SVKM J .V. Parekh International School

Long Term Plan/Medium Term Plan

Academic Year 2019-20

Grade VI

Strand/Topics	Learning Objectives (CAIE expectations)	Learning Experiences/Engagements
ENGLISH		
NON FICTION **Topic: Unit 1 House and Homes**	Extract the main points and relevant information from a text and making strategies such as skimming and scanning. Taught the format of the informal letter and made the practice both from coursebook and workbook Practise note-taking using different styles for different purposes.	Students will be made to read the passage and do the writing related to those passages. Especially- Instructional Writing (Imperative Sentences), Informal Letter and Autobiographical Writing

	The students will be expected to use punctuations in their writing task through instructions for each task. Using the dictionary in order to find/ verify the meanings of unknown words. Learners to understand what	
FICTION **Topic: Unit 2 Tall tales** **Cautionary tale** **Urban legend** **(Reading** **Listening** **Writing)**	exactly a Cautionary tale is. Learners to reflect on the narrative and explain. Learners to get a grip of the genre and style of an Urban legend.	• Discussion on different sentence structures and its usuage. • Popcorn reading is done in class followed by model reading by the teacher. • The literary features of an urban legend, its structure and linguistic features are highlighted. • A written comparative analysis is done in groups. • underline words in a tale understood, and in pairs compare what they have underlined

NON FICTION **Topic: Unit 1 House and Homes (contd…)**	Practise note-taking using different styles for different purposes. The students will be expected to use punctuations in their writing task through instructions for each task. Using the dictionary in order to find/ verify the meanings of unknown words.	Students will be made to read the passage and do the writing related to those passages. Especially- Instructional Writing (Imperative Sentences), Informal Letter and Autobiographical Writing
Topic: Unit 3 Favourite Things	Practise note-taking using different styles for different purposes. Explore the range of different ways writers use layout, form and presentation in a variety of texts. Explore the variety and range of ways in which the content of texts can be organised, structured and combined. Use a dictionary and thesaurus effectively to further develop meaning. Provide clarity and emphasis in	Students would be able to practice note making build sentences using present participles, the use of modal would and use adjectives and images effectively. Students would also learn rhyme meter and form in poetry.

	writing, using a variety of sentence lengths, structures and subjects.	
FICTION **Topic : Unit 2 Tall tales(contd.)** **Mini-saga** **Horror/suspense story** **Topic :Unit 4 School Stories** **Diary entry** **Topic: Literature** **Luncheon**	Learners to reflect on the narrative and twists and turns of a Mini-saga Learners to write horror/suspense extract, using conventions and features. Learner to understand the straightforward thematic, structural and linguistic features of letters and diaries; written and oral work. **Learners to read the poem to understand the** • Figure of Speech	• Learners share favourite extracts from horror/suspense books. • Vote in groups for most effective extract. Points of tension highlighted, then one learner from each group reads aloud to the class, using appropriate intonation/pace. • Learners complete a grid, as below, on horror/suspense texts regarding typical features of setting, characters, plot, dialogue and mise en scène. • Orally, class collectively constructs a tense sequence – one sentence each – which stretches out narrative time, e.g. *I walked along the long, lonely road. It was dark. Very dark. Footsteps echoed …* • Learners analyse a horror/suspense extract for evidence of literary/linguistic devices such as: narrative hooks; dialogue to move plot along; shifts in narrative pace; characters' thoughts, fears and emotions (e.g*. My heart was beating furiously*); darkness, smell, decay; extreme weather; unexpected noise; short sentences; rhetorical

Topic :Poem **The Railway Carriage**	• Explicit meaning • Implicit meaning • Tone and structure **Learners to appreciate and celebrate the prose extract to understand the** • Characterization • Character sketch • Expression and usage of vocabulary	questions; similes; strong verbs; onomatopoeic verbs; fronted adverbs of degree (e.g. s*lowly*). Learners write a weekend entry for a teenage diary, for example in the style of *Adrian Mole* by Sue Townsend. • Similarly in pairs, learners read a range of extracts from diaries/blogs, and sequence them in order of preference. For each extract, they comment on the author and what the diary entry is about, and highlight the most interesting part/sentence. **(Poem and Prose)** • Learner can understand the different tones set in a poem. • Learner can write a character sketch and evaluate the characters.
NON FICTION **Topic: Up in the Air**	Practise note-taking using different styles for different purposes. Explore the range of different ways writers use layout, form and presentation in a variety of texts. Explore the variety and range of ways in which the content of texts can be organised, structured and combined. Use a dictionary and thesaurus	Reading skills will help students build ability to skim ,scan and concise the information Student would create a mind map/spider diagram of the main points of a an extract Exposure to word lists, comprehensions & genre specific vocabulary discussion Using the dictionary or thesaurus in order to find the meanings of unknown words for contextual meaning of unknown words.

	effectively to further develop meaning. Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects. The genre features of contemporary folk and fairy tales; narrative features of short stories; personal reading preferences/habits; book reviews highlighted.	
FICTION **Topic: Unit 6 Imaginary worlds** **Fairy tale** **Plot synopsis** **Topic :Literature** **Happy Prince** **Poem-She dealt among the Untrodden ways**	**Learners to read the poem to understand the** • Figure of Speech • Explicit meaning • Implicit meaning • Tone and structure **Learners to appreciate and celebrate the prose extract , to understand the** • Characterization • Character sketch • Expression and usage of vocabulary	**The learner is able to** • Underline literal information and then predict what is going to happen next in the tale. • highlight words/phrases in a fiction extract which are to do with behaviour, thoughts, senses • in a short fiction extract, underline words which show how a character speaks, moves, looks, then ask themselves what clues these give about the character • create a 'character line' of how a character changes throughout a text • create a mind map exploring the connotations of particular words, e.g. *white*, *green*, *peace*, and then in pairs compare mind maps

		• underline words in a poem understood, and in pairs compare what they have underlined • From the title of a story, predict what is going to happen next. • The students can make relevant notes to select, collate and summarise ideas from texts for a Plot synopsis. **(Poem and Prose)** • Learner can understand the different tones set in a poem. • Learner can write a character sketch and evaluate the characters.
NON FICTION **Topic: Unit 4 School Stories**	Explore the variety and range of ways in which the content of texts can be organised, structured and combined. Use a dictionary and thesaurus effectively to further develop meaning. Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.	Using the dictionary or thesaurus in order to find the meanings of unknown words for contextual meaning of unknown words. Students would get an idea to punctuate the paras properly and understand the decision of the paragraphs as well. Also the proper use of Complex Sentences and their construction in the passages will enhance the writing skills.

FICTION **Topic: Unit 6 Imaginary worlds (contd.)** **Fantasy /Sci-fi story** **Revision**	The genre features of fantasy, based on science and fiction ; narrative features of short stories; personal reading preferences/habits; book reviews individual presentations discussed in detail.	**The learner is able to** • underline literal information and then predict what is going to happen next in a Fantasy/Sci-fi story. • highlight words/phrases in a fiction extract which are to do with behaviour, thoughts, senses • in a short fiction extract, underline words which show how a character speaks, moves, looks, then ask themselves what clues these give about the character.
TERM EXAMINATION		
NON FICTION **Topic: Unit 7 Down to Earth**	Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning. Make relevant notes to select, collate and summarise ideas from texts. Use a dictionary and thesaurus effectively to further develop meaning. Provide clarity and emphasis in	Recognise the importance of using appropriate textual evidence to support reading points. Students should model how to use quotations effectively, and the difference between explicit and embedded quotes. Students would know of some of the more straightforward ways of making notes and summarising. Emphasise the importance of varying sentence length, structure and subject. .

	writing, using a variety of sentence lengths, structures and subjects.	
FICTION **Topic: Unit 8 Hidden Treasure** **Plot synopsis** **Play script**	• Learners are made to understand the conventions of drama, e.g. acts, scenes, soliloquy, asides, stage directions, set, narrator, tragedy, comedy, chorus. With the help of a particular note-taking system for them to use, e.g. grid, concept map, bullet points, and learners notes are made. In pairs, learners share notes and explain them to each other. • In pairs, learners find evidence of conventions of drama in appropriate extracts from, e.g. *Macbeth*, *A Midsummer Night's Dream* • From one of these extracts, learners (in pairs or groups) choose some lines to act out in the following ways: - very quickly / fast forward - with pauses	**To consolidate and extend knowledge/understanding, learner is able to** • change the vocabulary when, for example, an angry character walks into a room, then a happy one, then a shy one (the precise use of adjectives, verbs and adverbs will be important!) • collect/highlight examples of writers' effective use of vocabulary • keep a vocabulary notebook with new words added regularly; these could be categorised, e.g. *heat*, *cold*, *happiness*, sadness, *fear*, *dirt*, *cleanliness* • make verb chains, e.g. *flutter-flicker-wave*, and devise effective noun phrases, e.g. *the forlorn, forgotten tree* .

	- actors far away from one another, then very close - one set of levels/positions adopted – sitting, standing, kneeling, lying, then these changed in a subsequent attempt - voices at full volume, then quiet - Gestures added, then without any. • A discussion is held. How did these differences impact on the meaning? What did learners learn about the best way of acting out their lines? The learners are realised of the importance of pronouncing their words clearly – enunciating the first and last consonants of words, keeping the pace of delivery measured. Time is given to practise their performances, then show their 'best' minute, starting and ending with a suitable freeze frame. • A marking sticky note could be completed by other groups	

NON FICTION **Topic: Unit 9 Meet the Family**	Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning. Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects. Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing	Recognise the importance of using appropriate textual evidence to support reading points. Students should model how to use quotations effectively, and the difference between explicit and embedded quotes. Emphasise the importance of varying sentence length, structure and subject.
FCITION **Topic: Unit 8 Hidden Treasure (contd.)** **Story continuation** **Quest story**	The learners are asked to explain on a sticky note a problem they have (e.g. to do with schoolwork, parents, finances); another learner picks it up and responds. Read out responses and discuss. What difficulties did learners experience with this task? Then explore the genre of story continuation. • Explore the rationale of texts	Learners are asked to read their best story to the rest of the class. .

	to inform/advise, e.g. to connect personally with the reader, to reassure, to provide information, to offer a choice so that the reader feels empowered. • Learners are asked to find and highlight examples of the following features in a simple advice text (there are many suitable on teenage advice sites, e.g. on a 'your problems' page). They could highlight different features using different colours. - personal pronouns, e.g. *I*, *you*, *me* - modal verbs, e.g. *can*, *should*, *would*, *will*, *may*, *must*, *ought* - imperative verbs, e.g. *Explain to your friend … Tell them that …* - elision, e.g. *you're*, *it's* - friendly, informal language - reassurance offered - Choices offered. • In pairs, one learner writes a problem page letter (give some suggestions if necessary) and the other writes the reply, using as many of the features of successful advice writing as	

	possible. • Learners are asked to write an advice/information text for a new learner to the school, including the subheadings *Welcome*, *School day*, *Break time and lunch*, *Teachers*, *What to expect* and *How to best fit in*. • Learners work in pairs, writing a paragraph each and using a simple success grid, as below, to assess each other's efforts.	
NON FICTION **Topic: Unit 9 Meet the Family (contd…)**	Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning. Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects. Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing	Recognise the importance of using appropriate textual evidence to support reading points. Students should model how to use quotations effectively, and the difference between explicit and embedded quotes. Emphasise the importance of varying sentence length, structure and subject.

FICTION **Topic: Unit 10 Mysteries and puzzles** **Short story extract**	• Ask learners to fill in a genre wheel in relation to their own reading, then set genre reading targets accordingly. • Give learners a reading trail with genres to encourage them to read beyond the familiar. • Learners complete a reader profile sheet, leading to a reading passport with suggested books to read and targets, which can be signed by parents or carers. • Learners establish an individual reading record for one book. They complete the number of pages read each day and include bullet point comments on character/plot/themes, a summary comment on whether they would recommend it to a friend, an email to the author, and three quotations from the book they would like to keep/remember.* • Learners could keep a reading journal where a different note form is used each day, e.g. bullet points, mind map, grid	A book quiz of the week is conducted. Can they: - say what the genre is from some given quotes? - list other books by the same author? - complete the book title? - predict from the story so far and what is going to happen next?

	flow charts. Which form did they find the most suitable? • Learners give a talk on a book. Give them a speaking frame, such as: *The reason I chose this book was …* (e.g. blurb, cover, recommendations, review, link with TV/ film, read others by the same author, enjoy this genre)*. Briefly, this* book is *about …The reason I enjoyed this book was … A section which really interested me was … because … A feature of the language used which was interesting was … What I like about this author is … The kind of person who would enjoy this book is …** • Display learners' recommended reads and favourite lines from books. .	
NON FICTION **Topic: Unit 11 Looking Back**	Give an informed personal response to a text and provide some textual reference in support. Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods.	Students will also showcase emotive language to get a response after reading and how to write a character sketch. Students would reflect on people and event they remember and see how memory and nostalgia can inspire personal reflective writing. Students can practice sentence in sentence structuring and drafting and reflecting a proper writing.

	Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.	
FICTION **Topic: Unit 10 Mysteries and puzzles(Contd)** **Narrative poem** **Unit 12 Secret lives** **Fantasy novel extracts**	• Learners are given two or three non-narrative poems or ask them to find their own. • In pairs, learners complete a grid, as below, charting the differences between narrative and non-narrative poems, and give feedback. • Learners choose between 8 and 12 poems (they can include some of the poems they know from these activities) and make up their own poetry anthology. They will write an introduction to the collection, explaining what they appreciate about each chosen poem.	**The learner is able to** • Write their own narrative poem • Explain /express their own fantasy novel extract ideas.
NON FICTION	**REVISION**	

FICTION **Topic: Unit 12 Secret lives (Contd.)** **Fantasy poem** **Horror novel extract** **Revision**	• A narrative poem is discussed and asked the individual learners to act out the narrative as it is read. • The strategies such as chat show, thought tracking, conscience alley or thought bubbles to explore the characters in more depth. For example, the chat show format is used so that each learner assumes the role of a character in the poem and is interviewed by the host (another learner) to give their own version of events. Allow other learners the opportunity to ask questions.	A class discussion is held on 'Why did the character do what they did?' Consider what clues are given earlier in the poem and what would you like to ask. • Similarly elicit <u>Creative response</u>: Learners are given a descriptive prose extract and asked to use it write their own horror extract. • As a whole class, before writing, learners should use what they have learnt through their analysis of other extracts to create success criteria for their own work. • In pairs, learners read and appraise each other's work against the success criteria, annotating them with comments. Would they make changes or are they happy with the outcome? • <u>Critical response</u>: Learners write about one of the extract they have experienced, writing and presenting a review, appreciation or interpretation of the chosen work. Sentence stems can be offered as a way of organizing and introducing formal commentary. • Learners are asked to read their responses to the whole class.
FINAL EXAMINATION		
MATHEMATICS		
NUMBER AND CALCULATION		

	Consolidate the rapid recall of number facts, including positive integer compliments to 100, multiplication facts to 10 x 10 and associated division facts.	Revising multiplication tables from 1 to 10, and addition and subtraction facts for numbers between 0 and 20. Looking for patterns that make mental calculations easier, for example what happens when 9 is added to a two digit number, or that 5 + 7 is the same as 6 + 6. Ask questions such as 'which pairs of numbers will add together to make 17?'
	Recognise negative numbers as positions on a number line. Add, subtract, multiply and divide integers.	Speed competitions to calculate the correct answer. Give each pupil a +/- number then get them to line up in order of size. Select 4 negative number cards for individuals to order explaining strategy to a partner.
	Know and apply tests of divisibility by 2, 3, 5, 6, 8, 9, 10 and 100.	Look for Patterns in a multiplication table. 20 questions on what number am I.
	Recognise multiples, factors, common factors, primes(all less than 100) making use of simple tests of divisibility; use the "sieve" for generating primes developed by Eratosthenes., find the LCM, HCF using prime	Factor race teams compete to complete the factor list of a given number. Use factor trees to find common factors and LCM, HCF

	factorization;	
	Recognise squares of whole numbers to at least 30 x 30 and the corresponding square roots; use the notation 7^2 and $\sqrt{49}$.	Square root bingo Matching pairs 7 and $\sqrt{49}$ etc.
	Use the order of operations, including brackets and indices, to work out simple calculations.	Speed competitions to calculate the correct answer and/or insert brackets to achieve the correct answer.
	Interpret decimal notation and place value;	Using a number line with place value headings and moveable cards with single digits on them to discuss place value. Investigation how the digits move in relation to the decimal point when multiplied or divided by the powers of ten.
	Order decimals changing these to the same units.	Giving each pupil a decimal number then get them to line up in order of size. Select 4 decimal cards for individuals to order explaining strategy to a partner.
	Round whole numbers to the nearest 10, 100 or 1000 and decimals including measurements to the nearest whole number or 1	Using a number line to investigate rounding by placing, for example, a decimal on the line and deciding which whole number it is closest to. Devise rules for rounding.

	decimal place.	
	Know when to round up or down after division, when context requires a whole number answer.	Questions on filling boxes, or seats on buses.
	Add and subtract decimals including numbers with different numbers of decimal places. Multiply and divide whole numbers and decimals by 10, 100 or 1000.	Ensuring that the class understands that multiplying by 10, 100 and 1000 makes the number bigger while dividing by these numbers makes the number smaller. Progress to paper and pencil methods.
	Multiply and divide decimals with one and/or two places by single digit numbers, e.g. 13.7 x 8, 4.35 ÷ 5.	Differentiated exercises e.g. ? x 3.1 = 12.4
	Generate terms of an integer sequence and find a term given its position in the sequence using position to term rule; find simple term-to-term rules.	
	Generate sequences from spatial patterns and describe the general term in simple cases.	
ALGEBRA		

	Use letters to represent unknown numbers or variables; know the meanings of the words term, expression and equation.	Producing a written form for the *I think of a number* game. Identify terms equations. For a whole class activity practise using mathematical vocabulary by picking out terms, expressions, variables and equations from various examples.
		Showing that expressions can only be simplified (or evaluated) but that equations in one variable can be solved. Discussing equations in two variables. Show that, terms can contain brackets.
	Know that algebraic operations follow the same order as arithmetic operations.	Replacing numbers with letters in familiar situations.
	Construct simple algebraic expressions by using letters to represent numbers.	Start by using words as the variables when simplifying algebraic expressions. For example, a shopping basket contains 6 apples and 2 bananas and 2 apples. This leads to 6a+2b+2a. Use 'think of a number' games to construct simple equations. Find out what formulae are being used in students' other subjects and make use of them. Use currency conversion formulae.
	Represent simple functions using words, symbols and mappings.	Drawing function diagrams, mapping diagrams. Drawing analogy between regular machines and mathematical machines
	Derive and use simple formulae e.g. to change hours to minutes.	Creating formulae using excel to convert from one set of units to another.

	Substitute positive integers into simple linear expressions/formulae.	Using Excel to generate values of different formulae.
HANDLING DATA		
	Decide which date would be relevant to an inquiry and collect and organise the data.	Decide on a sound reason for conducting your survey, then consider the data you need to collect.
	Construct and use frequency tables to gather discrete data, grouped where appropriate in equal class intervals.	Carry out a survey that will produce the desired results, offer option in pre-selected intervals.
	Construct and use frequency tables to gather discrete data, grouped where appropriate in equal class intervals.	Carry out a survey that will produce the desired results, offer option in pre-selected intervals.
MEASURE		
	Choose suitable units of measurement to estimate, measure, calculate and solve problems in everyday contexts.	Spot the incorrect unit match list of items and units.
	Read the scales on a range of analogue and digital measuring instruments.	Paired work, peer checking on the answers, hands on work not just diagrams.
	Know and use abbreviations for and	Practice use of < > with different units and conversions.

	relationships between metric units; Kilo-centi-milli- ; converting between; Kilometres Km, metres m, centimetres cm, millimetres mm; Tonnes t, kilograms km, and grams g Litres l, and millilitres ml.	
GEOMETRY		
	Identify, describe, visualise and draw 2D shapes in different orientations.	Discuss experimental error and accuracy and emphasise the need for accuracy (for example, use a sharp pencil).
	Use the notation and labelling conventions for points, lines, angles and shapes.	Decide on the number of points needed to identify different lines angle and shapes - maximum/minimum
	Estimate the size of acute, obtuse and reflex angles to the nearest 10 degrees.	Discuss acute, obtuse and reflex angles and the need to check which scale on the protractor to use.
	Start to recognise the angular connections between parallel lines, perpendicular lines and transversals.	Colour angles which are the same within diagrams.
	Calculate the sum of angles at a point, on a straight line and in a triangle, and prove that	Draw a triangle and mark its angles. Then tear it into three parts each containing an angle and stick the three angles together showing a straight line also sum of angles = 180° Similarly any quad = 2

	vertically opposite angles are equal; derive and use the property that the angle sum of a quadrilateral is 360°.	triangles.
NUMBER AND CALCULATION		
	Recognise the equivalence of simple fractions, decimals and percentages.	Use paper, card and counters. Cut circles ('pies' or 'pizzas') into different numbers of slices to make comparisons between fractions. Use column headings to identify decimals as tenths or hundredths. Identify percentages as parts per 100.
	Recognise the equivalence of simple fractions, decimals and percentages.	Use paper, card and counters. Cut circles ('pies' or 'pizzas') into different numbers of slices to make comparisons between fractions. Use column headings to identify decimals as tenths or hundredths. Identify percentages as parts per 100.
	Simplify fractions by cancelling common factors and identify equivalent fractions; change an improper fraction to a mixed number, and vice versa. Convert terminating decimals to fractions e.g. $0.23 = \frac{23}{\div 100}$	Ensure that the students understand that the denominator of the fraction is the 'name' of the fraction and represents the number of equal parts the whole is divided into, and that the numerator shows how many of these parts are being used.

	Compare two fractions by using diagrams, or by using a calculator to convert the fractions to decimals, e.g. $\frac{3}{5}$ and $\frac{13}{20}$	
	Add and subtract two simple fractions. Find fractions of quantities (whole number answers); multiply a fraction by an integer.	Quick fire questions 1/2 of 32 etc. Matching the answers to the questions.
	Understand percentages as the number of parts in every 100; use fractions and percentages to describe parts of shapes, quantities and measures.	Divide graph paper squares into different % e.g. 30% red 70% blue or even 25% red, 30% green, 45% blue etc.
	Calculate simple fractions and percentages of quantities, e.g. one quarter of 64, 20% of 50kg.	Compare, which is bigger 20% of 50kg or 15% of 70kg etc.
	Calculate simple percentages of quantities (whole number answers) and express a smaller quantity as a fraction or percentage of a larger one.	Speed competitions to calculate the correct answer. Compare two given parts, which is larger?
	Use percentages to represent and compare different quantities.	Speed competitions to calculate the correct answer.

	Know that in any division where the dividend is not a multiple of the divisor; there will be a remainder, e.g. 157 ÷ 25 = 6 remainder 7. The remainder can be expressed as a fraction of the divisor e.g. 157 ÷ 25 = 6 725	Division of bead or counter into groups use of an abacus. Match pairs of fractions 65 and 115
GEOMETRY		
	Name and identify side, angle and symmetry properties of special quadrilaterals and triangles, and regular polygons with 5, 6 and 8 sides.	Sorting by symmetry, angles learn the names of common shapes for a bingo quiz.
	Recognise and describe common solids and some of their properties, e.g. the number of faces, edges and vertices.	20 questions with a solids name as the answer.
	Recognise line and rotation symmetry in two-dimensional shapes and patterns; draw lines of symmetry and complete patterns with two lines of symmetry; identify the order of rotational symmetry.	Sheets of pre-drawn patterns or students generate computer patterns that they can swap and compare with each other.

ALGEBRA		
	Simplify linear expressions e.g. collect like terms; multiply a constant over a bracket.	Paired work to justify actions to partner and act as a check on results.
	Construct and solve simple equations.	Equation puzzle
TERM EXAMINATION		
DATA HANDLING		
	Find the mode (or modal class for grouped data), median and range.	Select a data set from those given to match a set of given criteria i.e. mode is 7 range is 6.
	Calculate the mean including from a simple frequency table.	Differentiated exercises.
	Compare two simple distributions using the range and the mode, median or mean.	Complete the survey with two different classes or groups and compare the results.
NUMBER AND CALCULATIONS		
	Understand percentages as the number of parts in every 100; use fractions and percentages to	Divide graph paper squares into different % e.g. 30% red 70% blue or even 25% red, 30% green, 45% blue etc.

	describe parts of shapes, quantities and measures.	
	Calculate simple fractions and percentages of quantities, e.g. one quarter of 64, 20% of 50kg.	Compare, which is bigger 20% of 50kg or 15% of 70kg etc.
	Calculate simple percentages of quantities (whole number answers) and express a smaller quantity as a fraction or percentage of a larger one.	Speed competitions to calculate the correct answer. Compare two given parts, which is larger?
GEOMETRY		
	Use a ruler, setsquare and protractor to: Measure and draw straight lines to the nearest millimetre. Measure and draw acute, obtuse and reflex angles to the nearest degree. Draw parallel and perpendicular lines. Construct a triangle given two sides and the included angle (SAS). Construct squares and rectangles. Construct regular polygons, given a side and internal angle.	Pre-drawn sheets to practice measuring. Differentiated exercises to practice constructions of polygons.

	Know the relationships between units of time; understand and use the 12-hour and 24-hour clock systems; interpreting timetables; calculate time intervals.	Set a clock time ask what time it would be in 45 min, or 97 min
	Draw and interpret graphs in real life context involving more than one stage e.g. travel graphs.	Plot distance from home graphs in various contexts including graph for more than one person.
DATA HANDLING		
	Read and plot coordinates of points determined by geometrical information in all four quadrants.	Battle ships in four quadrants. Treasure Hunt to find a selected coordinate from "closer" or "further away" responses.
	Generate coordinate pairs that satisfy a linear equation, where y is given explicitly in terms of x, plot the corresponding graphs; recognise straight-line graphs parallel to the x- or y- axis.	Draw up tables of values for a function and describe patterns found in the tables.
	Draw diagonal lines	Calibrating axes, Finding equation of line of symmetry
NUMBER AND CALCULATION		
	Use ratio notation, simplify ratios and divide a quantity	More complex problem two students share $x in ratio 5:7 smallest share is $15 how much is the

	into two parts in a given ratio.	larger share?
	Recognise the relationship between ratio and proportion.	
	Use direct proportion in context; solve simple problems involving ratio and direct proportion.	Differentiated exercises use real or plastic money to share out in a given ratio.
DATA HANDLING		
	Use the language of probability to describe and interpret results involving likelihood and chance.	Analyse the results for each group and then put the data for compatible groups together to produce more reliable results.
	Understand and use the probability scale from 0 to 1.	Class discussion of the probability of certain events Convert words to numbers via their position on the probability line Impossible =0 etc Sort events into probability order given a numerical value.
	Find probabilities based on equally likely outcomes in simple contexts.	Carry out an experiment [rolling dice or spinners] to produce relative frequencies - use to predict probabilities. Have another group check by repeating the experiment. List all outcomes from a selection event.
	Identify all the possible mutually exclusive outcomes of a single event.	Rolling dice or spinning spinners to generate data sets use different dice D4 D6 D8 etc for variety.
	Use experimental data to estimate probabilities.	

	Compare experimental and theoretical probabilities in simple contexts.	Compare results from different groups them to produce better sets of results.
GEOMETRY		
	Transform two-dimensional shapes by: • reflection in a given line, • rotation about a given point, • translation. Know that shapes remain congruent after these transformations.	Pre drawn shapes on a coordinate grid.
MEASURE		
	Derive and use formulae for the area and perimeter of a rectangle; calculate the perimeter and area of compound shapes made from rectangles.	Divide compound shapes into rectangles finding the area of each and the total area.
	Know and use abbreviations for and relationships between metric units; Kilo-centi-milli- ; converting between; Kilometres Km, metres m, centimetres cm, millimetres mm; Tonnes t, kilograms km,	Practice use of < > with different units and conversions.

	and grams g Litres l, and millilitres ml.	
	Know the abbreviations for and relationships between square metres (m^2) centimetres (cm^2) and millimeters (mm^2).	Sort into families Kilometres Kilograms etc.
	Derive and use formula for the volume of a cuboid; calculate volumes of cuboids.	Given a fixed number of $1cm^3$ cubes, what is the cuboid with the largest volume you can build?
	Calculate the area of cubes and cuboids from their nets.	Measure nets and then construct them into solids and check results.
	Draw and interpret bar line graphs and bar charts, frequency diagrams for grouped discrete data, simple pie charts, pictograms.	Use date from previous lessons to be displayed on various charts. Discuss which chart is best for different types of data.
	Draw conclusions based on the shape of graphs and simple statistics.	Test a hypothesis which generated the above survey.
FINAL EXAMINATIONS		

SCIENCE		
Scientific Inquiry	Ideas and evidence • Make predictions and review them against evidence • Be able to talk about the importance of questions, evidence and explanations Plan investigative work • Suggest ideas that may be tested • Choose appropriate apparatus and use it correctly • Make predictions referring to previous scientific knowledge and understanding • Identify appropriate evidence to collect and suitable methods of Students will draw & label scientific diagrams, view through the microscope, observe & conclude, draw inferences, view videos & ppts, study model systems, make models, play games, answer quizzes, use scientific terminology, use scientific reasoning, make presentations, solve worksheets based on the	Students will draw & label scientific diagrams, view through the microscope, observe & conclude, draw inferences, view videos & ppts, study model systems, make models, play games, answer quizzes, use scientific terminology, use scientific reasoning, make presentations, solve worksheets based on the given topics:

	given topics: collection • Outline plans to carry out investigations, considering the variables to control, change or observe Obtain and present evidence • Make careful observations including measurements • Present results in the form of tables, bar charts and line graphs Consider evidence and approach • Make conclusions from collected data, including those presented • Consider explanations for predictions using scientific knowledge and understanding and communicate these • in a graph, chart or spreadsheet	
PHYSICS		
Measurements	**Measurements** • Identify physical phenomena Discuss what are illusions. • Measure length, mass & time. • Use appropriate	**Measurement** • Describe physics as the science of investigating phenomena. • Discuss various phenomena in launching a rocket. • Observe & interpret various illusions. • Measure length, mass & time using appropriate instruments

	instruments • Discuss the terms estimation & accuracy • Discuss the concept of heat & temperature.	• Learn about SI units & calculate/convert questions based on it. • Estimate certain things and then find out accurate measures of the same. • Discuss hotness & coldness and types of thermometers.
Forces and Motion	**Forces & Motion** • Describe the effects of forces on motion, including friction and air resistance. • Describe the effect of gravity on objects. • The relationship between gravity and weight • Investigate balanced and unbalanced forces on objects • Discuss air resistance and explain in terms of forces what happens to a parachutist when they jump from an aeroplane until they land.	**Forces & Motion** • Find out that forces change the speed and direction of objects. • Pupils should try activities to show the effect on speed of pushing and pulling forces. • Investigate the effect of forces on the shape of objects • Hang kilogram masses on Newton meters to find their weight. • Pupils should find out by applying equal forces in opposite directions to an object at rest, that it can stay at rest • Look at sliding forces along different surfaces e.g. the soles of shoes on gravel, tarmac, vinyl. • Investigate the motion of different parachutes e.g. changing surface area, weight.
Energy	**Energy** • Recognise different	**Energy** • Students can brainstorm their own ideas

	energy types or forms • Introduce energy changes • Discuss how energy is wasted • Learn how fuels are burnt to release chemical energy	about what is meant by 'energy'. Examples to illustrate their definition need to be given in their explanation • Knowing the names science uses for the different types of energy: • heat (thermal) • light • sound • electrical • chemical • kinetic (movement) potential (stored)
TERM EXAMINATION		
Energy Transformation	**Energy Transformation** Understanding the fact that how energy use has increased in our day today life Learn how draw energy transfer diagrams are drawn. Understand How to draw a Sankey diagram. Understand how plants and energy is related. Understand how energy use has increased for	**Energy Transformation** Compare the transfer of energy from several different examples such as a burner, an electric light, lifting weights for 5 minutes, to find that energy is wasted in the form of heat and dispersed in the atmosphere. Discussion on what energy is used for in the modern world and what alternatives for each use (if any) were available say, 100 years ago. Illustrate ideas with examples. e.g. electric light compared with oil lamps, cars compared with carts etc. The alternatives available in 100 years' time might

	ourselves. Understanding construction and working of electricity by Bicycle Dynamo and also to understand the other means by which electricity is generated. Understand that energy cannot be created or destroyed and that energy is always conserved.	also be considered. Interpret and draw energy transfer diagrams. Lots of examples can be provided here so that as many different types of energy and transfer are covered as possible. Examples include; catapult, Bunsen burner, clockwork toys, electric motors lifting small weights, blowing up and releasing balloons, dynamos, the use of batteries heating or lighting circuits, light sensitive paper, musical instruments. Students can list some home appliances and say what energy transfers take place.
Earth and beyond	Describe how the movement of the Earth causes the apparent daily and annual movement of the Sun and the stars. Describe the relative position and movement of the planets and the Sun in the solar system. Consider explanations for predictions using scientific knowledge and understanding and communicate these. Describe the relative position and movement of	Discuss what is meant by a day, a month and a year in terms of the movement of objects in the solar system. Discuss why a day and a year on other planet is different to that on Earth Watch time-delay images to show the apparent movement of the Sun and the stars. Students to make explanations for these movements and to check them against secondary sources. Appreciate that the Earth's axis is tilted and explain how this causes seasons to occur. Name the planets of the solar system and to place them in order.

	the planets and the Sun in the solar system. Discuss the impact of the ideas and discoveries of Copernicus, Galileo and more recent scientists	Use secondary data to find out about how and when the planets were discovered. Use secondary data to find out why Pluto is no longer considered a planet.
FINAL EXAMINATION		
CHEMISTRY		
The states of matter	• Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state. • Present results in the form of tables, bar charts or line graphs. Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and **gases**, including changes of state. • Show in outline how the particle theory of matter can be used to explain the properties of solids,	Teacher will display various images on the projector and the students will be asked to differentiate the images in solid, liquid or gas. Group activity: Learners will make a differentiation chart on the physical nature of all the three sates of matter. Teacher will discuss the movement in particles due to energy absorbed and physical change in state of matter. Melting, freezing, Boiling, condensation, sublimation. Learners will be shown a video for better understanding of physical changes. Teacher will Show a video to the learners to make learners understand the particle nature of state of

	liquids and gases, including changes of state.	matter
The states of matter (continue) **Properties of matter & materials**	Outline plans to carry out investigations, considering the variables to control, change or observe (as whole class). • Choose appropriate apparatus and use it correctly. • Make careful observations. • Recognize results and observations that do not fit into a pattern. • Describe and explain the differences between metals and non-metals • Describe everyday materials and their physical properties. • Describe everyday materials and their physical properties. • Make predictions and review them against evidence • Describe everyday materials and their	Learners will perform experiments on heating and cooling curve. Learners will be introduced to lab apparatus their handling, Types of variables. Safety precaution Learners will learn to collect data and present in a proper form of a graph and table. Learners will also observe the process of dissolving by a lab activity. Learners will be divided into groups and will be shown few objects in the class. They will asked to describe the physical properties of each one of them. Learners will also learn to differentiate between properties of metals and non-metals by dividing them in groups and discuss their answers based on previous knowledge and understanding. Based on the outcomes discussion about the material properties will be done. In detail material property will be explained to students using a presentation.

	physical properties. • Make predictions referring to previous scientific knowledge and understanding • Describe everyday materials and their physical properties	
Acids & Alkalis	• Defintion of Acids and Alkalis • Acids produced by living things • Organic and mineral acids Revision • UNIT TEST	Teacher will ask to students to recall the taste of a lemon juice and salt water and discuss the basic nature of acid and base. Teacher will derive the definition of acid and alkalis with the students. Learners will differentiate and list down the examples of organic and mineral acids from plant and animal origin Revision for a week for summative
Acids & Alkalis	• Uses of alkalis in the home. • Detecting acids and alkalis using indicators • The pH scale	Teacher will ask learners to list down the alkalis used at home and discuss the same in the class. lab activity, pH test will be conducted in the laboratory.
TERM EXAMINATION		

	• Neutralisation • Using neutralisation reaction • Acid rain and its prevention	Neutralisation reaction will be demonstrated to the students and colour change due to indicators will also be shown In detail explanation will be done through presentation and video.
Rocks and soil	• The big bang theory • The formation of the solar system • The structure of the Earth • The rock cycle • Types of rocks • Uses of rocks • Minerals	Learners will be shown presentation and video to show big bang theory and formation of a star. Learners will learn to make a rock cycle including all the process using a flash card activity. Learners will observe the different types of rocks and differentiate their appearance. Learners will make a flow hart of different types of rocks.
	• How soil is formed • The layers of soil • The parts of soil • The properties of soil • Different kinds of soil • Loam	Learners will observe and understand different layers of soil by soil profile demonstration. Learners will perform experiment on understanding various soil property in the lab. Learners will make a chart based on the different types of soil and their characteristics.
Finding the age of the Earth	• How rock layers formed • Naming the rock layers • How fossils are formed • Fossils and rocks • The fossil record • The ages of rocks • Finding the ages of the	Teacher will explain the process of naming of rocks and formation of fossils by linking it to the sedimentary rock formation. Learners will be shown various fossils images for better understanding. Learners will be given practice for interpretation of

	rocks.	data from the fossil records. Learners will be made aware about finding the age of the rock by measuring the radioactivity.
FINAL EXAMINATION		
BIOLOGY		
The Characteristics of Living things	**The Characteristics of Living things** Identify the seven characteristics of living things and relate these to a wide range of organisms in the local and wider environment	**The Characteristics of Living things** Discuss the ways nutrition is obtained by different animals. Breathing through a straw into lime-water to show carbon dioxide is produced. Discuss the difference between breathing and respiration. Discuss the difference between growth and reproduction. Discuss why movement is essential for survival (finding shelter, avoiding danger, finding food). Detecting different flavours using taste only and compare with ease of detection when also using nose. Describe texture of a variety of different materials.
Major Organ System	**Major Organ Systems** Recognise the positions, and know the functions of	**Major Organ Systems** • Identify the root, stem and leaf of different flowering plants.

	the major organs of flowering plants, e.g. root, stem, leaf. Recognise the positions and know the functions of the major organ systems of the human body	• Consolidate understanding of characteristics of living things by relating plant structures and their functions to the characteristics e.g. leaf and feeding. • Draw an outline of a body. Draw on it the positions of the named organs.
Cells	• Identify the structures present in plant and animal cells as seen with a simple light microscope. • Compare the structure of plant and animal cells. • Present results in the form of tables, bar charts and line graphs. • Relate the structure of some common cells to their functions. • Understand that cells can be grouped together to form tissues, organs and organisms.	• Observe prepared microscope slides of cells. • Prepare and focus a good specimen without being misled by air bubbles or dust on the cover slip. • Observe and identify the nucleus, cytoplasm, (and in plant cells, the cell vacuole and cell wall). Record sketch diagrams of the cells. • Compare observed cells with labelled diagrams for secondary sources and explain why the cell membrane is not visible in the prepared slides • Write about how some named cell types you have investigated are adapted to their function e.g. plant leaf cells (chloroplasts), root hair cells, blood cells (red and white), nerve cells. • Different types of tissues grouped together can make an organ and organs can group together to make an organ system. Organ systems are necessary to form a complex organism e.g. flowering plant or human. • Discuss those cells of the same type group together to form tissues.

Micro-organisms	**Micro-organisms** Identify the structures present in plant and animal cells as seen with a simple light microscope and/or a computer microscope. Know about the role of micro-organisms in the breakdown of organic matter, **food production** and disease, including the work of Louis Pasteur.	**Micro-organisms** Observe and draw prepared slides of fungi as seen under the microscope. Observe photomicrographs of bacteria and viruses. Include magnification. For a range of infectious diseases caused by microorganisms, discuss: what type of organism is the causal agent, how the disease is transmitted, preventative measures.
TERM EXAMINATION		
Living things in their environment	**Living things in their environment** Describe how organisms are adapted to their habitat, drawing on locally occurring examples. Secondary sources can be used. Draw and model simple food chains. Discuss positive and negative influence of humans on the environment, e.g. the effect on food chains, pollution	**Living things in their environment** Draw and interpret simple food chains. Draw, or cut out supplied, shapes of plants and animal which can form three item food chains and hang them up so that the producer is the lowest item. Introduce the terms: producer, primary consumer, secondary consumer, an omnivore, herbivore, and carnivore. Draw some food chains from the habitat they have studied in the previous lesson. Describe the effect of human activity on a food chain. Discuss several different scenarios involving human activity and food chains to predict

	and ozone depletion. Describe how organisms are adapted to their habitat.	the effect on the organisms within the food chain. Students should investigate using secondary sources adaptations of plants and animals in more Extreme habitats such as desert, mountain, arctic, underwater. Explain how some organisms are adapted for day and night. In groups, consider which animals are active in daytime and which in night-time and study their adaptations.
People and the planet	**People and the planet** Discuss positive and negative influence of humans on the environment, e.g. the effect on food chains, pollution and ozone depletion. Discuss a range of energy sources and distinguish between renewable and non-renewable resources.	**People and the planet** Understand the problems of obtaining clean air. Distinguish between a non-renewable and a renewable energy resource. Produce a list of a list of non-renewable and a list of renewable resources. Produce a poster or PowerPoint to explain why the use of CFCs should be banned
Classification and Variation	**Classification and Variation** State that organisms can be classified into groups by the features that they share Define species as a group	**Classification and Variation** Learners may know some binomials, such as Homo sapiens. Use this as an introduction of the Latin names for classification of all organisms. Carl Linnaeus can be mentioned and his work discussed. Emphasise the format of binomial names: Genus

	of organisms that can reproduce to produce fertile offspring Define and describe the binomial system of naming species as an internationally agreed system in which the scientific name of an organism is made up of two parts showing the genus and species Explain that classification systems aim to reflect evolutionary relationship Differentiate between continuous and discontinuous variation.	with a capital letter and species with a lower case letter and the possible use of italics or underlining. The use of the internet, photographs or specimens of the five groups of vertebrates can be used to draw up a table or produce a poster to include the main characteristics of each class.
FINAL EXAMINATION		

ICT		
Computer Language	Students will understand different computer languages and their features.	
Using Mail Merge	Students will learn to create document and merge it with the data source.	Creating Birthday invitation/ letters and apply mail merge feature using data source.
More on windows 7	To understand Windows 7 operating systems and different accessories.	Students will use features of Windows 7 like displaying two windows at a time, disk cleanup, searching files and folders, jump list, etc.
Microsoft PowerPoint 2007	To create presentation using different tools in MS PowerPoint.	Students will create presentation as per their topic using table style, table tools, chart and also will format background of the presentation.
TERM EXAMINATION		
Animating text and Object	To add videos, sound clips, transition, action buttons and to insert data from word in a presentation.	Students will learn to add videos, sound clips, transition, action buttons and import data from a word document in their presentation.
Microsoft Excel 2007	To create spread sheet, enter data and perform calculations.	Students learn to create spread sheet, enter data and perform calculations. Also to rename, delete and add a new sheet with the help of practicals tasks.
Editing a Worksheet	To edit a spreadsheet contents. To insert and delete rows and columns to	Students learnt to edit spreadsheet using tools in excel. Insert and delete rows and columns, move data also using auto fill feature to modify the

	modify the spread sheet.	spreadsheet.
Surfing Internet	To understand the history of internet and services provided by internet.	Students will search information using a search engine. Also will create an email account.
Introduction to Qbasic	Students will be able to write programs using constants, operators and QBasic statements to create basic programs.	Students learn commands in qbasic. Input and output statements are done with the help of practical tasks.
QBasic statements	Students learn to write programs using following statements • let • Print • Input • Control • IF-Then • Elseif with If-then	
FINAL EXAMINATION		
GLOBAL PERSPECTIVE		
Topic: Language and Communication	Explore and reflect on personal approaches to communication and language	Discussion on ways of communicating with family and friends List examples of different ways to communicate to different people; identify the factors that determine the method of

		communication.
Topic : Language and Communication	Analyse and evaluate perspectives on acquiring a second language Research and understand the nature of communication in own country and its impact on your culture	Survey the class to find out the range of languages spoken. Present and analyse the results. Consider the impact of the results. Groups prepare arguments for and against: 'Speaking another language is an essential skill for future success.' Class debate**.**
Topic: Digital World	Explore and reflect on personal approaches to computer usage Analyse the importance of International Connectedness	Preparation of a flow chart comparing benefits on flaws of computer usage
Topic: Digital World	Critically analyse the role of digital surveillance on human life and understand its effect on privacy	Compare different countries with digital surveillance and find the benefits and disadvantages of it
TERM EXAMINATION		
Topic: Belief System	Explore and reflect on personal and other people's perspectives	Class/Group discussion to define 'belief system' and types of belief systems (religious, philosophical, ideological and political) and why people have belief systems. Collate

		perspectives/ideas on belief systems.
Topic: Belief System	Research and understand different belief systems across the world	Presentation of one major world religious belief system. Include location, beliefs, behaviour and attitudes. Research another belief system to present to the class – can be religious or other (e.g. humanism, atheism, etc.). W. Collate presentation information to have a range of case study material
Topic: Disease and Health	Research and understand a range of different health issues from a range of perspectives Analyse and evaluate methods to combat health issues Research and understand the variations in infant mortality rate (IMR) and life expectancy (LE) span around the world and within countries	Brainstorm ideas about major health issues worldwide. Consider the type of health issue – developed or developing world, cause of disease, access to health care and prevention of disease. Research and present different perspectives on one world health issue (distribution, causes, socio-economic impact, methods to reduce Interpret choropleth (shading) maps or tables showing infant mortality rate (IMR) and life expectancy (LE) illustrating global and regional variations. Compare rates of IMR and LE. Discuss and explain factors affecting the rates.
Topic: Disease and Health	Reflect on how healthy lifestyle is and ways to	Class survey into teenage lifestyle and health

	become more healthy	issues Devise a survey, collate and summarize findings. Compare own health to those of peers. Reflect on own attitude/perspective to health and fitness. Devise a plan of action to live more healthily
Topic: Disease and Health	Reflect on how healthy lifestyle is and ways to become more healthy	Class survey into teenage lifestyle and health issues
FINAL EXAMINATION		
ART		
Contour Drawing	- To improve observation skills -To improve brain-eye-hand coordination	Students will place their own hand in front of them in various gestures and with observation they'll draw it without lifting the pencil from the surface of the page.
Handling of brushes	-To get used to with the use of brushes -To be able to handle brushes with ease -To be able to blend two	Student will draw various types of lines with paint & brush. Student will paint various rectangles with the combination of colours and blend it with each other.

	colours with each other	
Design in a Square **(Theme – Monsoon),** **Colour schemes**	-Understanding what is 2D design -To know the elements of art such as line, shape, space, value, colours and how to use them. -Understanding positive & negative space, overlapping and composition along with the colour schemes	Student will learn how to compose the given shapes keeping in mind the aspects of space i.e. positive & Negative space, along with the use of colour schemes.
Object Drawing	**-**to develop observation and recording (e.g. drawing) skills	Student will observe the image on the screen & will draw& paint from the observation the objects shown in the image
Nature Drawing	**-** to develop observation and recording (e.g. drawing) skills **-**record observations from direct sources such as real objects, and second-hand ones, e.g. Photographed images	Student will draw & paint the natural object shown on the screen from the observation.
Underwater Scene	-To draw aquatic life from memory, as well as from references -To observe the colours	Students will refer to the images on the screen and draw underwater scene from observation, they'll create various textures and paint it with water colours.

	and textures and to be able to depict them in their work - To learn basics of how to use water colours	
TERM EXAMINATION		
Object Drawing	**-**to develop observation and recording (e.g. drawing) skills	Student will observe the image on the screen & will draw& paint from the observation the objects shown in the image
Design in a Circle (Theme – Autumn), **Colour schemes**	-Understanding what is 2D design -To know the elements of art such as line, shapes, space, value, colours and how to use them. -Understanding positive & negative space, overlapping and composition along with the colour schemes	Student will learn how to compose the given shapes thoughtfully, along with knowing the colour schemes.
If I had wings	-To develop imagination -To be able to record from imagination	Student will use their imagination along with the the secondary sources on the screen and create their artwork based on it
Poem Illustration	-to be able to perceive the written content and visualise it according to	Student will read and write down the given poem and create an art work based on the same

	student's own experiences -to be able to create a relevant artwork based on the given poem and their own visualisation of it.	
FINAL EXAMINATION		
HINDI		
Reading & Writing- Seen passage based on Health is Wealth Section **Grammar-** One word for phrase Noun-Proper, Common, abstract Hindi Counting-1 to 100	• identify and select relevant information • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes • use a range of grammatical structures and vocabulary accurately and effectively	spoken interactions progressive reading reading and writing activities newspaper or magazine article reading Brain storming Videos and cd. Games-flash cards, Cover puzzles Pass the Ball

	• show control of spelling	
Reading & Writing- Tourism World Section **Grammar-** Synonyms Antonyms Gender-Masculine & Feminine Number-Singular & Plural **Art of writing-** Diary Writing Informal letter writing	• identify and select relevant information • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes • use a range of grammatical structures and vocabulary accurately and effectively • show control of spelling • communicate	spoken interactions progressive reading reading and writing activities newspaper or magazine article reading Brain storming Videos and cd. Games-flash cards, Cover puzzles Pass the Ball practice writing short pieces of writing-Exemplar writing workshop- Which involves uninterrupted, silent, sustained writing on a topic of their own choice for 30 minutes. shared writing session. Activity-Complete the sentence……

Speaking Formative 1 Topic presentation	information/ideas/opinions clearly, accurately and effectively • organise ideas into coherent paragraphs using a range of appropriate linking devices • use a range of grammatical structures and vocabulary accurately and effectively • show control of punctuation and spelling • use appropriate register and style/format for the given purpose and audience • communicate ideas/opinions clearly, accurately and effectively • use a range of	Paired interviews Rocket writing two- to-three-minute presentation three-to-four minute conversation or discussion

	grammatical structures and vocabulary accurately and effectively • show control of pronunciation and intonation patterns	
Reading & Writing- Science Miscellany Section **Grammar-** Pronoun-Personal,Definite,Indefinite,Interogative,Relation, Reflexive Adjective-Adjective of quality, numbers, quantity, pronominal	• identify and select relevant information • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes • use a range of grammatical structures and vocabulary accurately and effectively • show control of spelling	spoken interactions progressive reading reading and writing activities newspaper or magazine article reading Brain storming Videos and cd. Games-flash cards, Cover puzzles Pass the Ball

<u>Speaking</u> Formative 2 Reading	• communicate ideas/opinions clearly, accurately and effectively • use a range of grammatical structures and vocabulary accurately and effectively • show control of pronunciation and intonation patterns	two- to-three-minute presentation three-to-four minute conversation or discussion
Art of writing- Picture Description	• communicate information/ideas/opinions clearly, accurately and effectively • organize ideas into coherent paragraphs using a range of appropriate linking devices • use a range of grammatical structures and vocabulary accurately and effectively	practice writing short pieces of writing-Exemplar writing workshop- Which involves uninterrupted, silent, sustained writing on a topic of their own choice for 30 minutes. shared writing session. Activity-Complete the sentence…… Paired interviews

<u>Listening-</u> Dialogue Story Article	• show control of punctuation and spelling • use appropriate register and style/format for the given purpose and audience • Identify and select relevant information • understand ideas, opinions and attitudes • understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings	Rocket writing CD-ROMs-PaTvar Booklet (listening cd-paper 2)
<u>Reading & Writing-</u> **Euphoria Section**	• identify and select relevant information • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes	spoken interactions progressive reading reading and writing activities newspaper or magazine article Brain storming

Listening- Dialogue Story Article	• Identify and select relevant information • understand ideas, opinions and attitudes • understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings	CD-ROMs-PaTvar Booklet (listening cd-paper 2)
TERM EXAMINATION		
Reading & Writing- Seen passage based on **World of Creatures section** **Grammar-** Tense Correct sentences	• identify and select relevant information • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes • use a range of grammatical structures and vocabulary accurately and	spoken interactions progressive reading reading and writing activities newspaper or magazine article Brain storming Videos and cd. flash cards

Speaking Formative 1 Topic presentation	effectively • show control of spelling • communicate ideas/opinions clearly, accurately and effectively • use a range of grammatical structures and vocabulary accurately and effectively • show control of pronunciation and intonation patterns	two- to-three-minute presentation three-to-four minute conversation or discussion
Listening- Dialogue Story Article	• Identify and select relevant information • understand ideas, opinions and attitudes • understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings • communicate information/ideas/opinions clearly,	CD-ROMs-PaTvar Booklet (listening cd-paper 2)

Art of writing- Formal letter writing	accurately and effectively • organise ideas into coherent paragraphs using a range of appropriate linking devices • use a range of grammatical structures and vocabulary accurately and effectively • show control of punctuation and spelling • use appropriate register and style/format for the given purpose and audience	practice writing short pieces of writing-Exampler writing workshop- Which involves uninterrupted, silent, sustained writing on a topic of their own choice for 30 minutes. shared writing session. Activity-Complete the sentence…… Paired interviews Rocket writing
<u>Reading & Writing-</u> <u>Seen passage based on</u> **Environment Protection section**	• identify and select relevant information • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes	spoken interactions progressive reading reading and writing activities newspaper or magazine article Brain storming Videos and cd. flash cards

<u>Grammar-</u> Punctuations Idioms	• use a range of grammatical structures and vocabulary accurately and effectively • show control of spelling	
<u>Listening-</u> Dialogue Story Article	• Identify and select relevant information • understand ideas, opinions and attitudes • understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings • communicate information/ideas/opinions clearly, accurately and effectively	CD-ROMs-PaTvar Booklet (listening cd-paper 2)
Art of writing- Dialogue Writing	• organise ideas into coherent paragraphs using a range of appropriate linking devices	practice writing short pieces of writing-Exampler writing workshop- Which involves uninterrupted, silent, sustained writing on a topic of their own choice for 30

	• use a range of grammatical structures and vocabulary accurately and effectively • show control of punctuation and spelling • use appropriate register and style/format for the given purpose and audience	minutes. shared writing session. Activity-Complete the sentence…… Paired interviews Rocket writing
Reading & Writing- Seen passage based on Different Colors section **Grammar-** Conjunction Prepositions	• identify and select relevant information • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes • use a range of grammatical structures and vocabulary accurately and	Brain storming spoken interactions progressive reading reading and writing activities newspaper or magazine article Videos and cd. flash cards

Art of writing- Essay Writing	effectively • show control of spelling • communicate information/ideas/opinions clearly, accurately and effectively • organise ideas into coherent paragraphs using a range of appropriate linking devices • use a range of grammatical structures and vocabulary accurately and effectively • show control of punctuation and spelling • use appropriate register and style/format for the given purpose and audience • communicate ideas/opinions	practice writing short pieces of writing-Exampler writing workshop- Which involves uninterrupted, silent, sustained writing on a topic of their own choice for 30 minutes. shared writing session. Activity-Complete the sentence…… Paired interviews Rocket writing two- to-three-minute presentation three-to-four minute conversation or discussion

Speaking Formative 2 Elocution	clearly, accurately and effectively • use a range of grammatical structures and vocabulary accurately and effectively • show control of pronunciation and intonation patterns	
Listening- Dialogue Story Article **Art of writing-** Essay Writing	• Identify and select relevant information • understand ideas, opinions and attitudes • understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings • communicate information/ideas/opinions clearly, accurately and effectively • organise ideas into coherent paragraphs using a range of	CD-ROMs-PaTvar Booklet (listening cd-paper 2) practice writing short pieces of writing-Exampler writing workshop- Which involves uninterrupted, silent, sustained

Revision of Reading and Writing & Listening skills.	appropriate linking devices • use a range of grammatical structures and vocabulary accurately and effectively • show control of punctuation and spelling • use appropriate register and style/format for the given purpose and audience	writing on a topic of their own choice for 30 minutes. shared writing session. Activity-Complete the sentence…… Paired interviews Rocket writing
FINAL EXAMINATION		
FRENCH		
Speaking, Reading, Writing, Listening **Seasons, Regular ER verbs**	Discuss climate and weather.	Text Book-Tricolore 1 Audio CD- Tricolore 1 Worksheets on grammar, general questions
Speaking, Reading, Writing, Listening **Sports and Leisure Activities**	Express opinions about different sports and use the comparative. Talk about sport	Activity on letter writing Formative-speaking test on seasons Text Book-Tricolore 1

	Discuss reasons for doing sport	Audio CD- Tricolore 1 Worksheets on grammar, general questions Activity on sports related to weather. PPT
Speaking, Reading, Writing, Listening **Imperative, prepositions, Aller, Give directions**	Discuss different means of transport and use appropriate prepositions. Ask for and give directions and use the imperative	Text Book-Tricolore 1 Audio CD- Tricolore 1 Worksheets on grammar, general questions Class room activity on directions, finding a place Formative Test -Listening
Speaking, Reading, Writing, Listening **Places in a Town**	Describe a town, places to visit and use negatives	Text Book-Tricolore 1 Audio CD- Tricolore 1 Worksheets on grammar, general questions Chart on a city
TERM EXAMINATION		
Speaking, Reading, Writing, Listening **Time, Reflexive Verbs, Possessive Adjectives**	**Tell time and what activities are done at what time using reflexive verbs**	Text Book-Tricolore 1 Audio CD- Tricolore 1 Worksheets on grammar
Speaking, Reading, Writing, Listening **Daily Routine, School Subjects**	Describe school, subjects and school routine	Text Book-Tricolore 1 Audio CD- Tricolore 1

		Worksheets on grammar, general questions Chart on describing daily routine and school subjects
Speaking, Reading, Writing, Listening **Food, Meals**	Discuss food and meals and use the partitive article (*du, de la, des*) Understand recipes and use the imperative form of the present tense. Use expressions of quantity. Order food in a restaurant and use negative expressions	Text Book-Tricolore 1 Audio CD- Tricolore 1 Worksheets on grammar, general questions Activity on recipe and food
Speaking, Reading, Writing, Listening **Leisure Activities**	Discuss leisure activities and use the verbs *jouer* and *faire* correctly	Text Book-Tricolore 1 Audio CD- Tricolore 1 Worksheets on grammar, general questions PPT
Speaking, Reading, Writing, Listening **Household Tasks**	Discuss how one helps at home. Describe household tasks.	Text Book-Tricolore 1 Audio CD- Tricolore 1 Worksheets on grammar, general questions
FINAL EXAMINATION		

SPANISH		
UNIT 1: <u>Personal and social life:</u> **<u>Myself</u>**	Learners will be able to understand and give information about self	Worksheets based on the vocabulary Audios about salutations,presentation (Listening skills) PPT (Reading and understanding the pronunciation) Ask each other questions(Speaking skills) Socio-cultural aspects: Discuss about the typical spanish names Students learn how to greet, present themselves, learn basic questions to be asked in class.
UNIT 2: <u>Personal and social life/The world around us:</u> **<u>Mi family,my friends and my country</u>**	Learners will be able to understand and give information about family and friends, people and places like classroom	Worksheet based on different countries Write about your family and friends (Writing skills) Describe your classroom(Speaking skills) Family (Listening skills) Socio-cultural aspect: Investigation about Venezuela

		Students will be able to speak about the important people in their life. They will be aware about their surroundings.
UNIT 3: <u>Personal and social life/The world around us:</u> <u>My home</u>	Learners will be able to understand and give information related to the home, express quantities,indicate distance and locate places.	Reading comprehension based on home.(Reading skills) Indicate distance and locate places(Listening skills) Describe your house(Writing skills) Directions-Roleplay(Speaking) Vocabulary of the furnitures-Worksheet Socio-cultural aspects:Latin American countries and Spain Students will be able to talk about their home and their interiors , indicate the distance between different localities
TERM EXAMINATION		

UNIT 4: <u>Personal and social life/Everyday activities: My favourite animal, colour/The human body</u>	Learners will be able to understand and use language about colours, describe animals and the parts of the body.	Speak about your favourite animal. (Speaking) Make chart on diferent animals-Group assignment(Writing) Audio about the parts of the body(Listening) Worksheets of the parts of the body Socio-cultural aspects:Spanish music Students will be able to describe the animals with colours and the parts of the body.
UNIT 5: <u>Everyday activities/The international world:</u> <u>Time expressions and My favourite festival</u>	Learners will be able to recognise and use different time expressions and will be able to give information about culture and celebrations.	Read about different festivals (Reading skills) Listening to Spanish music(Listening) Expressing different time zones(Speaking) Describe monster(Writing) Socio-cultural aspect: Important dates of Spanish festivals and events Students will acquire knowledge about important dates and festivals.

UNIT 6: <u>Personal and social life:</u> **My Clothes and accessories, Leisure**	Learners will be able to understand and give information about leisure activities, clothes and accessories.	Activity-Design your outfit and describe it(Speaking) Write about the activities you like to do during free time.(Writing) Audio about a person's leisure time(Listening) Socio-cultural aspect: Spanish style and fashion Students will be able to express about their hobbies during free time and talk about fashion.
FINAL EXAMINATION		