्रीष्मकालीन अवकाश	
जुलाई,26	चतुर्थः पाठः न लभ्यते चेत् आम्लं द्राक्षाफलम्, लिख् धातुरूप	
	पञ्चमः पाठः सेवा हि परमो धर्मः, औपचारिक पत्र	
अगस्त,26	षष्ठः पाठः क्रीडाम वयं श्लोकान्त्याक्षरीम्, सप्तमः पाठः ईशावास्यम् इदं सर्वम्	
सितम्बर,26	पुनरावृत्ति,अर्धवार्षिक परीक्षा	
अक्तूबर,26	अष्टमः पाठः हितं मनोहारि च दुर्लभं वचः, अपठित गद्यांश, प्रत्यय	
नवम्बर,26	नवमः पाठः अन्नाद् भवन्ति भूतानि, दशमः पाठः दशमः कः ?, , पिता शब्द शरूप	
दिसम्बर,26	एकादशः पाठः द्वीपेषु रम्यः द्वीपोऽण्डमानः, फल शब्दरूप, अस् धातुरूप	
जनवरी, 27	द्वादशः पाठः वीराङ्गना पन्नाधाया, सगे संबंधियों के नाम	
फरवरी, 27	अनौपचारिक पत्र	
मार्च, 27	पुनरावृत्ति	
<b>Dance</b>		
APRIL'26	INTRODUCTION OF FOLK DANCE	BAISAKHI CELEBRATION
	BASIC OF BHANGRA&GIDDHA	

<b>MAY'26</b>	CONTEMPORARY DANCE	
	SKIT&MIME	MOTHER'S DAY CELEBRATION
	ZUMBA	
<b>JULY'26</b>	INDIAN DANCE	GURU PURNIMA
		TEEJ
<b>AUGUST'26</b>	FAST FOOTWORK,POWER MOVES	INDEPENDENCE DAY CELEBRATION
	INDIAN DANCE	JANMASHTAMI
		RAKSHA BANDHAN CELEBRATION
<b>SEPTEMBER'26</b>	GARBA (FOLK DANCE)	DANDIYA NIGHT
	INTRODUCTION OF GARBA &DANDIYA	
<b>OCTOBER'26</b>	INDIAN DANCE	DIWALI
<b>NOVEMBER'26</b>	INDIAN FORM OF MARTIAL ARTS (GATKA)	GURU NANAK JAYANTI CELEBRATION
<b>DECEMBER'26</b>	HOOP DANCE	WINTER CARNIVAL
	TECHNIQUES AND TRICKS OF HOOP	
	FREE STYLE	
<b>JANUARY'27</b>	FOLK DANCE	LOHRI CELEBRATION
	FREE STYLE DANCE	REPUBLIC DAY CELEBRATION
<b>FEBRUARY'27</b>	INDIAN CLASSICAL DANCE	SHIVRATRI
<b>SPORTS</b>		
<b>APRIL'26</b>	Running, Chess, Kho-Kho	
<b>MAY'26</b>	Yoga, Dodge Ball, Cricket, Football	
<b>JULY'26</b>	Chess, Badminton, Basketball, Taekwondo, Kho-Kho	
<b>AUGUST'26</b>	Football, Cricket, Dodge Ball, Netball	
<b>SEPTEMBER'26</b>	Basketball, Football	
<b>OCTOBER'26</b>	Kho-Kho, Basketball, Netball	
<b>NOVEMBER'26</b>	Cricket, Taekwondo, Chess, Carrom	
<b>DECEMBER'26</b>	Kho-Kho, Basketball, Dodgeball	
<b>JANUARY'27</b>	Sports Physical Activity / Athletics (Shot Put)	
<b>FEBRUARY'27</b>	Basketball, Football, Cricket	
<b>MARCH'27</b>	Final Term Examination	
<b>MUSIC</b>		
<b>APRIL'26</b>	Ram Stuti, Hindi Prayer	Introduction to Instruments, metronome
<b>MAY'26</b>	Sargams (1-10), English Prayer	Congo Pattern 1 , indian beat
<b>JULY'26</b>	Sargams in Raag Yaman , Teen Taal	Hand beat of Taal kehrwa
<b>AUGUST'26</b>	Patriotic Song, , Krishna Bhajan	Congo Pattern 2 , indian beat
<b>SEPTEMBER'26</b>	Bandish in Raag Yaman (Aaroh, Avroh, Pakad), krishan bhajan	Congo Pattern 2 & 3 cordination
<b>OCTOBER'26</b>	Major & Minor Scales, Motivational Song	western beat 1 on congo/cajon/drum
<b>NOVEMBER'26</b>	Hindi Prayer, Motivational Song	western beat 2 on congo/cajon/drum
<b>DECEMBER'26</b>	Raag bhupali(Aaroh, Avroh, Pakad, Bandish)	Congo Pattern 4 & previous pattern with prayer
<b>JANUARY'27</b>	Patriotic Song, Hindi Prayer	Congo Pattern 5 & previous pattern with prayer
<b>FEBRUARY'27</b>	English Prayer, Motivational Song	Previous Practice
<b>ART</b>		
<b>ACTIVITY</b>		
<b>APRIL'26</b>	FUNDAMENTAL OF ART	
	OBJECT DRAWING ( DIFFERENT MEDIUMS )	
	MAN MADE OBJECTS	
	HOW TO DRAW FRUITS & VEGETABLES	
<b>MAY'26</b>	GEOMETRICAL COMPOSITION	
	NATURE BASED COMPOSITION	
	OBJECT BASED COMPOSITION	
	CONCEPTUAL COMPOSITION	

<b>JULY'26</b>	FLOWERS ( DIFFERENT MEDIUMS)
	TREE ( DIFFERENT MEDIUMS)
	POSTER MAKING
	LEAVES ( DIFFERENT MEDIUMS)
<b>AUGUST'26</b>	LANDSCAPE ( INK-PEN )
	LANDSCAPE ( OIL PASTELS)
	LANDSCAPE ( SCRATCH BOARD TECHNIQUE )
<b>SEPTEMBER'26</b>	BIRDS DRAWING ( DIFFERENT MEDIUMS )
	ANIMALS DRAWING ( DIFFERENT MEDIUMS )
<b>OCTOBER'26</b>	STILL LIFE ( PENCIL SHADING)
	STILL LIFE ( MONOCHROME)
	STILL LIFE ( PENCIL COLOURS )
<b>NOVEMBER'26</b>	FOLK ART : GOND PAINTING , MANDALA ART, WARLI ART
	CARTOON DRAWING
<b>DECEMBER'26</b>	DESIGN AND PATTERNS
	CALLIGRAPHY
<b>JANUARY'27</b>	PARTS OF FACE ( NOSE, EYES, LIPS EARS )
<b>FEBRUARY'27</b>	MIX BAG
<b>KOSHAL BODH</b>	

**Term 1: Work with Life Forms (April – August)**

**Focus: Agriculture, Horticulture, and Environmental Stewardship.**

<b>APRIL'26</b>	Tie and Dye	Visiting a tie and dye workshop, Exploring the art of tie and dye, Making the final product
<b>MAY'26</b>	AI Assistant	Preparing to design own AI assistant, Teaching the machine to recognise images, Training for recognition, Testing and improving
<b>JULY'26</b>	Plant Nursery	The Expert Visit (Nursery Audit), Raising Plants (The Sowing Lab), Bhoomi Pariksha" (Soil Quality) Checklist
<b>AUGUST'26</b>	School Habitat Garden	Identifying animals in and around the school, Designing and creating the habitat garden, Maintaining the habitat garden
<b>SEPTEMBER'26</b>	Completion of Plant Nursery and School Habitat Garden	
<b>OCTOBER'26</b>	Storytime with Puppets	Writing a script for puppet show, Character sketch, Making puppets, Putting up a puppet show
<b>NOVEMBER'26</b>	Family Health Handbook	Framing questions related to your and your family's health, Visit to a hospital, Creating a first aid kit, Making a plan to improve your and your family's health
<b>DECEMBER'26</b>	-----	
<b>JANUARY'27</b>	-----	