

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | | | | | | |
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| Class - III | | | | | | | |
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on |
| April (22 days) | Ch 1 The Human Body | 11 | Students will be able to: <ul style="list-style-type: none"> name some organs of the human body differentiate between external and internal organs list the respiratory organs name the organs of the human digestive system identify the organs of the human circulatory system | Paste different sense organs and write their function. | SDG-3 | <ul style="list-style-type: none"> Analysing skills, Critical thinking skills Information literacy Innovative skills Communication skills | |
| | Ch 2 The Food We Eat | 11 | Students will be able to: <ul style="list-style-type: none"> identify different nutrients needed by the body list the nutrients that help the body to remain healthy talk about food items rich in carbohydrates, proteins, vitamins and minerals state why fruits and some vegetables are eaten raw infer the need to cook some food items | Discussion on healthy breakfast and balanced diet | SDG-3 | <ul style="list-style-type: none"> Critical thinking skills, Communication skills Collaboration Thinking skills Global warming | |
| July (27 days) | Ch-3 Living and Non-living things | 8 | Students will be able to: <ul style="list-style-type: none"> differentiate between living and nonliving things. Discuss why animals and plants need water? understand that living things remove waste from the body infer that living things produce young ones and grow discuss moment of body parts of plants | Germination of green gram Object sorting (Living and Non-living) | SDG-3 | <ul style="list-style-type: none"> Experiential learning Critical and problem solving skills Innovative skills Thinking skills Information literacy | |
| | Ch-4 Parts of a plant | 8 | Students will be able to: <ul style="list-style-type: none"> understand that through plants differ their parts perform the same function discuss the types of roots test the functions of the root ,stem and leaves understand how a flower forms a fruit discuss that seed gives rise to a body plant | Uses of different parts of coconut and banana tree | SDG-15 | <ul style="list-style-type: none"> Concrete experience Creativity Self direction Thinking skills | |
| | Ch-5 What do animals eat? | 8 | Students will be able to: <ul style="list-style-type: none"> understand why butterflies are found near flowers. Infer why rabbits are found in open wild places describe the mouth parts of the animals which eat plants discuss animals which eat both plants and animals describe the body features of such animals | Pg. No. 39 | SDG-15 | <ul style="list-style-type: none"> Communication skills, Creative thinking skills Critical thinking skills Information literacy | |
| | PT-1 EXAM (Revision) | | | | | | |
| August (21 days) | Ch-6 Birds | 7 | Students will be able to: <ul style="list-style-type: none"> list some flightless birds identify the body parts of a bird understand the features which enables a bird to fly identify the beaks of some birds understand that shape and size of beaks depend on the type of food a bird eats. | Identification of different types of beaks and food they eat | SDG-15 | <ul style="list-style-type: none"> Problem solving Social Skills Thinking skills | |

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| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on |
| August (21 days) | Ch-7 Insects | 7 | Students will be able to: <ul style="list-style-type: none"> realise that insects are found everywhere on earth to give example of some common insects\ identify the body parts of an insects list the feeding habits of different insects understand that all insects hatch from eggs | Create your own insects and label its parts. | SDG-15 | <ul style="list-style-type: none"> problem solving Creativity Innovative skills Critical thinking | |
| | Ch-8 Things Around Us | 7 | Students will be able to: <ul style="list-style-type: none"> understand that things are made up of different materials identify that things can be natural or human made collect the information about healthy food habits differentiate between different kinds of materials understand the uses of different kinds of materials | List items from your school that are natural and man-made | SDG-13 | <ul style="list-style-type: none"> Understanding and applying Collaboration Self direction Social skills | |
| September (21 days) | Ch 9 The Air Around us | 8 | Students will be able to: <ul style="list-style-type: none"> understand that air is all around us realise that a vessel which looks empty is actually filled with air list different gases present in air know what is water vapour infer that different animals use different organs to breathe understand that living things need oxygen to live | Create badges on Prevention of air pollution. | SDG-4 | <ul style="list-style-type: none"> Concrete experience and reflective observation Critical thinking and problem solving Innovation skills Creativity Global awareness | |
| | Ch 10 Water | 9 | Students will be able to: <ul style="list-style-type: none"> infer that air and sunlight evaporates water observe that water vapours on cooling changes to water discuss the relationship between water vapour and rainfall discuss what happens to rainwater | - Page No. 103. - Activity - To prove that air holds water vapour. | SDG-6 | <ul style="list-style-type: none"> Experiential learning Communication skills Special responsibility | |
| | Half Yearly Examination (Revision) | | | | | | |
| October (5 days) | Ch 11 Weather and Seasons | 5 | Students will be able to: <ul style="list-style-type: none"> prepare a poster to spread awareness on healthy eating habits discuss the changes in each season state how plants ,animals and human beings are affected by seasons discuss that weather conditions can change in a day | | SDG-13 | <ul style="list-style-type: none"> Concrete experiential learning, Data collection, Critical thinking Communication skills Creativity Information; literacy | |
| November (9 days) | Ch 11 Weather and Seasons | 9 | Students will be able to: <ul style="list-style-type: none"> prepare a poster to spread awareness on healthy eating habits discuss the changes in each season state how plants ,animals and human beings are affected by seasons discuss that weather conditions can change in a day | Pg. No. 112 Make the table of weather conditions from Monday to Friday at the same time on each day. | SDG-13 | <ul style="list-style-type: none"> Concrete experiential learning, Data collection, Critical thinking Communication skills Creativity Information; literacy | |
| Revision | | | | | | | |

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|----------------------|----------------------------|-----|---|--|--------|--|--------------|
| December (17days) | Ch 12 Soil | 7 | Students will be able to: <ul style="list-style-type: none"> • speak about a picture depicting soil • explain the formation of soil • list the components present in the soil • demonstrate the components present in the soil. name the different types of soil • differentiate between different types of soil | Pg. No. 120 Find out what does soil contains? | SDG-13 | <ul style="list-style-type: none"> • Preserverance • Social skills • Civic literacy • Critical thinking skills, communication skills • Art integrated learning | |
| | Ch 13 The Sun and the Moon | 6 | Students will be able to: <ul style="list-style-type: none"> • talk about the sun and moon • discuss planets and name them • describe the phases of the moon • discuss facts about the moon | Activity on different phases of the moon | SDG-13 | <ul style="list-style-type: none"> • Thinking skills • Problem solving • Global awareness • Experiential learning and problem solving, • Creative and Art integated | |
| | Ch 14 Our Earth | 4 | Students will be able to: <ul style="list-style-type: none"> • study a picture and identify the heavenly bodies depicted in it • state why the Earth is called a blue planet • explain the occurrence of day and night • perform a simple activity to understand how day and night forms • explain the rotation and revolution of the Earth | Formation of day and night show through a model. | SDG-15 | <ul style="list-style-type: none"> • Global awareness • Communication skills • Collaborative learning and critical thinking skills | |

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| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | |
| April (22 days) | Ch 1 Food and Health | 11 | Students will be able to: <ul style="list-style-type: none"> understand the role of all the nutrients in our body. understand the importance of eating the right type of food at the right time. discuss about balanced diet. understand the process of digestion in the stomach and small intestine. | Make book mark of any nutrients. Speak about the role of nutrients in our body | SDG-3 | <ul style="list-style-type: none"> Information literacy Social skills Literacy skills Communication skill, Creative thinking skills | | |
| | Ch 2 My Teeth | 11 | Students will be able to: <ul style="list-style-type: none"> understand the structure of human tooth. list ways to keep teeth and gums healthy. incorporate healthy habits to keep teeth healthy and strong. | Make a model of teeth | SDG-3 | <ul style="list-style-type: none"> Life skills Communication Information literacy Critical thinking skills, Creative thinking skills | | |
| July (27 days) | Ch 3 Plants and their Food | 10 | Students will be able to: <ul style="list-style-type: none"> know that plants have green leaves due to chlorophyll. define photosynthesis & understand that oxygen gas is produced during photosynthesis. understand how leaves get sunlight, water and carbon dioxide to make food. explain how plants store excess food. explain how plants & animals are dependent on each other. | To observe that what happens if a plants does not receive sunlight. Pg. no. 30 | SDG-3 | <ul style="list-style-type: none"> Critical thinking Communication skill Information literacy Creativity Experiential learning, Critical thinking skills | | |
| | Ch 4 Adaptation in Plants | 10 | Students will be able to: <ul style="list-style-type: none"> understand that plants grow in different places. understand that there are different kinds of aquatic plants. discuss the adaptations in plants of the coastal region. | Complete the chart to show adaptation in coconut palms pg. no. 46 | SDG-14 SDG-15 | <ul style="list-style-type: none"> Information literacy Life skills Critical thinking Critical thinking skills, communication skill | | |
| PT-1 EXAM (Revision) | | | | | | | | |
| August (21 days) | Ch 5 How do Animals Increase in number? | 10 | Students will be able to: <ul style="list-style-type: none"> list the animals that lay eggs. understand that we must not trouble cause/ harm to birds nest or other small animals. define incubation & hatching. identify the different stages in the lifecycle of a butterfly. understand that mammals give birth to young ones. | Link each animal with its feature it possesses. Write two sentences about each animal. Pg. no. 54 | SDG-14 SDG-15 | <ul style="list-style-type: none"> Communication Critical thinking Information literacy Concrete experiential learning | | |
| | Ch 6 Matter and its three States | 11 | Students will be able to: <ul style="list-style-type: none"> understand that everything around us in matter. list the properties of solid. list the properties of liquid. infer that states of matter can be interchanged. understand how solids dissolve in water. | Do activity of pg. no. 66 To observe evaporation and condensation To observe solubility of substances in cold and hot water. | SDG-13 | <ul style="list-style-type: none"> Communication Critical thinking Information literacy Analyzing | | |

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|------------------------------------|-----------------------------------|-------|--|---|------------------|---|--------------|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | |
| September (21 days) | Ch-7 Force, Work and Energy | 8 | Students will be able to: <ul style="list-style-type: none"> understand that there are different types of forces. know the importance of work and energy. understand the applications of solar energy. discuss the uses of different focus of energy. list the various ways by which electricity is produced. | See the picture & identify different types of forces (Worksheet) | SDG-7 | <ul style="list-style-type: none"> Communication Critical thinking Collaboration problem solving | | |
| | Ch-8 Air , Water and Weather | 8 | Students will be able to: <ul style="list-style-type: none"> understand the importance of temperature in the weather and climate of a place. explain the formation of rain clouds. explain how snow is formed. explain the water cycle. explain the process of filtration. | Trace the outline of a political map of India on a sheet of paper and mark the location where fog and snow occurs. | SDG-13 | <ul style="list-style-type: none"> Collaboration Life skills Media literacy Problem solving | | |
| Half Yearly Examination (Revision) | | | | | | | | |
| October + November (5 + 9 days) | Ch-9 The Earth and Others Planets | 5 + 9 | Students will be able to: <ul style="list-style-type: none"> Describe the rotation of Earth. Understand the effects that revolution has on the planets. Understand that Earth is the only known planet with life. Discuss the harmful effects of human activities on the environment. | Design the model of solar system | SDG-7 | <ul style="list-style-type: none"> Collaboration skill Technology literacy Critical thinking Critical thinking and Problem solving skills | | |
| December (17 days) | Ch-10 Why Do We Have Seasons? | 10 | Students will be able to: <ul style="list-style-type: none"> Explain why it is warm and sunny in summer and cold in winter. Make observation of weather patterns. | Do activity of pg. no. 106 Demonstration of condensation process | SDG-13 | <ul style="list-style-type: none"> Communication skills Creativity Critical Thinking Concrete experiential learning | | |
| | Ch-11 Our Green World | 7 | Students will be able to: <ul style="list-style-type: none"> Understand the meaning of natural resources. Understand the terms reuse and recycle. Understand that human activities create waste which spoils air, water and soil. Explain how air, water and soil can be kept clean. Understand why water is valuable natural resources. Discuss ways to prevent water pollution. | poster on "say no to plastic" separation of bio and non bio degradable materials & listing them in tabular form. | SDG-14 SDG-15 | <ul style="list-style-type: none"> Communication skills Life skill Information literacy Problem solving | | |
| Jan | Revision | | | | | | | |

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|--|--------------------------------|-----|--|--|------------------|--|--------------|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on |
| April (22 days) | Ch-1 Food, Health and Diseases | 11 | Students will be able to: <ul style="list-style-type: none"> know about the various types of nutrients. know the importance of a balanced diet. understand the importance of fibre and water in our body. discuss about SDG3-Good Health. explain vaccination. define non-communicable diseases. | <ul style="list-style-type: none"> Making of ORS. | SDG-3 | <ul style="list-style-type: none"> Information literacy Social Skills Literacy Skills Creative Thinking Skills | |
| | Ch-2 Our Skeletal System | 11 | Students will be able to: <ul style="list-style-type: none"> know about the various parts of the human skeletal and muscular system. understand the structure and function of these parts. learn the significance of joints in the body. discuss the importance of skeleton in animals. | <ul style="list-style-type: none"> To find location of different joints in human body. | SDG-3 | <ul style="list-style-type: none"> Communication Information Innovation Critical Thinking | |
| July (27 days) | Ch-3 Our Nervous System | 8 | Students will be able to: <ul style="list-style-type: none"> identify and recognise the structure of the nervous system. understand the functions of the nervous system. learn about the sensory organs and their role in the body. name the parts of the brain and explain their functions. describe the functions of spinal cord. talk about the functions of different types of nerves. describe how the nervous system works. distinguish between voluntary and involuntary functions. | <ul style="list-style-type: none"> to observe structure of brain. | SDG-3 | <ul style="list-style-type: none"> Innovative skills Thinking skills Creativity Critical thinking | |
| | Ch-4 Plant Reproduction | 8 | Students will be able to: <ul style="list-style-type: none"> recall the structure and functions of the seeds. understand seed dispersal. distinguish between different monocots and dicots. infer the conditions required for seed germination. discuss the stages of germination in a seed. give examples of seeds that are dispersed by various means. infer that new plants can grow from the stem, bulbs, roots or leaves understand how new plants grow from non-flowering plants. recall that rabi crops are grown in the winter while kharif crops are grown in summer. | <ul style="list-style-type: none"> Germination of seeds group/ individual | SDG-15 | <ul style="list-style-type: none"> Self direction Innovative skills Global awareness Creative Thinking Skills | |
| | Ch-5 Animals everywhere | 8 | Students will be able to: <ul style="list-style-type: none"> group animals on the basis of where they live. classify animals based on their food habits. discuss the characteristics of herbivores, carnivores, omnivores and scavengers. examine the adaptations seen in different animals for movement. discuss animal migration group animals on the basis of where they live. discuss animal migration. explain how animals obtain air. | <ul style="list-style-type: none"> Find out different types of migratory birds and animals. Feeding habits in animals and their teeth. | SDG-14 SDG-15 | <ul style="list-style-type: none"> Communication skills Problem solving Thinking skills Problem solving | |

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| August (21 days) | Ch-6 Adaptation in animals | 7 | Students will be able to: <ul style="list-style-type: none"> group animals on the basis of their habitats. explain adaptations of animals living in very cold regions. discuss the adaptations seen in desert animals. discuss the adaptations of animals living in grasslands. understand the importance of habitats. | <ul style="list-style-type: none"> list three features that help animals to live in the environment. (choose the habitat of your choice- Desert, polar or grassland) | SDG-13 | <ul style="list-style-type: none"> Information literacy Self direction Critical thinking Problem solving | |
| | Ch-7 Matter | 7 | Students will be able to: <ul style="list-style-type: none"> understand that matter is made up of atoms. differentiate between elements and compounds. remember the symbols and chemical formulae of elements and compounds. discuss the arrangements of molecules in solids, liquids & gases. distinguish between physical changes and chemical changes. | <ul style="list-style-type: none"> To make a list of physical and chemical changes you have seen in your surroundings. Model of Solid, Liquid and Gas | SDG-13 | <ul style="list-style-type: none"> Problem Solving Information skills Critical thinking Creative Thinking Skills | |
| | Ch- 8 Simple Machines | 7 | Students will be able to: <ul style="list-style-type: none"> identify when work is said to be done. understand what machine are. discuss inclined planes. learn about wheel and axle. explain how a wedge (knife, needle) and a screw are also inclined planes. explain levers and discuss different types of levers. | <ul style="list-style-type: none"> To observe different types of lever (I, II, III class) (effort, fulcrum, load) | SDG-12 | <ul style="list-style-type: none"> Information literacy Critical thinking Social responsibility Problem solving | |
| September (21 days) | Ch-9 Soil Erosion and Conservation | 8 | Students will be able to: <ul style="list-style-type: none"> understand how soil is formed. define soil erosion. understand the effects of soil erosion. discuss the causes of soil erosion. define soil conservation. list the ways by which soil can be conserved | <ul style="list-style-type: none"> To observe soil erosion. | SDG-13 | <ul style="list-style-type: none"> Global awareness Communication skills Media literacy Collaborative learning | |
| | Ch-10 Rock and Minerals | 8 | Students will be able to: <ul style="list-style-type: none"> discuss formation of igneous rocks. list the uses of different types of rocks. answer simple contextual types of rocks. | <ul style="list-style-type: none"> Different historical places or monument of India and their precious rocks. | SDG-13 | <ul style="list-style-type: none"> Creativity Social skills Thinking skills Problem solving | |
| Half Yearly Examination (Revision) | | | | | | | |

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| Oct.+ Nov. (5+9 days) | Ch-11 The Sun, Earth and Moon (light and Shadow) | 14 | Students will be able to: <ul style="list-style-type: none"> explain significance of light. understand that light travels in a straight line. distinguish between types of objects. explain the formation of shadows. explain lunar eclipse. | To observe different kind of objects (Transparent, Translucent, opaque) | SDG-4 | <ul style="list-style-type: none"> Information literacy Social Skills Creativity Communication | |
| December (17 days) | Ch- 12 Natural Disasters | 8 | Students will be able to: <ul style="list-style-type: none"> explain an earthquake. describe Tsunami. describe floods and cyclones. | Design a safety kit for people in the midst of a natural disaster. | SDG-11 | <ul style="list-style-type: none"> Global awareness Self direction Collaboration | |
| | Ch-13 Our Environment and pollution | 9 | Students will be able to: <ul style="list-style-type: none"> discuss causes, effects and ways to reduce air pollution. explain global warming. describe causes, effects and ways to reduce water pollution. elaborate causes, effects and ways to reduce land pollution. describe causes, effects and ways to reduce noise pollution. discuss about SDGs. understand the importance of saving our environment. | Separation of bio and non bio degradable materials from your surroundings | SDG-13 | <ul style="list-style-type: none"> Media literacy Communication skills Collaboration problem solving | |
| Revision | | | | | | | |



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|----------------------|---|-----|--|--|------------------|--|--------------|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | |
| April (22 days) | Ch-1 The wonderful world of science | 11 | Students will be able to: <ul style="list-style-type: none"> Identify and describe the steps of the scientific method. apply the scientific method to solve everyday problems. recognize examples of the scientific method in daily life. make observations and ask questions based on curiosity. form and test hypothesis through simple experiments. | <ul style="list-style-type: none"> Science in daily life To identify and describe situations in daily life where the scientific method is applied. | SDG-4 | <ul style="list-style-type: none"> interdisciplinary learning Critical thinking Collaborative learning Creative Thinking Skills | | |
| | Ch-2 Diversity in the living world | 11 | Students will be able to: <ul style="list-style-type: none"> identify and describe various plant types and their characteristics. distinguish between taproots and fibrous roots. classify plants based on root, stem, leaf and seed structure. analyse criteria for grouping and classifying plants & animals. observe and note the diversity among animals in different habitats | <ul style="list-style-type: none"> To compare leaf venation patterns in different plants To compare different habitats of plants and animals | SDG-14 SDG-15 | <ul style="list-style-type: none"> Experiential learning Problem Solving Collaborative learning Creative Thinking Skills | | |
| July (27 days) | Ch-3 Mindful eating: A path to a healthy body | 11 | Students will be able to: <ul style="list-style-type: none"> identify different types of food and their sources. describe traditional foods and crops of their region. compare and contrast their habits . demonstrate an understanding of diverse cooking methods and their nutritional impacts. analyze the nutritional value of different foods. | <ul style="list-style-type: none"> To test the presence of starch in different food items. | SDG-3 | <ul style="list-style-type: none"> Innovative skills Thinking skills Creativity Collaborative learning Creative Thinking Skills | | |
| | Ch-4 Exploring Magnets | 11 | Students will be able to: <ul style="list-style-type: none"> demonstrate how a freely suspended magnet points in the north-south direction. construct a simple magnetic compass and use it find directions. test how magnetic forces can pass through non-magnetic materials. practice safe handling and storage of magnets to maintain their effectiveness. list various uses of magnets in devices . | <ul style="list-style-type: none"> To observe attraction and repulsion between the poles of two magnets. | SDG-4 | <ul style="list-style-type: none"> Self direction Innovative skills Global awareness Collaborative learning Creative Thinking Skills | | |
| PT-1 Exam (Revision) | | | | | | | | |
| August (21 days) | Ch-5 Measurement of length and motion | 10 | Students will be able to: <ul style="list-style-type: none"> understand the international system of units and its significance in global measurement. identify and describe different types of motion. recognize objects that exhibit multiple types of motion simultaneously. measure length accurately using different scales and tools for small , large, and curved objects. differentiate between motion and rest | <ul style="list-style-type: none"> To observe and understand oscillatory motion | SDG-4 | <ul style="list-style-type: none"> Communication skills Problem solving Thinking skills Collaborative learning Creative Thinking Skills | | |

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| August (21 days) | Ch-6 Materials around us | 11 | Students will be able to: <ul style="list-style-type: none"> identify the three states of matter and describe their characteristics. classify materials based on properties such as shape, colour, texture and transparency. compare materials based on hardness, luster and solubility. differentiate between soluble and insoluble substances.. understand the concept of mass and volume and how they relate to the properties of matter | <ul style="list-style-type: none"> To investigate which materials are soluble and which are insoluble in water. | SDG-4 | <ul style="list-style-type: none"> Experiential learning Collaborative learning Creative thinking | | |
| September (21 days) | Ch-7 Temperature and its measurement | 8 | Students will be able to: <ul style="list-style-type: none"> measure body temperature using a digital clinical thermometers. identify the differences between clinical and laboratory thermometers. convert temperatures between Celsius, Fahrenheit and kelvin scales. measure the temperature of liquids accurately using a laboratory thermometer. understand the importance of monitoring air temperature for weather prediction. | <ul style="list-style-type: none"> To measure the temperature of warm water using a laboratory thermometer correctly. | SDG-13 | <ul style="list-style-type: none"> Experiential learning Collaborative learning Creative thinking | | |
| | Ch- 8 A journey through states of water | 8 | Students will be able to: <ul style="list-style-type: none"> recognise how water can change from none state to another state by heating or cooling. illustrate how the water cycle works. understand the role of dust particles in cloud formation. identify different states of matter. discuss the importance of water conservation and why it is necessary to prevent water wastage | <ul style="list-style-type: none"> To investigate and compare the properties of water in its solid, liquid and gaseous states. | SDG-6 SDG-13 | <ul style="list-style-type: none"> Hand-on-learning Collaborative learning Creative thinking | | |
| Half Yearly Examination (Revision) | | | | | | | | |
| Oct. (5 days) | Ch-9 Method of Separation in everyday life | 5 | Students will be able to: <ul style="list-style-type: none"> identify and explain the process of handpicking and its importance in cleaning grains and beans. understand the concept of winnowing and how it separates lighter components from heavier ones. recognise the use of churning in separating butter from lassi. perform simple experiments to observe sedimentation, decantation, and filtration. explain the process of evaporation. | <ul style="list-style-type: none"> To understand the filtration process using a filter paper. | SDG-4 | <ul style="list-style-type: none"> Experiential learning Collaborative learning Creative thinking | | |
| Nov. (9 days) | Ch-10 Living Creatures: Exploring their Characteristics. | 9 | Students will be able to: <ul style="list-style-type: none"> differentiate between living and non - living things by identifying their key characteristics observe and describe the growth and movement of plants . identify the stages in the life cycle of a mosquito. recognise the different stages in the life cycle of a frog . outline the stages in the life cycle of a plant | <ul style="list-style-type: none"> To explore the conditions necessary for seed germination by observing the effects of different environments | SDG-14 SDG-15 | <ul style="list-style-type: none"> Experiential learning Collaborative learning Creative thinking | | |

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| December (17 days) | Ch-11 Nature's Treasures | 9 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the importance of air, sunlight, water and forests in supporting life on earth. • recognise the composition of air and the concept of wind. • identify ways to reduce water wastage and understand the importance the importance of conserving water. • understand the importance of conserving natural resources. • demonstrate knowledge of renewable energy sources and their applications. | <ul style="list-style-type: none"> • To observe the effect of wind on a paper pinwheel and understand how wind can be harnessed for various purposes. | SDG-4 SDG-13 | <ul style="list-style-type: none"> • Experiential learning • Collaborative learning • Creative thinking | |
| | Ch-12 Beyond Earth | 8 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • recognise the significance of stars. • explain the concept of constellations. • identify the sun as a star and explain its importance in the solar system and life on earth. . • differentiate between planets and stars. • name the eight planets in our solar system and describe their key characteristics. | <ul style="list-style-type: none"> • To understand the types of vehicles in your neighborhood and the fuels they use. | SDG-4 SDG-7 | <ul style="list-style-type: none"> • Experiential learning • Collaborative learning • Creative thinking | |

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ANNUAL CURRICULUM PLAN (2025-26)

| Science | | Class - VII | | | | | |
|--------------------|-----------------------------|-------------|---|---|--------|---|--------------|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on |
| April (22 days) | Ch-1 Nutrition in Plants | 11 | Students will be able to: <ul style="list-style-type: none"> understand how each leaf of the plant is able to capture sunlight. list the nutrients in food. list the different modes of nutrition. differentiate between autotrophs and heterotrophs. recall the word equation for photosynthesis. understand the need of N₂. explain nitrogen fixation. | <ul style="list-style-type: none"> To observe fungi growing on bread | SDG-3 | <ul style="list-style-type: none"> Perseverance Comm. Skills Experiential learning | |
| | Ch-2 Nutrition in Animals | 11 | Students will be able to: <ul style="list-style-type: none"> explain holozoic mode of nutrition. differentiate between herbivores, carnivores, omnivores, decomposers and scavengers. identify different types of teeth. explain role of mouth, teeth, tongue and saliva. discuss the role of oesophagus, stomach and small and large intestine in digestion. describe the role of pancreatic juice and bile juice. describe the four chambered stomach of ruminants. understand how amoeba obtains nutrition. | <ul style="list-style-type: none"> Effect of saliva on starch | SDG-3 | <ul style="list-style-type: none"> Global Awareness Self-direction Thinking skills Creative thinking skills | |
| July (27 days) | Ch-3 Heat | 10 | Students will be able to: <ul style="list-style-type: none"> explain that heat moves from a region of higher temperature to a region of lower temperature. differentiate between good and poor conductors of heat. understand the application of convection in every day life. differentiate between land and sea breeze. explain the principle behind the working of thermo flask. calculate the conversion between the two units of temperature. explain the working and structure of clinical thermometer. | <ul style="list-style-type: none"> To observe conduction | SDG-13 | <ul style="list-style-type: none"> Thinking skills Critical thinking problem solving | |
| | Ch-4 Acids, Bases and Salts | 10 | Students will be able to: <ul style="list-style-type: none"> discuss the properties of acids, bases and salts. differentiate between strong acids and weak acids, strong bases and weak bases. differentiate between bases and alkalis. understand the colour change of indicators in the presence of acids and bases. discuss the acid base reactions observed in daily life. list the uses of neutralisation reactions in daily life. | <ul style="list-style-type: none"> To know the presence of acids in fruit juice using litmus paper To make natural indicator by using china rose flower | SDG-4 | <ul style="list-style-type: none"> Critical Thinking information literacy Problem solving | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | | | | | | | Class - VII | | | | | | | |
|------------------------------------|---|-----|---|---|--------|--|--------------|-------------|--|--|--|--|--|--|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | | | | | | | | |
| August (21 days) | Ch-5 Physical and Chemical Changes | 8 | Students will be able to: <ul style="list-style-type: none"> understand physical and chemical changes. list examples of physical changes and chemical changes. differentiate between physical and chemical changes. explain what is a chemical reaction. understand what are atoms and molecules. list some elements and their symbols. discuss different types of chemical reactions. | <ul style="list-style-type: none"> To observe different physical and chemical changes in the surroundings | SDG-13 | <ul style="list-style-type: none"> Critical thinking Creativity Communication skill | | | | | | | | | |
| | Ch-6 Respiration In Organisms | 11 | Students will be able to: <ul style="list-style-type: none"> differentiate breathing and respiration, exhalation and inhalation. list the steps involved in respiration. identify different parts of the human respiratory system. differentiate aerobic and anaerobic respiration. list the organism that undergo each type of respiration. | <ul style="list-style-type: none"> To demonstrate the mechanism of breathing | SDG-3 | <ul style="list-style-type: none"> Self awareness Thinking skills Perservence Creative thinking skills | | | | | | | | | |
| | Ch-12 Forests (SEA) TERM-1 PROJECT | 2 | Students will be able to: <ul style="list-style-type: none"> list the animals and plants living in a forest area and discuss their interdependence. name different types of forests. list the benefits of forests. explain how forests purify the air. list different types of consumers. give the significance of decomposers. describe the human activities that cause the destruction of forests. | <ul style="list-style-type: none"> List out of medicinal plants, Oil giving plants and timber plants and their usesl | SDG-15 | <ul style="list-style-type: none"> Creative thinking skills Problem solving skills | | | | | | | | | |
| September (21 days) | Ch-7 Transportation in animals and plants | 7 | Students will be able to: <ul style="list-style-type: none"> understand the distribution of water content in different living organisms. explain the need of a transport system. explain the double circulatory system in humans. explain heart beat and pulse rate. identify the organs that made up the human excretory system. differentiate between Xylem and Phloem. explain vascular system in plants. | <ul style="list-style-type: none"> To observe transpiration process in plants | SDG-3 | <ul style="list-style-type: none"> experiential learning and problem solving skills | | | | | | | | | |
| | Ch-8 Reproduction in plants | 7 | Students will be able to: <ul style="list-style-type: none"> understand the sequence of flower formation. differentiate asexual and sexual reproduction. list the different parts of plant that can be used for propagation. differentiate between different types of natural vegetation propagation. draw and label the part of a typical flower. list the male and female reproduction parts of a flower. differentiate between unisexual and bi-sexual flowers. list different types of pollination and pollinating agents. | <ul style="list-style-type: none"> To observe vegetative reproduction in a bryophyllum leaf | SDG-3 | <ul style="list-style-type: none"> Communication skills, Problem solving skills | | | | | | | | | |
| Half Yearly Examination (Revision) | | | | | | | | | | | | | | | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | Class - VII | | | | | | |
|-----------------------|---|-------------|--|--|--------|---|--------------|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | |
| October (5 Days) | Ch-9 Motion and time | 5 | Students will be able to: <ul style="list-style-type: none"> explain the working of a simple pendulum. calculate the time period of a simple pendulum in motion. differentiate uniform and non-uniform motion. calculate the speed of an object. state the units of speed. differentiate between speedometer and odometer. plot a distance time graph and label it. analyse the graph plotted. | <ul style="list-style-type: none"> To find the time period of a pendulum | SDG-4 | <ul style="list-style-type: none"> Information literacy Critical Thinking Problem solving skills | | |
| November (9 Days) | Ch-10 Electric current and its effects | 9 | Students will be able to: <ul style="list-style-type: none"> draw a circuit diagram of a torch. state the appliances that requires electricity to work. list the symbols used in an electric circuit. understand how to draw a circuit diagram. explain the importance of circuit diagram. discuss the need for different components of a bulb. draw and label a bulb and a dry cell. | <ul style="list-style-type: none"> To study the magnetic effect of electric current | SDG-11 | <ul style="list-style-type: none"> Communication skill Thinking skills experiential learning | | |
| December (17 days) | Ch-11 Light | 15 | Students will be able to: <ul style="list-style-type: none"> understand the difference between light produced by a bulb and by a firefly. explain rectilinear propagation of light. differentiate between luminous and non-luminous objects. discuss the formation of rainbow. understand the reflection of light. differentiate between regular and diffuse reflection. explain how an image is formed on a plane mirror. differentiate between real and virtual images. | <ul style="list-style-type: none"> To show that light travels in a straight line | SDG-11 | <ul style="list-style-type: none"> Thinking skills Creativity Communication skills Problem solving skills | | |
| | Ch-13 Waste water story TERM-2 PROJECT | 2 | Students will be able to: <ul style="list-style-type: none"> understand where the waste water from the house goes. list better housekeeping practices to manage waste water. explain how untreated sewage causes water pollution. list the diseases that spread through contaminated water. talk about chemical toilets. | <ul style="list-style-type: none"> Alternative arrangements of sewage disposal. | SDG-6 | <ul style="list-style-type: none"> Knowledge based skill | | |
| Jan. | Revision | | | | | | | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | Class - VIII | | | | | |
|--------------------|-------------------------------------|--------------|---|--|-------|---|--------------|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on |
| April (22 days) | Ch-1 Crop Production and Management | 11 | Students will be able to: <ul style="list-style-type: none"> know about the different steps of agriculture practices. differentiate between Rabi and Kharif crops. identify and talk about weeds and how they harm plants. explain why plants nutrients need to be added to a field. differentiate between manure and fertilizers. explain the benefits of growing leguminous crops. point out the advantages and disadvantages of using chemical fertilisers. | <ul style="list-style-type: none"> Separation of healthy and unhealthy seeds | SDG-3 | <ul style="list-style-type: none"> Social Skills Self direction Global awareness Critical thinking skills, Experiential learning | |
| | Ch-2 Microorganisms | 11 | Students will be able to: <ul style="list-style-type: none"> classify microorganisms into bacteria, viruses, fungi, algae and protozoa. know about different discoveries. differentiate between bacteria and viruses. list the features of different types of algae, fungi. discuss fungi and their different types. discuss the role of micro organisms in oxygen production and nitrogen cycle. discuss about some useful and harmful micro-organisms. | <ul style="list-style-type: none"> To observe the microbes or microorganisms under the microscope | SDG-3 | <ul style="list-style-type: none"> Self direction Perseverance Communication skills Critical thinking skills, Problem solving skills | |
| July (27 days) | Ch-3 Coal and Petroleum | 7 | Students will be able to: <ul style="list-style-type: none"> understand what natural resources are. differentiate between renewable and non-renewable resources. talk about the different types of fuels. list the chemicals obtained from coal that are used to make many products. understand the formation of coal and petroleum. explain where crude oil and natural gas are found. explain fractional distillation. list the products obtained from fractional distillation. discuss the uses of natural gas and the consequences of depleting fossil fuel reserves. | <ul style="list-style-type: none"> To mark the places of coal mines and petroleum refineries in India's map | SDG-7 | <ul style="list-style-type: none"> Thinking skills Problem solving Social responsibility Global awareness Communication skills | |
| | Ch-4 Combustion and flame | 7 | Students will be able to: <ul style="list-style-type: none"> differentiate between combustion and respiration. explain the different types of combustion. list the conditions necessary for combustion to take place. explain how a candle burns. list the common fuels that are easily available for use. identify and name the different zones in a candle flame. talk about biogas and biodiesel. | <ul style="list-style-type: none"> To observe ignition temperature of paper and water | SDG-7 | <ul style="list-style-type: none"> Social skills Critical thinking Problem solving skills | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | | | | | | Class - VIII | | |
|---------------------|---|-----|---|---|----------------|---|--------------|--|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | | |
| July (27 days) | Ch-5 Conservation of plants and animals TERM-1 PROJECT | 2 | Students will be able to: <ul style="list-style-type: none"> explain what is an ecosystem. understand the biotic and abiotic factors found in an ecosystem. realize that forests are important for us. | <ul style="list-style-type: none"> point out the different national parks and wild life sanctuaries on the map of India. | SDG-15 | <ul style="list-style-type: none"> Problem solving | | | |
| | | | PT-1 Exam (Revision) | | | | | | |
| August (21 days) | Ch 6 Reproduction in animals | 7 | Students will be able to: <ul style="list-style-type: none"> understand that the mode of reproduction varies from organism to organism. list the different modes of reproduction. Explain different types of asexual reproduction. talk about the preserves of budding, fragmentation and binary fission. Explain sexual reproduction and identify the different reproductive organs and the cells produced by them. identify oviparous and viviparous animals. identify the parts of the male and female reproductive system. explain fertilization in human beings. embryo development in human beings. explain how the foetus gets its nourishment. | <ul style="list-style-type: none"> To observe binary fission in Amoeba and Yeast under the microscope | SDG-3 | <ul style="list-style-type: none"> Social skill Communication skill Perseverance Critical thinking skills | | | |
| | Ch 7 Reaching the age of adolescence | 7 | Students will be able to: <ul style="list-style-type: none"> infer that an individual undergoes physical changes. explain adolescence and puberty. talk about when the changes take place in growing children. understand what are secondary sexual characteristics differentiate between exocrine and endo-crine glands. list the endocrine glands. talk about the changes that occur in boys during puberty. discuss the sex chromosomes present in males and females. infer the need to take care of ones need during adolescence. | <ul style="list-style-type: none"> project work on different human hormones and their functions | SDG-4 SDG-5 | <ul style="list-style-type: none"> Communication skills Self direction Information literacy Creative & critical thinking skills | | | |
| | Ch 8 Force and pressure | 7 | Students will be able to: <ul style="list-style-type: none"> identify that all movements involve push and pull. realize that push and pull are forces. list the effects of force. explain what happens when two forces act on an object. realize that force has magnitude and direction. know the relationship between force and speed. infer what contact and non-contact forces are. demonstrate the effect of electrostatic force. calculate pressure and solve some problems. | <ul style="list-style-type: none"> To observe non-contact force in the magnet | SDG-13 | <ul style="list-style-type: none"> Social skills Problem Solving Critical thinking skills | | | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | Class - VIII | | | | | |
|-----------------------------|---|--------------|--|---|------------------|---|--------------|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on |
| September (21 days) | Ch 9 Friction | 7 | Students will be able to: <ul style="list-style-type: none"> understand what is friction realize that friction helps us perform many things in our daily lives. explain how force of friction opposes gravity. demonstrate that friction depends on the type of surface in contact. discuss the factors that influence friction. list the advantages and disadvantages of friction. | <ul style="list-style-type: none"> To observe friction in different surface | SDG-13 | <ul style="list-style-type: none"> Innovation skills Thinking Skills Experiential learning | |
| | Ch 10 Sound | 7 | Students will be able to: <ul style="list-style-type: none"> recall that sounds are an integral part of life. understand how sounds are produced and travel. realize that sound needs a medium for travelling. explain frequency and amplitude of a sound wave. infer what influences the loudness of sound. discuss audible and inaudible sounds. explain echo and its application on echo produced by animals. solve problems on reflection of sound. | <ul style="list-style-type: none"> Propagation of sound through air and water | SDG-4 | <ul style="list-style-type: none"> Global awareness Self direction Communication skills Creative & critical thinking skills | |
| Half Yearly Exam (Revision) | | | | | | | |
| Oct. + Nov. (5+9 Days) | Ch 11 Chemical Effect of Electric Current | 14 | Students will be able to: <ul style="list-style-type: none"> understand that electricity is a form of energy. explain atoms and the subatomic particles, they contain. understand ionization and how it occurs. explain how electrolytes conduct electricity. explain the chemical effects of electric current. explain electroplating and how its done. | <ul style="list-style-type: none"> To observe electrolysis | SDG-11 | <ul style="list-style-type: none"> Critical thinking Literacy skills Thinking skills Problem solving skills | |
| December (17 days) | Ch 13 Light | 15 | Students will be able to: <ul style="list-style-type: none"> recall that light travels in various directions. understand the laws of reflection. demonstrate how light gets reflect from a plane mirror. explain the kind of image when it is reflectmenaed by a smooth surface. differentiate between regular and diffuse reflection. describe the structure of a human eye. discuss the reaction of the pupil to different light intensities. | <ul style="list-style-type: none"> To observe that light always travels in a straight line | SDG-11 | <ul style="list-style-type: none"> Thinking skills Creativity Communication skills Problem solving skills | |
| | Ch-12 Some Natural Phenomena | 2 | Students will be able to: <ul style="list-style-type: none"> understand the different natural phenomena | <ul style="list-style-type: none"> To observe attraction and repulsion of charge bodies | SDG-11 SDG-13 | <ul style="list-style-type: none"> Global awareness Social skills Critical thinking | |
| Jan. | Revision | | | | | | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | | | | | | Class - IX | |
|--------------------|---------------------------------|-----|--|--|-----------------|---|--------------|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | |
| April (22 days) | Ch-1 Matter in our surroundings | 8 | Students will be able to: 1. classify matter into solids, liquids and gases on the basis of their characteristics. 2. illustrate Brownian motion and diffusion. 3. explain the effect of temperature and pressure. | Determination of melting point | SDG-12 | <ul style="list-style-type: none"> Critical thinking Thinking skills Community Consciousness, Collaborative Learning | | |
| | Ch-5 Basic unit of Life-Cell | 6 | Students will be able to: 1. identify cell as unit of life and explain why. 2. distinguish between prokaryotic and eukaryotic cell and plant and animal cell. 3. identify different cell organelles and state their functions. 4. explain osmosis and diffusion in relation to the phenomenon of plasmolysis. 5. draw diagram of typical plant and animal cell. | To observe the temporary mount of onion peel cells under the Microscope, Model of Animal and plant Cell. | SDG-3 | <ul style="list-style-type: none"> Problem Solving Thinking skills Critical thinking skills | | |
| | Ch-7 Motion | 8 | Students will be able to: 1. learn the meaning of the term motion along a straight line and various types of motion. 2. understand differences between related physical quantities. 3. obtain/derive different equations of motion. 4. know how to plot graph and use them to solve different numerical problems. 5. learn how to use equations of motion to solve numerical problems. | Determination of speed through a stretched string | SDG-9 | <ul style="list-style-type: none"> Critical thinking Communication Communicative skills, Creative thinking skills | | |
| May (12 days) | Ch-2 Is matter around us pure? | 4 | Students will be able to: 1. distinguish between pure substances and mixtures. 2. classify mixtures into homogenous and heterogenous based on their properties. 3. tabulate the composition and uses of a few common alloys. 4. express the concentration of solutions in different ways. 5. compare the characteristics of true solutions, suspensions and colloids | To separate the components of mixtures of sand, NaCl and NH ₄ Cl by sublimation | SDG-9 | <ul style="list-style-type: none"> Problem Solving Thinking skills Community Consciousness, Collaborative Learning | | |
| | Ch-5 Basic unit of Life- Cell | 4 | Students will be able to: 1. identify cell as unit of life and explain why. 2. distinguish between prokaryotic and eukaryotic cell and plant and animal cell. 3. identify different cell organelles and state their functions. | To observe the temporary mount of onion peel cells under the Microscope, Model of Animal and plant Cell. | SDG-3 | <ul style="list-style-type: none"> Research skills Critical thinking skills | | |
| | Ch-8 Force and laws of motion | 4 | Students will be able to: 1. learn Newton's laws of Motion. 2. know meaning of the term force and inertia. | To study the third law of motion using two spring balances | SDG-7 SDG-11 | <ul style="list-style-type: none"> Inquiry Based learning Communicative skills, Creative thinking skills | | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | | | | | | Class - IX | |
|----------------------|--|-----|--|---|------------------|---|--------------|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | |
| July (27 days) | Ch-5 Basic unit of Life- Cell | 4 | Students will be able to: .1. explain osmosis and diffusion in relation to the phenomenon of plasmolysis. 2. draw diagram of typical plant and animal cell. | | SDG-14 SDG-15 | <ul style="list-style-type: none"> Research skills Critical thinking skills | | |
| | Ch-6 Tissues, organs, Organ system, organism | 4 | Students will be able to: 1. classify and identify different type of plant tissue. 2. classify and identify different type animal tissues and their location in the body. 3. represent the different shapes and structure of the plant and animal tissues. 4. explain why it is different from a simple collection of cells. | <ul style="list-style-type: none"> To observe the different types of animal and plant tissues from the permanent slides | SDG-14 SDG-15 | <ul style="list-style-type: none"> Visual literacy Collaborative Learning | | |
| | Ch-2 Is matter around us pure? | 8 | Students will be able to: 1. distinguish between pure substances and mixtures. 2. classify mixtures into homogenous and heterogenous based on their properties. 3. tabulate the composition and uses of a few common alloys. 4. express the concentration of solutions in different ways. 5. compare the characteristics of true solutions, suspensions and colloids | <ul style="list-style-type: none"> To separate the components of mixtures of sand, NaCl and NH₄Cl by sublimation To observe properties of solutions, suspensions and colloids. To observe properties of mixture and compounds | SDG-9 | <ul style="list-style-type: none"> Critical thinking Community Consciousness, Collaborative Learning | | |
| | Ch-9 Gravitation | 8 | Students will be able to: 1. learn meaning of the term gravitation and the law of gravitation. 2. understand the meaning of constant of gravitation 'G' and its relation with acceleration due to gravity of the earth | <ul style="list-style-type: none"> To determine the density of solid by using spring balance, Project-Derivation of Gravitaional Force, Gravitational Constant (G), relation between gravity acceleration on earth and moon. | SDG-13 | <ul style="list-style-type: none"> Critical Thinking Creativity Communicative Skills, Creative thinking | | |
| PT-1 Exam (Revision) | | | | | | | | |
| August (21 days) | Ch-3 Atoms and molecules | 7 | Students will be able to: 1. illustrate the laws of chemical combination. 2. relate valency with the number of valence electrons. 3. apply mole concept to solve simple numerical problems. 4. develop a basic idea about the main subatomic particles and electronic distribution. 5. represent chemical compounds using chemical formulae. | <ul style="list-style-type: none"> To verify law of conservation of mass | SDG-12 | <ul style="list-style-type: none"> Research skills Collaborative Learning, Critical thinking skills | | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | | | | | | Class - IX | | |
|-------------------------------------|--|-----|--|--|------------------|---|--------------|--|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | | |
| August (21 days) | Ch-6 Tissues, Organs, Organ system, Organism | 7 | Students will be able to: <ol style="list-style-type: none"> classify and identify different type of plant tissue. classify and identify different type animal tissues and their location in the body. represent the different shapes and structure of the plant and animal tissues. explain why it is different from a simple collection of cells. | <ul style="list-style-type: none"> To observe the different types of animal and plant tissues from the permanent slides | SDG-14 SDG-15 | <ul style="list-style-type: none"> Critical thinking Collaborative Learning | | | |
| | Ch-10 Work and Energy | 7 | Students will be able to: <ol style="list-style-type: none"> learn meaning of the term 'work' and its units and nature. understand the meaning of energy and its inter conversion. obtain expressions of potential energy and kinetic energy. understand how to solve different numerical problems. understand the meaning of term power and mathematical expression. | | SDG-7 | <ul style="list-style-type: none"> Adoptability Data Analysis | | | |
| September, (21 days) | Ch- 4 Structure of Atom | 7 | Students will be able to: <ol style="list-style-type: none"> recall the characteristics of electron, proton and neutron. analyse the limitations of the Thomson and Rutherford's models of atom. describe the important features of Bohr's model of atom. represent schematically the electron distribution in selected atoms. illustrate isotopes and isobars with suitable examples. | <ul style="list-style-type: none"> Learn symbols and atomic numbers of elements (upto 30) | SDG-4 | <ul style="list-style-type: none"> Problem solving skills Thinking Skill Collaborative Learning, | | | |
| | Ch-11 Sound | 7 | Students will be able to: <ol style="list-style-type: none"> learn how sound propagates through a medium. relates processes and phenomena with causes and effects such as production of sound with vibration of source. study and understand the structure and working of a human ear. learn meaning of various terms used in this chapter. | <ul style="list-style-type: none"> Rectilinear propagation of sound | SDG-12 | <ul style="list-style-type: none"> Digital literacy Communicative skills, Creative thinking, Problem solving skills | | | |
| | Ch-12 Food Production | 5 | Students will be able to: <ol style="list-style-type: none"> applies scientific concepts in daily life and solving problems such as following inter-cropping and crop rotation. analyse and interprets graphs and figures such crop yield after use of fertilizers. describe the methods of sustainable development of agriculture. | <ul style="list-style-type: none"> Project on organic farming | SDG-3 SDG-4 | <ul style="list-style-type: none"> Problem solving skills Creativity Problem solving skills | | | |
| | Ch-6 Tissues, organs, Organ system, organism | 2 | Students will be able to: <ol style="list-style-type: none"> represent the different shapes and structure of the plant and animal tissues. explain why it is different from a simple collection of cells. | | SDG-14 SDG-15 | <ul style="list-style-type: none"> Visual literacy Collaborative Learning | | | |
| Half yearly Examination (Revision) | | | | | | | | | |

ANNUAL CURRICULUM PLAN (2025-26)

Science Class - IX

| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on |
|-----------------------|-------------------------|-----|--|--|----------------|---|--------------|
| October, (5 days) | Ch-11 Sound | 5 | Students will be able to: 1.learn how sound propagates through a medium. 2. relates processes and phenomena with causes and effects such as production of sound with vibration of source. 3. study and understand the structure and working of a human ear. 4. learn meaning of various terms used in this chapter. | | SDG-12 | <ul style="list-style-type: none"> Digital literacy Communicative skills, Creative thinking, Problem solving skills | |
| November, (9 days) | Ch- 4 Structure of Atom | 3 | Students will be able to: 1. recall the characteristics of electron, proton and neutron. 2. analyse the limitations of the Thomson and Rutherford's models of atom. 3. describe the important features of Bohr's model of atom. 4. represent schematically the electron distribution in selected atoms. 5. illustrate isotopes and isobars with suitable examples. | Learn symbols and atomic numbers of elements (upto 30) | SDG-4 | <ul style="list-style-type: none"> Problem solving skills Thinking Skill Collaborative Learning, Critical thinking skills | |
| | Ch-11 Sound | 3 | Students will be able to: 1.learn how sound propagates through a medium. 2. relates processes and phenomena with causes and effects such as production of sound with vibration of source. 3. study and understand the structure and working of a human ear. 4. learn meaning of various terms used in this chapter. | | SDG-12 | <ul style="list-style-type: none"> Digital literacy Communicative skills, Creative thinking, Problem solving skills | |
| | Ch-12 Food Production | 3 | Students will be able to: 1.applies scientific concepts in daily life and solving problems such as following inter-cropping and crop rotation. 2. analyse and interprets graphs and figures such crop yield after use of fertilizers. 3.describe the methods of sustainable development of agriculture. | Project on organic farming | SDG-3 SDG-4 | <ul style="list-style-type: none"> Problem solving skills Creativity | |

Revision

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | | | | | | Class - X | |
|--------------------|---------------------------------------|-----|--|--|-----------------|---|--------------|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | |
| April (22 Days) | Ch-1 Chemical reactions and equations | 7 | Students will be able to: 1. analyse & differentiate between various types of chemical reactions. 2. explain redox reaction by identifying oxidising and reducing agents | To observe different types of chemical reactions | SDG-9 | <ul style="list-style-type: none"> • Critical Thinking • Self direction • Community • Consiousness, • Collaborative Learning | | |
| | Ch-5 Life Processes | 7 | Students will be able to: 1. know the importance & functions of various life processes like nutrition, respiration, transportation & excretion in plants & animals. 2. appreciate the importance of different organs present in various systems & their co-ordination amongst themselves. 3. draw diagrams of various systems. 4. critically analyse the various physiological processes related to plants and animals. | To prepare temporary mount of a leaf peel to show stomata | SDG-3 | <ul style="list-style-type: none"> • Critical Thinking • Constructive Solution • Collaborative Learning | | |
| | Ch-9 Light Reflection and Refraction | 8 | Students will be able to: 1. study the laws of reflection. 2. differentials between real and virtual images. 3. draw ray diagrams of image formation on concave and convex mirrors. 4. solve the numericals using mirror formula. 5. study the characteristics of image formation in plane mirrors. | Laws of refraction, Refraction index, Refraction of light by spherical lens, Images formed by spherical lenses, Lens formula, magnification, Power of a lens, Refraction of light through a Prism, Dispersion of light, Scattering of light, Application in daily life | SDG-9 SDG-11 | <ul style="list-style-type: none"> • Visual Literacy • Communicative Skills, • Creative thinking | | |
| May (12 Days) | Ch-1 Chemical Reactions and Equations | 4 | Students will be able to: 1. analyse & differentiate between various types of chemical reactions. 2. Explain redox reaction by identifying oxidising and reducing agents | To observe different types of chemical reactions | SDG-9 | <ul style="list-style-type: none"> • Critical Thinking • Self direction • Community Consiousness, • Collaborative Learning | | |
| | Ch-5 Life Processes | 4 | Students will be able to: 1. know the importance & functions of various life processes like nutrition, respiration, transportation & excretion in plants & animals. 2. appreciate the importance of different organs present in various systems & their co-ordination amongst themselves. 3. draw diagrams of various systems. 4. critically analyse the various physiological processes related to plants and animals. | To prepare temporary mount of a leaf peel to show stomata | SDG-3 | <ul style="list-style-type: none"> • Problem Solving • Analytical • Collaborative Learning | | |
| | Ch-10 Human eye and colourful world | 4 | Students will be able to: 1. discover that while light is a mixture of colours and its dispersion is caused by the difference in angles of deviation caused by a prism. 2. correlate & link atmospheric refracts on to certain observations in daily life. | | SDG-3 | <ul style="list-style-type: none"> • Data Analysis • Critical thinking • Communicative Skills, • Creative thinking | | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science | | | | | | | Class - X | |
|---------------------|-------------------------------|-----|--|---|-----------------|--|--------------|--|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on | |
| July (27 days) | Ch-2 Acids, Bases and Salts | 8 | Students will be able to: 1. appreciate the importance of pH in day to day life. 2. compare the chemical properties of acids & bases. 3. identify strong & weak acids and bases. 4. list out the preparation & uses of various salts. | To study the properties of acids [HCl] and bases [NaOH] by their reaction with, [i] Litmus solution, [ii] Zinc metal, [iii] Solid sodium carbonate | SDG-4 | <ul style="list-style-type: none"> • Critical thinking • Problem Solving • Community • Consiousness, • Collaborative Learning | | |
| | Ch-11 Electricity | 8 | Students will be able to: 1. define electric current potential difference, resistance, resistivity & power. 2. deduce Ohm's law with experimental verification. | | SDG-11 SDG-7 | <ul style="list-style-type: none"> • Inquiry learning • Visual learning • Collaborative Learning | | |
| | Ch-6 Control and coordination | 8 | Students will be able to: 1. identify different parts of human brain. 2. trace the sequencing of events during a reflex action. 3. distinguish between tropic and nastic movements. 4. understand the role of hormones in humans and plants. 5. draw a well labelled diagram of brain, reflex arc and neuron. | project work on Harmones in animals and plants | SDG-3 | <ul style="list-style-type: none"> • Analytical thinking • Problem Solving • problem solving | | |
| | PT-1 EXAM (Revision) | | | | | | | |
| August (21 days) | Ch-3 Metals and Non-Metals | 7 | Students will be able to: 1. interpret & explain the varying degree of reactivity that metals display towards air,water and acids. 2. describe formation of ionic compounds with their properties. 3. compare and contrast the physical properties of metals and non-metals. | To study the different properties of metals and non-metals. | SDG-8 SDG-12 | <ul style="list-style-type: none"> • Problem Solving • Global awareness • Critical thinking • Community • Consiousness, • Collaborative Learning | | |
| | Ch-7 Reproduction | 7 | Students will be able to: 1. discuss the importance of reproduction for continuity of generation. 2. differentiate between sexual & asexual reproduction. 3. understand and draw the different modes of reproduction. 4. discuss & study the menstruation cycle and reproductive systems in human male and female. 5. learn prevention of sexually transmitted diseases. | To study the binnary fission in Amoeba and budding in yeast | SDG-3 | <ul style="list-style-type: none"> • Critical thinking • Reasoning skill • Collaborative Learning | | |
| | Ch-11 Electricity | 7 | Students will be able to: 1. Series Parallel Combinations of Resister. 2. Application of Heating Effects. | | SDG-11 SDG-7 | <ul style="list-style-type: none"> • Inquiry learning • Visual learning • Community Consiousness, • Collaborative Learning | | |

ANNUAL CURRICULUM PLAN (2025-26)

| Science Class - X | | | | | | | |
|--|-------------------------------------|-----|---|---|-----------------|--|--------------|
| Month | Chapter no. and Name | Day | Learning Objectives | Subject Enrichment Activity | SDGs | Integration with the Vision Statement & 21st Century Skill | Completed on |
| September (21 days) | Ch-4 Carbon and its Compounds | 5 | Students will be able to: 1. provide IVPAC names & write the structural formula of the carbon compounds of simple hydrocarbon. 2. draw electron dot structure of some simple carbon compounds | To study the properties of acetic acid | SDG-4 SDG-12 | <ul style="list-style-type: none"> Collaborative learning Community Consiousness, Collaborative Learning | |
| | Ch-12 Magnetic Effect of Current | 5 | Students will be able to: 1. analyse the concept of magnetic field & learn the properties of magnetic lines 2. state apply right hand thumb rule to find the deirection of magnetic field. 3. state & apply Fleming's left hand rule to determine the direction of force procedure. | To study the dependence of V across a resistor on the I passing through it and determine its R. Model electric circuit. | SDG-9 | <ul style="list-style-type: none"> Critical Thinking Communication Communicative Skills, Creative thinking | |
| | Ch-9 Heredity | 5 | Students will be able to: 1. study the laws of inheritance given by Mendel. 2. draw monohybrid & dihybrid crosses and calculate the genotypic & phenotypic ratio. 3. understand how mutation can change the phenotype | | SDG-3 | <ul style="list-style-type: none"> Ethical Awareness Community Consiousness, Collaborative Learning | |
| | Half yearly Examination (Revision) | | | | | | |
| October, (5 days) | Ch-13 Our Environment | 5 | Students will be able to: 1. define ecosystem & clarify it into brotic & abiotic components 2. appreciate the role of decomposers in nature 3. Explain the 10% law of energy flow & biomagnification 4. Constrict food chains & food webs | Project- Pollution Control | SDG-6 SDG-7 | <ul style="list-style-type: none"> Civic Engagement Collaborative Learning | |
| November, (9 days) | Ch-4 Carbon and its Compounds | 4 | Students will be able to: 1. provide IVPAC names & write the structural formula of the carbon compounds of simple hydrocarbon. 2. draw electron dot structure of some simple carbon compounds | To study the properties of acetic acid | SDG-4 SDG-12 | <ul style="list-style-type: none"> Collaborative learning Community Consiousness, | |
| | Ch-12 Magnetic Effect of Current | 5 | Students will be able to: 1. analyse the concept of magnetic field & learn the properties of magnetic lines 2. state apply right hand thumb rule to find the deirection of magnetic field. 3. state & apply Fleming's left hand rule to determine the direction of force procedure. | To study the dependence of V across a resistor on the I passing through it and determine its R. Model electric circuit. | SDG-9 | <ul style="list-style-type: none"> Critical Thinking Communication Communicative Skills, Creative thinking | |
| Revision | | | | | | | |