



TAPOVAN INTERNATIONAL SCHOOL

YEARLY SYLLABUS 2026-27

SUBJECT: ENGLISH

CLASS: VII

Sr. No.	Month	No. of Working Days	Chapters / Grammar / Writing Topics	Learning Outcomes	Skill / Competency focused	Pedagogical Strategies with integration of Art/ Sports/ Value Education.
1	APRIL	23	Bridge Course (Introductory Week): Recap of Class VI fundamentals (basic grammar: nouns, pronouns, tenses), reading comprehension of short passages, vocabulary building (synonyms, antonyms, word formation), writing practice (short paragraphs, self-introduction). Regular Syllabus Literature: Ch 1 <i>The Day the River Spoke</i> , Poem: <i>Try Again</i> Grammar: Introduction to Tenses (Present Tense)	Bridge Course: Refreshes prior knowledge, bridges learning gaps, builds confidence in speaking and writing, strengthens grammar foundation. Regular Syllabus Listens attentively and responds appropriately. Reads aloud with correct pronunciation and expression. Infers meaning of unfamiliar words using context clues.	Bridge Course: Listening (attentive participation), Speaking (self-expression), Reading (comprehension and inference), Writing (structured sentences and short compositions). Regular Syllabus Listening: Attentive listening, recognizing tone/emotion. Reading: Main ideas, context-based word meaning. Writing: Summarizing short passages. Vocabulary: Synonyms/antonyms. Value-based: Environmental sensitivity.	Bridge Course: Ice-breaking activities, word games, vocabulary quizzes, poster making on "My Learning Goals for Class VII," role play and storytelling. Regular Syllabus Storytelling Method: Narration + illustration of river scenes. Poetry Recitation: Rhythm and voice modulation. Poster Making: Environmental awareness posters.
2.	JUNE	23	Literature: Ch 2 <i>Three Days to See</i> Grammar: Past Tense forms Writing: Diary Entry	Participates in conversations and expresses opinions clearly. Identifies main ideas and supporting	Speaking: Expressing opinions politely. Reading: Supporting details, empathy. Writing: Reflective diary	Role Play / Drama: Enacting Helen Keller's experiences. Reflective Journaling: Diary entries on empathy. Group

			Paragraph Writing	details in prose. Writes reflective responses showing empathy and imagination. Writes short descriptive paragraphs.	entries, descriptive compositions. Critical Thinking: Drawing conclusions, independent opinions. Value-based: Empathy and cultural sensitivity.	Discussion: Values of resilience and courage.
3.	JULY	26	Literature: Ch 3 <i>Animals, Birds and Dr. Dolittle</i> , Poem: <i>A Funny Man</i> Grammar: Future Tense, Introduction to Modals Writing: Informal Letter	Reads literary texts with fluency and comprehension. Appreciates humour, rhythm and poetic devices. Uses new vocabulary in creative expressions.	Reading: Literary appreciation, humor, rhythm. Speaking: Describing events/characters. Writing: Informal letters, creative expression. Creative Expression: Imaginative storytelling, figurative language. Collaboration: Group dramatization.	Dramatisation: Acting out Dr. Dolittle's scenes. Creative Writing: Funny poems inspired by animals. Picture Interpretation: Illustrating humorous characters.
4.	AUGUST	22	Literature: Ch 4 <i>Say the Right Thing</i> Grammar: Conjunctions Writing: Notice Writing	Listens carefully and follows instructions. Demonstrates polite and effective communication. Writes short functional texts such as notices using appropriate format.	Grammar: Sentence structures, conjunctions. Communication: Adapting language to audience/context. Writing: Functional texts (notices). Value-based: Respectful communication.	Dialogue Practice: Polite conversation role play. Simulation Activities: Writing and presenting notices. Language Games: Conjunction relay races.
5.	SEPTEMBER	20	Literature: Ch 5 <i>My Brother's Great Invention</i> Grammar: Prepositions Revision & Half Yearly Exam	Identifies sequence of events and cause-effect relationships. Demonstrates ability to summarise a text.	Reading: Cause-effect relationships. Writing: Summarizing texts. Critical Thinking: Evaluating viewpoints. Research Literacy: Organizing information logically.	Project-Based Learning: Model-making of inventions. Story Mapping: Visualizing invention process. Debate: Discussing pros/cons of inventions.

6.	OCTOBER	24	Poem: <i>Paper Boats</i> , Literature: Ch 6 <i>North, South, East, West</i> Grammar: Active and Passive Voice Writing: Story Writing (Guided)	Appreciates imagery and emotions in poetry. Reads with correct stress and intonation. Writes imaginative narratives.	Poetry: Imagery, emotions. Grammar: Voice. Writing: Guided story writing. Creative Expression: Imaginative narratives. Aesthetic Appreciation: Literary beauty.	Poetry Recitation: Rhythm and imagery. Art Integration: Paper boat craft. Creative Storytelling: Completing unfinished travel stories.
7.	NOVEMBER	13	Literature: Ch 7 <i>The Tunnel</i> Grammar: Reported Speech (Introduction) Writing: Diary Entry	Understands narrative structure and character traits. Expresses opinions about characters and events. Retells stories using own words.	Reading: Narrative comprehension, character traits. Speaking: Storytelling. Writing: Reflective diary entries. Critical Thinking: Interpretation of motives.	Story Mapping: Plot diagrams of the tunnel. Peer Teaching: Students retell story in own words. Group Discussion: Courage and fear in narratives.
8.	DECEMBER	25	Poem: <i>Travel</i> , Literature: Ch 8 <i>Conquering the Summit</i> Grammar: Modals (Ability, Permission, Obligation) Writing: Formal Letter	Interprets poetic ideas and emotions. Reads informational text and identifies key ideas. Writes descriptive paragraphs about travel and adventure.	Reading: Key ideas in informational texts. Writing: Formal letters, descriptive travel writing. Vocabulary: Subject-specific words. Communication: Persuasive writing.	Audio-Visual Learning: Travel videos and map-based tasks. Creative Writing: Adventure diaries. Simulation: Writing letters to explorers.
9.	JANUARY	20	Literature: Ch 9 <i>A Homage to Our Brave Soldiers</i> Grammar: Degrees of Comparison (Adjectives) Writing: Notice Writing	Reads patriotic texts with expression. Understands message and values conveyed in the text. Writes short paragraphs expressing gratitude and respect.	Reading: Value-based comprehension. Writing: Functional notices, gratitude writing. Value-based: Respect for diversity, empathy. Communication: Audience-appropriate language.	Poster Making: Patriotic themes. Speech Competition: Expressing gratitude. Reflective Journaling: Writing on bravery and sacrifice.

10.	FEBRUARY	23	Poem: <i>My Dear Soldiers</i> , Literature: Ch 10 <i>Rani Abbakka</i> Grammar: Revision – Tenses, Voice, Reported Speech, Conjunctions, Prepositions, Degrees Writing: Story Writing & Informal Letter	Appreciates rhythm and patriotic themes in poetry. Identifies historical context and character qualities. Writes short biographies and summaries.	Poetry: Patriotic themes. Reading: Historical awareness. Writing: Biographies, summaries. Critical Thinking: Evaluating historical perspectives. Value-based: Social responsibility.	Biography Writing: Life of Rani Abbakka. Drama Workshop: Enacting historical scenes. Debate: Patriotism and leadership.
11.	MARCH	10	Annual Revision and Examination (Literature, Grammar & Writing Skills)	Demonstrates integrated use of listening, speaking, reading and writing skills.	Holistic Competencies: Listening, speaking, reading, writing integration. Collaboration: Peer learning. Critical Thinking: Problem-solving. Reflective Thinking: Self-assessment.	Quiz Competition: Literature and grammar. Portfolio Assessment: Compilation of year's work. Peer Review: Collaborative evaluation.

Teacher's Names: Ms. Sailaja A



TAPOVAN INTERNATIONAL SCHOOL
YEARLY SYLLABUS 2026 - 27

SUBJECT: SOCIAL SCIENCE

Class:VII

Sr.No.	Month	Working days	No. & Name of the Chapter / Lesson	Learning Outcomes	Skill / Competency focused	Pedagogical Strategies with Integration of Art/Sports/Value Education
1	April	23	Ch-1 Geographical Diversity of India. Ch-4 New Beginnings: Cities and States Ch-11 From Barter to Money	-Key geographical features of India. -Effects of India's geographical diversity on our lives -Meaning of 'Second Urbanisation' of India. -Importance of the janapadas and mahajanapadas in the development of India's early history. -Evolution of system of governance. -Exchange take place before money. -Money come into existence. -Money transformed into various forms over time.	Environmental Awareness Skills: Recognize importance of natural resources Understand need for conservation Develop sensitivity towards environment. Analyze reasons for the rise of cities (trade, agriculture, location) Compare rural and urban life in ancient times Evaluate how governance systems evolved Understand causes and effects of political changes Understand the need for money and its evolution. Compare barter system with modern monetary system.	Food preservation techniques differ from place to place across India. They are adapted to local conditions. Gather different methods of preserving food. Map work and timeline. Activity: The Journey of Money.

2	June	23	Ch-9 From the Rulers to the Ruled: Types of Governments. Ch-2 Understanding the Weather Ch-5 The Rise of Empires	-The different types of government. -A country's government interaction with the people. -Importance of democracy. -Measure and monitor the weather around us -Weather predictions help us prepare for events like heavy rain, storms, drought and heat waves. -What is an empire? - How did empires rise and shape Indian civilization? -Factors facilitated the transition from kingdoms to empires. -life from the 6th to the 2nd century BCE.	Understand the shift from rule by kings to rule by people Analyze advantages of democracy over other systems Evaluate how governments affect citizens' lives Understand daily and seasonal changes in weather Analyze weather patterns and variations Compare weather conditions of different places Compare small kingdoms and large empires Evaluate the impact of empires on society and culture Understand challenges in managing large territories	Role Play:Enact a small role play of the various forms of government in your classroom. Model: Make a 'Rain Gauge' Map work, timeline and flowchart Create a small project and include what you have learnt about Brahmi script.
3	July	26	Ch-3 Climate of India	-What makes India's Climate so diverse? -The effect of climate on economy, culture and society. -Understanding the climate help us to prepare for natural disasters. -Climate change and its consequences.	Examine how climate influences human life Evaluate impact of climate change Understand importance of monsoon for India	Find out traditional festivals and dances related to agriculture and rain.

			Ch-6 The Age of Reorganisation Ch-10 The Constitution of India-An Introduction	-The period that followed the Maurya empire sometimes called the ‘Age of Reorganisation’. -The values or principles that guided emperors of that period. -Foreign invaders assimilate into Indian society and contribute to cultural confluence -What is a constitution and why do we need. -How was it prepared and what are the key features of the Constitution? -Why it is still relevant?	Analyze reasons for political and social changes. Compare earlier empires with newly emerging regions/states Evaluate how reorganisation affected administration and society. Analyze why rules and laws are necessary. Evaluate how the Constitution protects citizens. Reflect on fairness, justice, and equality.	Mapwork Imagine you have a chance to create your own kingdom. What royal emblem would you choose, and why? Portray the ‘Preamble of Indian Constitution’ in the notebook.
4	August	22	Ch-7 The Gupta Era: An Age of Tireless Creativity Ch-12 Understanding Market	-The Guptas and their age are called ‘classical age’. -some great figures of this period. -What are markets and how do they function? -The role of markets in people’s life. -The role of government in markets. -Consumers assessment of the quality of goods and services they purchase.	Analyze why the Gupta period is called a “Golden Age” Evaluate the impact of Gupta achievements on present-day society Understand price, cost, profit, and competition. Recognize importance of money in markets. Understand role of markets in economy.	Take a political map of India and locate the present-day states and union territories where the Gupta’s ruled. Group Discussion: What do you think are the pros and cons of online shopping.
5	September	20		Revision		

6	October	24	Part-II Ch-1 The Story of Indian Farming Ch-3 Empires and Kingdoms: 6th to 10th Centuries	-The main characteristics of Indian agriculture. -Farming, climate, soil and water interrelation. -Traditional practices and contemporary ones. -Major changes between 6th to 8th century. -The political, cultural and religious developments. -The impact of foreign invasions and interactions.	Relate farming practices to daily life (food supply). Understand importance of agriculture in economy. Evaluate challenges faced by farmers. Understand impact of agriculture on economy and society. Understand political developments and regional powers. Examine reasons for rise and decline of kingdoms. Evaluate governance systems and their effectiveness. Understand impact of political changes on society.	Prepare a list of the crops that are grown in your state in a year and classify them into kharif, rabi and zaid. Group Activity: Each group, choose one Alwar and one Nayanar and prepare a biography poster or booklet. Include their life stories and a sample poem or two.
7	November	13	Ch-6 The State, The Government, and You	-The difference between a state and a government. -The difference between a democracy and a republic and democratic republic. -Engagement of citizens with the government. -Making government work for the people.	Identify different levels of government (local, state, national). Analyze the functions of government. Evaluate how government decisions affect citizens. Recognize role of citizens in governance. Understand importance of voting.	Case study based on ChoniraBelliappaMuthamma.

SUBJECT: Science

Class: VII

Sr.No	Month	No.of Working Days	No. & Name of the Chapter / Sub topics	Learning Outcomes	Skill / Competency focused	Pedagogical Strategies with integration of Art/ Sports/ Value Education.
1	APRIL	23	Bridge course To introduce science as a subject related to everyday life. Physics, Chemistry and Biology basis terms. Indian Scientists Chapter 1 The ever evolving world of science Nature and science The scientific journey	Understand the meaning of science and explain how science is connected to everyday life. Differentiate between the three branches of science (Physics, Chemistry, Biology) with simple Recognize basic terms related to Physics, Chemistry, and Biology. Identify examples of science in daily activities such as cooking, transportation, electricity, and health	Observation Skill – Observe daily life situations and identify examples where science is involved (e.g., cooking, movement, plant growth). Application Skill – Apply simple scientific concepts to explain daily events such as boiling water, drying clothes, or breathing. Awareness of Scientific Contributions – Identify contributions of Indian scientists like C. V. Raman, A. P. J. Abdul Kalam, and Vikram Sarabhai.	Activity-Based Learning Ask students to list daily activities where science is used, such as: • Cooking food • Using a mobile phone • Riding a bicycle • Water boiling Visual and Real-Life Examples Use pictures, charts, or real objects (plants, magnets, water, kitchen items) to explain concepts.

			Chapter 2 Exploring substances Acidic ,basic and neutral Classify substances into acidic and neutral. Role of indicators in identification of nature of substance . Red rose extract turmeric and onion as indicators. Neutralization reactions Importance of neutralization reactions	Identify and classify substances as acids, bases, or neutral using simple indicators. Explain basic properties of acids and bases such as taste, effect on indicators, and common examples. Recognize natural indicators like turmeric, china rose, and litmus. Understand the concept of neutralization and give examples from daily life. Relate acids and bases to everyday substances such as lemon juice, soap solution, baking soda, etc. Demonstrate simple experiments to test acidic and basic substances using indicators.	Observation Skill – Observe color changes in indicators and identify whether a substance is acidic, basic, or neutral. Experimentation Skill – Conduct simple tests using natural indicators like turmeric or litmus paper. Classification Skill – Categorize household substances into acids, bases, and neutral substances.	1. Activity-Based Learning - Teacher demonstrates a simple experiment using litmus paper to test lemon juice, soap solution, and water. - Students observe and record colour changes. 2. Inquiry-Based Learning - Ask guiding questions: - Why does lemon taste sour? - Why does soap feel slippery? - What happens when an acid and base are mixed?
2.	JUNE	23	Chapter -3 Electricity: Circuit and their components Cell and battery Incandescent lamps and LEDs Electric circuit	Demonstrate how electricity flows in a complete circuit to light a bulb. Relate electric circuits to everyday devices such as torches, doorbells, and household appliances.	Experimentation Skill – Assemble a simple electric circuit using a cell, bulb, switch, and wires. Analytical Skill – Identify why a bulb does not glow in an open circuit.	1. Activity-Based Learning Teacher demonstrates a simple electric circuit using a cell, bulb, wires, and switch. 2. Integration with Sports  Conduct a “Human Electric Circuit Game.” Students stand in a circle holding hands:

			Circuit diagram using standard symbols. Classification of materials as conductors and insulators of electricity. Chapter-10 Life processes in plants Process of plant growth. Photosynthesis in plants its requirement and products. Food and water transport in plants. Respiration in plants.	Identify different life processes in plants such as photosynthesis, respiration, and transpiration. Explain how plants make their own food through the process of Photosynthesis. Describe the role of sunlight, water, carbon dioxide, and chlorophyll in food production in plants.	Observation Skill – Observe plant parts and changes in plants such as leaf colour, growth, and water loss. Experimentation Skill – Perform simple activities demonstrating photosynthesis and transpiration. Analytical Skill – Explain why sunlight and water are necessary for plant growth.	When hands are connected → Closed circuit (electricity flows). When someone lets go → Open circuit (electricity stops). Integration with Art 🎨 Students draw and label diagrams showing: ○ Photosynthesis process ○ Parts of a plant involved in life processes They can create a poster showing the importance of plants for life on Earth. Hands-on Experiment • Demonstrate transpiration by covering leaves with a plastic bag and observing water droplets.
3.	JULY	26	Chapter 4 The world of metals and non-metals Comparison of metals and nonmetals Use of metals and nonmetals.	Recognize properties of non-metals such as dull appearance and poor conductivity. Give examples of metals and non-metals found in	Analytical Skill – Compare the characteristics of metals and non-metals. Application Skill – Relate	Activity-Based Learning Teacher shows different objects such as iron nail, copper wire, aluminium foil, coal, and sulphur. Students observe and identify which are metals and which are non-metals.

			Reactions of metals and non-metals with air and water Concept of corrosion and rusting	everyday life. Explain the uses of metals and non-metals in daily activities (e.g., utensils, wires, fertilizers).	the properties of metals and non-metals to their uses in daily life.	Hands-on Experiment Students test simple properties. Shininess (lustre) by observing the surface. Hardness by pressing or scratching. Conductivity using a simple electric circuit.
4.	AUGUST	22	Chapter -9 Life processes in animals Components and mechanism of digestion in humans. Mechanism of digestion in ruminants and birds. Human respiratory system Respiration in human being Comparison of respiration in human and other animals. Difference between respiration and breathing	Identify the major life processes in animals such as nutrition, respiration, circulation, and excretion. Explain how animals obtain and use food for energy and growth. Describe the process of breathing and respiration in animals. Understand the role of the circulatory system in transporting nutrients and oxygen in the body. Explain the importance of excretion in removing waste materials from the body.	Observation Skill – Observe breathing patterns and body movements in animals and humans. Analytical Skill – Explain how food, oxygen, and nutrients are used by the body for energy. Application Skill – Relate life processes to daily habits such as eating balanced food and breathing fresh air. Diagrammatic Skill – Draw and label simple diagrams of systems like digestive or respiratory systems.	Activity-Based Learning - Teacher asks students to observe their breathing rate before and after physical activity. - Students discuss why breathing becomes faster after exercise. Integration with Art  - Students will draw and label diagrams of: - Digestive system - Respiratory system - Circulatory system
5.	SEPTEMBER	20		Revision for TERM-I		

6.	OCTOBER	24	Chapter 5 Changes around us: Physical and chemical changes Comparison of physical and chemical changes. Processes involved in physical and chemical changes. Comparison of reversible and irreversible changes Desirable and undesirable changes. Changes occurring in natural processes. Chapter 7 Heat transfer in nature Heat and cause of heat transfer. Conduction, convection and radiation in daily life. Sea breeze and land breeze. Importance of water cycle.	Identify different types of changes occurring around them in everyday life. Differentiate between physical changes and chemical changes based on their characteristics. Relate these changes to daily life situations. Explain the concept of heat transfer and how heat moves from a hotter object to a colder object. Identify and differentiate the three modes of heat transfer: • Conduction • Convection • Radiation Describe how land breeze	Observation Skill – Observe and identify changes taking place in materials around them. Classification Skill – Classify changes into physical and chemical categories. Analytical Skill – Compare the characteristics of physical and chemical changes. Cognitive Skills Understanding scientific concepts of heat movement. Comparing and classifying different methods of heat transfer.	Group Activity Students list daily life changes and classify them as physical or chemical changes. Inquiry-Based Learning Ask questions such as: • Can melted ice return to solid form? • Why cannot burnt paper become paper again? • What happens during cooking? Activity-Based Learning • Demonstration of conduction using a metal spoon in hot water. • Demonstration of convection currents using coloured water or incense smoke.
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			Necessity of groundwater recharge.	and sea breeze occur in nature. Explain how heat transfer affects weather patterns and daily life.	Life Skills Awareness of natural phenomena affecting daily life. Applying knowledge in practical situations (ventilation, cooking, and climate).	Real-Life Connections Relate concepts to: • Cooking • Climate • Building design • Weather change
7.	NOVEMBER	13	Chapter 8 Measurement of time and motion Devices used to measure time in ancient times. Significance of a simple pendulum in time measurement. Modern time measuring devices. Use of relation between speed, time and distance to find speed. Uniform and non-uniform linear motions.	Explain the importance of measuring time in daily life. Describe ancient methods of measuring time such as: • Sundials • Water clocks • Sand clocks (hourglass) Explain how day and night occur due to the rotation of the Earth. Describe the movement of the Earth and its relation to time measurement. Relate calendar systems and time measurement with natural cycles.	Analytical Skills Comparing ancient and modern methods of time measurement. Understanding the relationship between natural phenomena and time. Cognitive Skills Understanding concepts related to time and Earth's motion.	Activity-Based Learning • Making a simple sundial using a stick and observing shadow changes during the day. • Demonstrating an hourglass using sand and bottles. Experimentation • Observing the position and length of shadows at different times of the day.
8.	DECEMBER	25	Chapter 6 Adolescence: A stage of growth and change Concept of adolescence	Define adolescence and explain the period of transition from childhood to adulthood. Identify physical,	Cognitive Skills Understanding the biological and emotional changes during	Interactive Discussion Teacher-led discussion on changes during adolescence.

		Changes that occur during puberty. Internal changes indicating reproductive maturity . Learn how to manage emotions. Fulfill nutritional needs. Balanced social life. Substance abuse. Cause behind changes in adolescence.	emotional, and social changes that occur during adolescence. Explain the concept of puberty and the development of secondary sexual characteristics. Understand the role of hormones in controlling changes during adolescence.	adolescence. Interpreting information related to growth and development. Life Skills Developing self-awareness and confidence. Practicing personal hygiene and healthy lifestyle habits. Understanding respect for self and others.	Encouraging students to ask questions in a safe and respectful environment. Collaborative Learning Group activities where students prepare posters on healthy lifestyle and hygiene. Peer discussions on managing emotions and stress.
		Chapter- 11 Light: Shadows and reflections Luminous and non-luminous objects. Formation of shadows. Reflection of light. Formation of image by a	Explain the concept and importance of light in our daily life. Identify luminous and non-luminous objects. Describe how shadows are formed when light is blocked by an object. Explain the conditions necessary for the formation of shadows	Process Skills Observing shadow formation and reflection during experiments. Conducting simple activities using torch, mirrors, and objects. Life Skills	Activity-Based Learning - Demonstrating shadow formation using a torch and different objects. - Activity showing reflection using mirrors and shiny surfaces.

			plane mirror. Working of pinhole camera periscope and kaleidoscope.	Observe and describe how the size and shape of shadows change with the position of the light source.	Applying knowledge of light in daily activities. Developing curiosity and observation skills about natural phenomena.	Experimentation - Observing how the shadow size changes when the light source is moved. - Comparing reflections from smooth and rough surfaces.
9.	JANUARY	20	Chapter -12 Earth , moon and the sun Rotation of earth. Apparent movement of sun in the sky and occurrence of day and night. Revolution of the Earth. Occurrence of seasons. Solar eclipse and lunar eclipse	Explain the movement of the Earth (rotation and revolution). Describe how day and night occur due to the rotation of the Earth. Explain how the Moon moves around the Earth. Identify and explain the different phases of the Moon. Describe the relative positions of the Sun, Earth, and Moon.	Analytical Skills Explaining natural phenomena such as cycle.phases of the Moon and day–night. Comparing the roles of the Sun, Earth, and Moon. Life Skills Developing curiosity about space and astronomy. Improving observation and scientific thinking skills.	Activity-Based Learning - Creating a model of the Sun, Earth, and Moon using balls. - Demonstrating day and night using a globe and torch. Inquiry-Based Learning Encourage students to explore questions such as: - Why does the Moon appear to change shape? - What would happen if the Earth stopped rotating?
10.	FEBRUARY	23		Revision for final examination		
11.	MARCH	10		Final examination		



TAPOVAN INTERNATIONAL SCHOOL

YEARLY SYLLABUS 2026-27

SUBJECT: Mathematics

Class: VII

Sr. No.	Month	No. of Working Days	No. & Name of the Chapter / Sub topics	Learning Outcomes	Skill / Competency focused	Pedagogical Strategies with integration of Art/ Sports/ Value Education.
1	APRIL	23	Ch. No. 01: Larger number around us • Largest and smallest digit • Reading and writing numbers • Land of Tens • Of crores and crores! • Exact and approximately values • Nearest Neighbour's • Patterns in products • A multiplication shortcut • How long is the product	• Identify and Construct: Create the largest and smallest numbers using a given set of digits without repetition. • Navigate Systems: Fluently read and write numbers up to the "Crore" level using both Indian and International place value systems. • Estimate with Precision: Apply rounding rules to find "Nearest Neighbors" (Tens, Hundreds, Thousands) for practical problem-solving.	• Number Sense: Developing an "intuitive feel" for the magnitude of large numbers (visualizing what a Crore actually looks like). • Computational Thinking: Recognizing patterns in products to simplify complex calculations. • Critical Thinking: Determining when an "Approximate Value" is sufficient versus when an "Exact Value" is required.	Art Integration: "The Mandala of Multiples" Activity: Students create a "Place Value Mandala." Each ring of the circle represents a different place value (Ones, Tens, Hundreds, etc.). 2. Sports Integration: "The Estimation Relay" Activity: Set up a race where students must run to a station, pick up a card with a large number (e.g., 7,582), and shout out its "Nearest Neighbor" (e.g., 7,600) before passing the baton.
2.	JUNE	23	Ch. No. 03 : A peek Beyond The Point (Decimals) 3.1 The need for smaller units 3.2 A tenth part : Addition and subtraction of fractions 3.3 A hundredth part : Addition and subtraction. 3.4 Decimal place value : Notation, Writing and reading of numbers. 3.5 Units of Measurement • Length • weight conversion • Rupees – Paise conversion 3.6 Locating and comparing	• Construct & Compare: Formulate the largest and smallest possible numbers from a given set of digits and understand the "successor" relationship between digit levels (e.g., $99,999 + 1 = 1,00,000$). • Translate Systems: Fluently read, write, and place commas in numbers up to the Crore (Indian) and Million/Billion (International) levels.	• Number Sense & Numeracy: Developing a "feel" for the scale of large numbers and their relative positions on a mental number line. • Data Interpretation: The ability to read large figures in news, geography (population), and science (distances) accurately. • Critical Thinking:	Art Integration: "The Great Place Value Mural" • Activity: Students create a visual "Land of Tens" ladder. Each step of the ladder is 10 times larger than the previous one. 2. Sports Integration: "The Rounding Relay" • Activity: A physical relay race where students run to a board

			decimals • There is zero dilemma. • Closest Decimals 3.7 Addition and subtraction of decimals • Estimating sum and difference 3.8 More on the decimal system • decimal and measurement disasters • deceptive Decimal notation • A pinch of History – Decimal notation over the time Ch. No. 05 : Parallel and intersecting lines 5.1 : Across the lines (Intro) 5.2 : Perpendicular lines 5.3 : Parallel and perpendicular lines in paper folding • Notation • Transversal 5.4 : Corresponding angles 5.5 : Drawing parallel lines 5.6 : Alternate angles 5.7 : Parallel Illusion	• Identify and Differentiate: Distinguish between intersecting, perpendicular, and parallel lines in real-world environments. • Master Notations: Correctly use mathematical symbols such as \parallel (parallel) and \perp (perpendicular). • Analyse Angle Relationships: Recognize and calculate Corresponding and Alternate angles when a transversal intersects parallel lines. • Practical Construction: Demonstrate the ability to draw perfectly parallel lines using geometric tools and paper-folding techniques.	Evaluating when an approximate value is more useful/practical than an exact value in real-world scenarios. Spatial Reasoning: Visualizing 2D lines and how they interact within a plane. Precision and Accuracy: Developing the fine motor skills required for geometric construction and paper folding. Logical Deduction: Using angle properties (like the “Z” and “F” patterns) to solve for unknown variables. Problem Solving: Applying the properties of transversals to architectural or design-based scenarios.	containing a "Large Number." They must identify its Nearest Neighbors (Rounding to the nearest 100 or 1000) before tagging their teammate. 1. Art Integration: The "Illusion" Workshop • Activity: Students create their own Zöllner Illusion or Cafe Wall Illusion. 2. Hands-on Discovery: Paper Folding (Section 5.3) • Activity: Using Origami or plain parchment paper to create parallel lines through repeated folding.
3.	JULY	26	Ch. No. 08 : Working with Fractions 8.1 : Multiplication of fractions • Discussion • Multiplying two fractions • Connection between area of rectangle and fraction multiplication. • Multiplication numerators and denominators 8.2 : Division of fractions • Dividend, divisor and the quotient.	• Analyze Division Dynamics: Identify and define the roles of the Dividend, Divisor, and Quotient, explaining why dividing by a proper fraction results in a quotient larger than the dividend. • Solve Complex Relations: Interpret and solve word problems involving "Fractional Relations," such as finding the "whole" when only a "fractional part" is given. • Predict Scaling Effects: Predict whether a product will be larger or	• Spatial-Numerical Logic: Developing the ability to visualize the product of two fractions as an "area within an area" rather than just a calculation. • Operational Fluency: Mastering the "invert and multiply" logic for division by deeply understanding the relationship between the dividend, divisor, and quotient.	Value Education: "The Ethics of Distribution" Equity vs. Equality: Division of fractions is a perfect metaphor for Resource Management. It teaches that when we divide a limited resource into smaller fractional parts, we can serve more people fairly. Common Ground: Use the process of finding a common denominator as a lesson in

			8.3 : Some problems involving fractions • Fractional Relations Ch. No. 07 : A Tale of three intersecting lines 7.1 : Equilateral Triangles 7.2 : Constructing a triangle when its sides are given. 7.3 : Inequality / Triangle Inequality 7.4 : Construction of triangles when some sides and angles are given 7.5 : Angle sum property 7.6 : Construction related to altitudes of triangles 7.7 : Types of triangles.	smaller than the original factor based on whether the multiplier is greater than or less than 1. • Verify the Existence of Triangles: Apply the Triangle Inequality Theorem to determine if a given set of three line segments can physically form a closed triangle. • Execute Precise Geometric Constructions: Use a ruler, compass, and protractor to accurately construct triangles based on SSS, SAS, and ASA criteria. • Prove Internal Consistency: Demonstrate through activity that the interior angles of any triangle always sum to 180° (Angle Sum Property). • Identify Structural Altitudes: Construct and identify the altitudes (heights) of various triangles and recognize their intersection point (orthocentre).	• Abstract Modeling: Translating real-world "Fractional Relations" into mathematical equations (e.g., calculating the full capacity of a tank if $\frac{2}{3}$ of it is 40 liters). • Logical Deductive Reasoning: Using the Inequality Theorem to predict outcomes before attempting a construction. • Fine Motor Skills & Accuracy: Mastering the use of geometric tools where a $1\frac{1}{7}$ can lead to an "unclosed" figure. • Spatial Visualization: Understanding how the "height" (altitude) of a triangle can sometimes fall outside the shape itself (in obtuse triangles).	Conflict Resolution. To "work together," different groups must find a shared "base" or common language. Art Integration: "The Rigidity of Design"Geometric Tessellations: Students create "Equilateral Art" by repeating identical triangles to cover a plane without gaps. This visually reinforces how 60° angles fit together perfectly. Value Education: "The Integrity of Balance"Resilience and Stability: Discuss the triangle as a metaphor for Strength. Unlike a square, a triangle cannot be "deformed" without breaking a side. This represents having a strong set of core values (The three sides: Self, Family, Society).
4.	AUGUST	22	Ch. No. 06 : Number Play 6.1 : Numbers tell us things 6.2 : Picking Parity • Square Grid • Parity of Expressions. 6.3 : Some exploration in Grid • Generalising a 3×3 magic • Generalising a 4×4 Magic square. 6.4 : Fibonacci numbers. 6.6 : Digits on disguise. Ch. No. 02: Arithmetic	• Analyze Parity: Students will be able to predict the results of operations (sum/product) based on even and odd properties without full calculation. • Construct Magic Squares: Students will master the logic of symmetry and algebraic generalizations to create 3×3 and 4×4 magic squares.	• Pattern Recognition & Generalization: Identifying the underlying "rule" in Fibonacci sequences and Magic Squares, then applying that rule to unfamiliar sets. • Computational Thinking: Breaking down a complex 4×4 grid into smaller, manageable constraints and rules.	Art Integration: "The Geometry of Beauty" Fibonacci Art: Students can create Golden Spirals using graph paper, coloring each square based on the Fibonacci sequence. This demonstrates the "Visual Math" found in seashells, sunflowers, and hurricanes.

			Expression 2.1 : Simple Expression • Comparing expressions • Reading and Evaluating complex expression 2.2 : Terms in Expression 2.3 : Swapping and grouping 2.4 : Removing bracket – I 2.5 : Tinker the term – I 2.6 : Removing bracket – II 2.7 : Tinker the term - II	• Deconstruct Complex Syntax: Identify and define individual terms within an expression, distinguishing between constants and operational groups. • Master Hierarchical Evaluation: Apply the order of operations (BODMAS/PEMDAS) to solve multi-step expressions accurately. • Manipulate Operational Structure: Demonstrate the ability to "swapping and group" numbers using commutative and associative properties to simplify mental math. • Execute Bracket Removal: Correctly expand expressions by "removing brackets," with particular mastery over the distribution of negative signs.	• Algebraic Thinking: Moving from a "result-oriented" mindset (finding the answer) to a "process-oriented" mindset (understanding the structure). • Logical Precision: Developing the discipline to handle nested brackets and sign changes, where a single oversight changes the entire mathematical truth. • Strategic Optimization: Recognizing "friendly numbers" or patterns within a string of terms to reorganize them for maximum efficiency. • Symbolic Literacy: Reading and evaluating complex expressions as a cohesive story rather than a random string of digits.	Art Integration: "The Visual Balance" Expression Mandalas: Assign different colors to different operations (e.g., plus is blue, minus is red). Students create geometric Mandalas where the "size" of the shapes represents the value of the terms. This helps them visualize how different components contribute to the final expression. Sports Integration: "The Human Expression" Relay Reordering (Swapping & Grouping): Students are assigned numbers and operators on jerseys. A "complex expression" is shouted out, and they must physically race to align themselves in the most efficient "grouped" order to solve the problem first.
PART – II						
5.	SEPTEMBER	20	REVISION for Term – I			
6.	OCTOBER	24	Ch. No. 01 : Geometric Twins 1.1 : Geometric twins 1.2 : Congruence of Triangles • Measuring the side lengths • Conventions to express congruence • Measuring the Angle • Measuring two sides and a non – included angle • Two are the corresponding vertices?	• Define Congruence: Understand that "Geometric Twins" are figures with identical size and shape, where one can be mapped onto the other through translation, rotation, or reflection. • Identify Corresponding Parts: Correctly pair "Corresponding Vertices," sides, and angles between two triangles using standard notation	• Spatial Reasoning: Visualizing how a triangle can be rotated or flipped and still remain a "twin" (congruent) to the original. • Logical Deduction: Moving from given measurements to a mathematical conclusion.	Art Integration: "The Tessellation Project" • Activity: Students cut out a single "template" triangle (the original twin) and trace it repeatedly to create a pattern with no gaps.

		• Measuring two angles and a non – including side • Measuring two sides in a right triangle. 1.3 : Angles of Isosceles and equilateral Triangles • Angles in an equilateral triangle	• Apply Congruence Criteria: Master the specific conditions required to prove triangles are congruent: • SAS (Two sides and the included angle) • ASA/AAS (Two angles and a side) • RHS (Right angle, Hypotenuse, and one Side). • Verify Isosceles & Equilateral Properties: Prove that angles opposite to equal sides are equal, and that all angles in an equilateral triangle are exactly 60°.	• Precision in Measurement: Developing accuracy in using protractors and rulers to verify geometric properties. • Mathematical Communication: Using the formal notation ($\cong$) and correct vertex ordering to express mathematical relationships clearly.	2. Sports Integration: "The Physics of the Goalpost" • Activity: Analyze the geometry of a football goal, a basketball backboard support, or a bicycle frame.
		Ch. No. 02 : Operation with Integers 2.1 : A quick recap of Integers • Carrom Coin Integers 2.2 Multiplication of integers • A magic grid of integers • Expressions using integers • Picks the pattern.	• Demonstrate Conceptual Clarity: Use concrete models (like Carrom coins) to visualize the addition and subtraction of positive and negative integers. • Master Multiplication Rules: Apply the signs of products correctly e.g., $(+) \times (-) = (-)$, $(-) \times (-) = (+)$. • Solve Complex Expressions: Evaluate mathematical expressions involving integers by following the correct order of operations. • Identify Mathematical Patterns: Predict the results of multiplying sequences of integers by "picking the pattern" in signs and magnitudes. • Construct Magic Grids: Solve and create 3×3 integer grids where rows, columns, and diagonals meet specific multiplicative or additive targets.	• Computational Thinking: Breaking down complex expressions into smaller, manageable steps. • Pattern Recognition & Generalization: Moving from specific numerical examples to general algebraic rules. • Strategic Reasoning: Using "Magic Grids" to develop trial-and-error and deductive reasoning skills. • Mental Math Agility: Developing the speed and accuracy required for integer arithmetic without relying on calculators.	Art Integration: "The Integer Mosaic & Pattern Art" Activity: Using the "Pick the Pattern" concept, students create a visual "Sign Wave" or a "Multiplication Tree." They can use different colors to represent positive and negative outcomes in a geometric sequence. Value Education: "The Law of Reciprocity & Balance" Activity: Use the "Magic Grid" as a metaphor for a balanced community.

7.	NOVEMBER	13	Ch. No. 05 : Connecting the Dots 5.1 : Of Questions and statements 5.2 : Representative values • Average as fair – share • Average around us • Outliers and Medians • Of Ends and the Essence • How long is a minutes ? • Zero Vs No value 5.3 : Visualising Data • Clubbing the columns • All it takes is a minutes 5.4 : Data Detective • Telling Tall Tales	• Statistical Understanding: Students will differentiate between different measures of central tendency (Mean, Median, and Mode) and understand when to apply each. • Data Interpretation: Learners will be able to identify outliers and explain how they impact the "average" or the overall narrative of a dataset. • Critical Consumption: Learners will develop the ability to "read between the lines" of visual data to identify bias or misleading representations ("Telling Tall Tales").	• Data Literacy: The ability to collect, organize, and transform raw numbers into meaningful information. • Analytical Thinking: Investigating "representative values" to determine if a single number truly reflects the reality of a group.	Sports Integration: • Performance Analysis: Using the scores or race times of the students themselves to calculate the "Fair-share Average." • The Outlier Effect: Discussing how a professional athlete's stats (like a star striker's goals) act as an outlier compared to the rest of the school team, and how that changes the team average.
8.	DECEMBER	25	Ch. No. 04 : Another Peek Beyond the point 4.1 : A quick recap of decimals 4.2 : Decimal Multiplication 4.3 : Decimal Division • Division using place value. • Division with a decimal Quotient • Division with a decimal Divisor • Dividend , Divisor and Quotient • A magic number 142857 4.4 : Look before you leap • Adjustment	• Operational Fluency: Students will master the algorithms for multiplying and dividing decimals, including cases with decimal divisors and quotients. • Place Value Mastery: Learners will demonstrate how the movement of the decimal point relates to powers of ten during division and multiplication. • Pattern Recognition: Students will explore the properties of "cyclic numbers" through the magic number 142857, understanding its relationship to fractions and repeating decimals. • Estimation & Accuracy: Learners will develop the habit of "Looking before they leap" by estimating results to check the reasonableness of their calculated answers.	• Computational Thinking: Breaking down complex division (like a decimal divisor) into manageable steps through "adjustment" or scaling. • Precision & Detail: Developing the focus required to maintain correct place value alignment, which is critical in decimal operations. • Mathematical Curiosity: Investigating number theory through patterns in division (specifically the $\frac{1}{7}$ decimal expansion). • Problem-Solving: Applying decimal operations to real-world contexts like currency, measurement, and scientific data.	Art Integration: • The "Magic Square" Mural: Students can create a visual representation of the number 142857, using different colors for each digit to see how they rotate and "cycle" when multiplied or divided. • Symmetry in Scaling: Using graph paper to draw shapes and then "scaling" them by 0.5 or 1.5, requiring students to calculate new side lengths using decimal multiplication.

			Ch. No. 07 : Finding the Unknown 7.1 : Find the unknowns • Unknown Weights 7.2 : Solving Equations Systematically 7.3 : Mind the mistake, mend the mistake 7.4 : A pinch of history	• Conceptual Transition: Students will transition from concrete arithmetic to abstract thinking by using variables to represent "Unknown Weights" and quantities. • Algorithmic Proficiency: Learners will demonstrate the ability to solve linear equations systematically using inverse operations (balancing the equation). • Error Analysis: Students will develop the habit of "Minding the mistake," where they identify common algebraic errors (like sign changes or improper balancing) and "mend" them through verification. • Historical Context: Learners will appreciate the evolution of Algebra, recognizing it as a global human endeavor rather than just a set of modern rules.	• Algebraic Thinking: The ability to translate real-life word problems into mathematical equations. • Logical Reasoning: Developing a step-by-step "Systematic" approach to isolate variables, ensuring both sides of the equation remain equal. • Metacognition: Through "Mend the mistake" exercises, students build the skill of self-correction and checking the validity of their solutions.	• Value Education: ○ The Value of Balance: Using the physical balance scale as a metaphor for justice and fairness—emphasizing that whatever we do to one side of a situation (or equation), we must account for on the other to maintain harmony. ○ Humility in Learning: "Mending the mistake" teach students that errors are not failures but essential stepping stones to finding the truth. It fosters a growth mindset and the courage to admit when a calculation has gone off track.
9.	JANUARY	20	Ch. No. 03 : Finding Common Ground 3.1 : The greatest of all • Primes • Prime factorisation • Procedure for prime factorisation • factors of a number using prime factorisation • finding the HCF of the numbers using prime factorisation 3.2 : Least, but not Last • Finding , LCM through Prime factorisation 3.3 : Patterns, properties and a pretty procedure.	• Deep Understanding of Number Theory: Students will be able to identify prime numbers as the "atoms" of the number system and perform Prime Factorization with precision. • Mastery of HCF and LCM: Learners will calculate the Highest Common Factor (HCF) and Lowest Common Multiple (LCM) using prime factorization and efficient division methods. • Discovering Mathematical Properties: Students will derive and apply the fundamental property: $HCF \times LCM = \text{Product of the two numbers}$.	• Analytical Decomposition: The ability to break down a complex composite number into its prime components (the "Greatest of All" skill). • Strategic Thinking: Determining which "Common Ground" (HCF for division/partitioning or LCM for synchronization/timing) is required to solve a specific real-world problem. • Pattern Recognition: Identifying visual and numerical cycles to predict	Sports Integration: • The "Coincidence" Race (LCM in Action): Two students run laps at different speeds. The class calculates the LCM of their lap times to predict exactly when they will cross the starting line together again.

			• efficient procedures for HCF and LCM. • Property Involving both the HCF and LCM	• Algorithmic Efficiency: Learners will transition from basic listing methods to "Pretty Procedures" (like the common division method) for handling larger datasets.	when two different events will coincide (LCM).	Arts Integration: • The Prime Factor Tree Mural: Students can create artistic "Factor Trees" where the branches represent factors and the "fruits" at the ends are the prime numbers, using different colors for different prime bases (2, 3, 5, 7, ...).
10.	FEBRUARY	23	Ch. No. 06 : Construction and Tilings 6.1 : Geometric Constructions • Construction of perpendicular bisector. • Construction of a 90° angle at a given points • Construction method in Sulba – Sutras • Repeating units and repeating angles. Arch Design Regular Hexagons Related Constructions 6.2 : Tiling Revision 15 Days out of 23	• Technical Proficiency: Students will master the use of a compass and straightedge to construct perpendicular bisectors and 90° angles with mathematical accuracy. • Historical Appreciation: Learners will explore the Sulba-Sutras, understanding ancient Indian geometric methods and their contribution to altar constructions and architecture. • Structural Understanding: Students will identify the properties of repeating units, angles, and regular hexagons that allow for gapless patterns. • Application of Symmetry: Learners will be able to design complex structures, such as arches and tilings (tessellations), by applying basic construction principles.	• Geometric Precision: Developing the fine motor skills and patience required for accurate "Point-to-Point" constructions. • Spatial Reasoning: Visualizing how a single "Repeating Unit" can expand to fill a two-dimensional plane (Tiling). • Algorithmic Thinking: Following step-by-step procedures from historical texts (Sulba-Sutras) to achieve a specific geometric result. • Architectural Awareness: Recognizing geometry in the built environment, from the stability of an Arch Design to the efficiency of hexagonal patterns.	Art Integration: • Arch Design Sketching: Using the construction of 90° angles and bisectors to draft a "Gothic Arch" or a "Roman Arch" on chart paper, blending history with technical drawing. Value Education: • The Value of Precision: Discussing how a small error in a perpendicular bisector can cause a whole building to lean—emphasizing that integrity in small things leads to stability in large things.
11.	MARCH	10	Annual Exam			



TAQOVANI INTERNATIONAL SCHOOL

YEARLY SYLLABUS 2026-27

SUBJECT: Hindi

Class: 7th

Sr. No.	Month	No. of Working Days	No. & Name of the Chapter / Sub topics	Learning Outcomes	Skill / Competency focused	Pedagogical Strategies with integration of Art/Sports/Value Education.
1	APRIL	23	सेतु ब्रिज कोर्स- हिन्दी वर्णमाला (स्वर-व्यंजन, संयुक्त व्यंजन) मात्राएँ (ह्रस्व, दीर्घ) तथा 'र' के रूप मल्हार- पाठ-१ माँ, कह एक कहानी (कविता) व्याकरण- संज्ञा लेखन- चित्र वर्णन	हिन्दी वर्णमाला का ज्ञान होगा। अक्षर ज्ञान एवं शब्द निर्माण कर पाएँगे। मात्राएँ (ह्रस्व, दीर्घ) की पहचान कर पाएँगे। सही मात्राओं से शब्द निर्माण कर पाएँगे। 'र' के विभिन्न रूपों को पहचानेंगे। माँ और बेटे के संवाद को समझ सकेंगे। दया, अहिंसा और करुणा जैसे जीवन-मूल्यों को अपनाएँगे। विद्यार्थी संज्ञा पहचानकर उसके भेद बता सकेंगे। वाक्यों में उचित प्रयोग व भेदों का विश्लेषण कर सकेंगे। विद्यार्थी चित्र का अवलोकन	वर्णों की पहचान और उच्चारण। मात्रा का ज्ञान और प्रयोग। शब्द निर्माण और उच्चारण। लेखन और पढ़ने का कौशल। संवाद कौशल, तार्किक कौशल, कल्पनाशीलता, संवेदनशीलता। विश्लेषण एवं वर्गीकरण कौशल, तर्क क्षमता, सृजनात्मक अभिव्यक्ति। निरीक्षण कौशल, वर्गीकरण कौशल, सृजनात्मक अभिव्यक्ति तथा सहयोग भावना। अवलोकन कौशल, मौखिक व	अक्षर पहचान गतिविधि, शब्दों में से स्वर-व्यंजन अलग करना, मौखिक अभ्यास, बोर्ड पर अभ्यास। सही मात्राओं और 'र' के तीनों रूपों का प्रयोग सीखाना। शब्द छांटना, सही रूप चुनना, शब्द निर्माण गतिविधि के माध्यम से अभ्यास प्रश्न हल करवाएँगे। कक्षा में शिक्षक-छात्र या छात्र-छात्र के बीच यशोधरा और राहुल के संवाद का रोल प्ले कराना। रक्षक भक्षक से बड़ा होता है, पर चर्चा करना। संज्ञा माइंड-मैप निर्माण। चित्र विश्लेषण से संज्ञा पहचानना।

				कर मुख्य बिंदु पहचान सकेंगे। चित्र के आधार पर सुसंगत अनुच्छेद लिख सकेंगे।	लिखित अभिव्यक्ति, शब्द भंडार वृद्धि, तार्किक क्रम में वर्णन।	छात्र स्वयं चित्र बनाकर उसका वर्णन करेंगे। स्वच्छता, ईमानदारी, सहयोग दर्शाने वाले चित्र पर वर्णन।
2.	JUNE	23	पाठ-२ तीन बुद्धिमान (लोककथा) पाठ-३ फूल और काँटा (कविता) व्याकरण-उपसर्ग, प्रत्यय, क्रिया, लेखन- अनुच्छेद लेखन, अपठित गद्यांश	छात्र कहानी के माध्यम से समझेंगे कि धन से अधिक पैनी दृष्टि और तीव्र बुद्धि कीमती है। बच्चे सीखेंगे कि बिना जाँचे-परखे किसी को दोषी नहीं ठहराना चाहिए। कविता का भाव समझना। कर्म ही महानता का आधार है यह संदेश ग्रहण करना। शब्द में उपसर्ग पहचानकर अर्थ परिवर्तन समझना। शब्द के अंत में प्रत्यय जोड़कर नया शब्द बनाना। वाक्य में क्रिया शब्द की पहचान करना। क्रिया के प्रकारों का सामान्य ज्ञान प्राप्त करना। दिए गए विषय पर क्रियाबद्ध व सार्थक अनुच्छेद लिखना। शुद्ध भाषा व उचित शब्दावली का प्रयोग करना। गद्यांश पढ़कर मुख्य भाव	विश्लेषणात्मक कौशल, तार्किक सोच, भाषिक क्षमता, सांस्कृतिक समझ। भाव समझने व विश्लेषण की क्षमता, मौखिक व लिखित अभिव्यक्ति कौशल, नैतिक व मूल्यपरक सोच। शब्द निर्माण कौशल, अर्थ विश्लेषण क्षमता। शब्द भंडार वृद्धि, रचनात्मक लेखन क्षमता। वाक्य निर्माण कौशल, भाषा में शुद्ध प्रयोग व विचारों को क्रियात्मक रूप में व्यक्त करना। विचारों का संगठन, रचनात्मक लेखन कौशल व्याकरण शुद्धता। आलोचनात्मक सोच, सहयोगात्मक कौशल। पठन कौशल, समझ एवं	राजा ऊँट का मालिक और तीन भाइयों का पात्र निभाना ताकि तर्क-वर्तिक की समझ विकसित हो। पात्रों के मुखौटे बनाकर अभिनय करना। सस्वर वाचन व भावार्थ चर्चा। फूल-काँटा का चित्र बनाकर तुलना तालिका। लघु रोल-प्ले फूल और काँटा संवाद। मूल शब्द का वृक्ष बनाकर आगे उपसर्ग जोड़ना। जैसे- उप+वन, कु+पुत्र। मूल शब्द+प्रत्यय का चार्ट जैसे- मित्र+ता, दुकान+दार। छात्र क्रिया का अभिनय करेंगे, अन्य छात्र पहचानेंगे। चित्र देखकर क्रिया शब्द लिखना। समूह चर्चा के बाद व्यक्तिगत लेखन करवाना।

				समझना। प्रश्नों के उत्तर सटीक व अपने शब्दों में देना।	विश्लेषण क्षमता, शब्दार्थ ज्ञान।	पहले मौन पठन, फिर प्रश्न-उत्तर चर्चा व लेखन करवाना।
3.	JULY	26	पाठ-४ पानी रे पानी (निबंध) लेखन- विज्ञापन लेखन	पाठ के द्वारा वाष्पीकरण, संघनन, वर्षण की प्रक्रिया समझना जल संरक्षण के महत्व को जानना। वर्षा जल संचयन की आवश्यकता समझना। आकर्षक स्लोगन व दृश्य तैयार करना। कम शब्दों में प्रभावशाली भाषा का प्रयोग करना। विज्ञापन का सही प्रारूप समझना।	पर्यावरण जागरूकता, समस्या समाधान क्षमता। संचार कौशल, रचनात्मक लेखन, विश्लेषणात्मक सोच।	जल-चक्र का कोलाज व स्लोगन लेखन पानी बचाओ, जीवन बचाओ विषय पर गतिविधि। उत्पादन से संबंधित चित्र बनाना, रंगों का उचित प्रयोग और आकर्षक लेआउट तैयार करना।
4.	AUGUST	22	पाठ-५ नहीं होना बीमार (कहानी) पाठ-६ गिरिधर कविराय की कुंडलिया (कविता) व्याकरण- पर्यायवाची शब्द	कहानी के माध्यम से छात्र बीमारी के बहानों के दुष्परिणाम और ईमानदारी के महत्व को समझेंगे। पहला सुख निरोगी काया के भाव को अपनाएँगे। विद्यार्थी कुंडलिया छंद की पहचान कर सकेंगे। कविता का भावार्थ अपने शब्दों में समझा सकेंगे। बिना सोच-विचार के कार्य के दुष्परिणाम बता सकेंगे। छात्र पर्यायवाची शब्दों की परिभाषा समझ सकेंगे। छात्र मूल शब्दों के तीन-चार नए समानार्थी शब्द जान पाएँगे। जैसे- पानी- नीर, जल, तोय, वारि।	संवादक्षमता, भावात्मक अभिव्यक्ति निर्णय क्षमता, संचार कौशल, रचनात्मकता, मूल्य शिक्षा, सहयोग। भाषिककौशल, ज्ञानात्मक कौशल, सृजनात्मक अभिव्यक्ति सहयोगात्मक कौशल।	हास्यपूर्ण शैली में कहानी का रोल प्ले कराना। समूह चर्चा क्या बीमार होना मजे की बात है? विषय पर चर्चा। कविता का सस्वर वाचन एवं भाव स्पष्ट करना। समूह चर्चा- जीवन में सोच-विचार का महत्व। छात्रों से अपनी दैनिक जीवन के उदाहरण साझा करवाना। एक चार्ट पेपर पर फूल बनाकर उसकी पंखुड़ियों पर पर्यायवाची शब्द लिखवाना।

			लेखन- अनौपचारिक पत्र	विद्यार्थी अपने विचारों, भावनाओं, अनुभवों और व्यक्तिगत समाचारों को स्पष्ट और आत्मीय भाषा में व्यक्त कर सकेंगे। अनौपचारिक पत्र के प्रारूप व उपयोग को समझ सकेंगे।	भावात्मक बुद्धिमत्ता, संवादात्मक लेखन, प्रारूपिक अनुशासन।	पर्यायवाची शब्द बदलकर अर्थ समझाना। समूह कार्य- हर समूह को एक शब्द देकर उसके पर्यायवाची ढूँढना। रोल प्ले पत्र भेजने वाले और पाने वाले की भूमिका और पत्र वाचन करना। पत्र को सुंदर लिखावट में लिखना।
5.	SEPTEMBER	20	पुनरावर्तन	छात्र सभी पाठों के मुख्य बिंदुओं को दोहरा सकेंगे। व्याकरणिक नियमों का सही प्रयोग कर सकेंगे। लेखन कौशल में सुधार प्रदर्शित करेंगे।	भाषाई दक्षता, चिंतन कौशल, अनुप्रयोग कौशल एवं आत्म मूल्यांकन।	क्विज़ व प्रश्नोत्तरी द्वारा त्वरित पुनरावृत्ति। समूह चर्चा व सहकर्मि जाँच। कार्यपत्रक आधारित अभ्यास। त्रुटि विश्लेषण।
6.	OCTOBER	24	पाठ- ७ वर्षा-बहार (कविता) व्याकरण- विशेषण, विराम-चिह्न	विद्यार्थी कविता का भावार्थ अपने शब्दों में समझा सकेंगे। वर्षा ऋतु के प्राकृतिक दृश्यों को पहचान सकेंगे। विद्यार्थी विशेषण की पहचान कर सकेंगे। संज्ञा के गुण, संख्या, परिमाण आदि बताने वाले शब्दों का सही प्रयोग कर सकेंगे। विद्यार्थी विभिन्न विराम चिह्नों की पहचान कर सकेंगे। वाक्यों में सही स्थान पर विराम चिह्नों का प्रयोग कर सकेंगे। पढ़ते समय उचित ठहराव व	रचनात्मकता, सहयोग, मूल्य शिक्षा, समीक्षा क्षमता। वर्णनात्मक भाषा विकास, शब्द भंडार वृद्धि व शुद्ध तथा सटीक अभिव्यक्ति। शुद्ध लेखन, अर्थ की स्पष्टता, सही व प्रभावी वाचन।	कविता का सस्वर वाचन और भाव स्पष्ट करना। चित्रों के माध्यम से वर्षा ऋतु के दृश्य दिखाना। कविता पर आधारित पोस्टर या चित्र बनवाना। चित्र आधारित पहचान गतिविधि जैसे लाल फूल, मीठा आम वस्तु वर्णन। मेरा विद्यालय विषय पर चित्र बनाकर उसका विशेषण सहित वर्णन। बिना विराम वाले अनुच्छेद को सही करना। वाचन गतिविधि द्वारा ठहराव का अभ्यास। विराम-चिह्नों का चार्ट बनाना। विराम-चिह्न

			वाच्य लेखन- सूचना लेखन	भाव समझ सकेंगे। विद्यार्थी कर्तृवाच्य, कर्मवाच्य और भाववाच्य की पहचान कर सकेंगे। वाक्यों को एक वाच्य से दूसरे वाच्य में बदल सकेंगे। वाक्य संरचना की स्पष्ट समझ विकसित करेंगे। विद्यार्थी सूचना का उद्देश्य, प्रारूप और आवश्यक तत्व क्या, कब, कहाँ, किसके लिए समझ पाएँगे। संक्षिप्त, स्पष्ट और औपचारिक भाषा में सूचना लिखने में निपुण हो सकेंगे।	व्याकरणिक विश्लेषण कौशल, वाक्य रूपांतरण क्षमता तथा शुद्ध एवं प्रभावी अभिव्यक्ति। संक्षिप्तता, रचनात्मकता, आलोचनात्मक सोच व योजना।	पहचानों खेल। उदाहरण द्वारा नियम स्पष्ट करना। रूपांतरण अभ्यास- कर्तृ - कर्म, वाच्य परिवर्तन चार्ट। माइंड मैप द्वारा तीनों वाच्यों का अंतर दिखाना। सूचना के साथ संबंधित चित्र बनाकर उसे नोटिस बोर्ड पर प्रदर्शित करना। जैसे- पेड़ लगाओ, सूचना के साथ पौधे का चित्र।
7.	NOVEMBER	13	पाठ- ८ बिरजू महाराज से साक्षात्कार लेखन- चित्र वर्णन	विद्यार्थी कथक नृत्य के इतिहास और परंपरा को समझ सकेंगे। बिरजू महाराज के जीवन संघर्ष और उपलब्धियों को बता सकेंगे। गुरु-शिष्य परंपरा एवं उसमें आए परिवर्तनों को समझ सकेंगे। चित्र में सूक्ष्म वस्तुओं, पात्रों और क्रियाओं को पहचानना। चित्र के आधार छोटे, सार्थक व व्याकरणिक रूप से सुसंगत अनुच्छेद लिख सकेंगे।	संवाद क्षमता, सांस्कृतिक चेतना, आलोचनात्मक चिंतन तथा अनुशासन। अवलोकन कौशल, मौखिक व लिखित अभिव्यक्ति, शब्द भंडार वृद्धि, तार्किक क्रम में वर्णन।	साक्षात्कार का वाचन और भाव स्पष्ट करना। कथक नृत्य का वीडियो प्रदर्शन। पात्रों की भूमिका का अभिनय। संघर्ष एवं सफलता पर चर्चा। छात्र स्वयं चित्र बनाकर उसका वर्णन करेंगे। संयुक्त परिवार, प्रदूषण, सहयोग दर्शाने वाले चित्र पर वर्णन।
8.	DECEMBER	25	पाठ- ९ चिड़िया (कविता)	विद्यार्थी कविता का भावार्थ अपने शब्दों में बता सकेंगे। चिड़िया के जीवन और स्वतंत्रता का महत्व समझ सकेंगे।	रचनात्मकता, संचार कौशल, सहयोग, मूल्य शिक्षा तथा समीक्षा क्षमता।	चिड़िया के जीवन पर चर्चा। कविता का सस्वर वाचन एवं भाव स्पष्ट करना। चिड़िया के जीवन पर चित्र बनाना। घर या

			व्याकरण- अनेक शब्दों के लिए एक शब्द कारक लेखन- अनुच्छेद लेखन,	विद्यार्थी अनेक शब्दों के स्थान पर उपयुक्त एक शब्द का प्रयोग कर सकेंगे। शब्द भंडार में वृद्धि होगी। लेखन को संक्षिप्त व प्रभावी बना सकेंगे। छात्र कारक और उनके भेदों की पहचान कर सकेंगे। वाक्य में कारक चिह्नों ने, को, से, का, के, की, में, पर आदि का सही प्रयोग कर सकेंगे। छात्र किसी विषय पर अपने स्वतंत्र विचार, भावनाएँ व अनुभव लिखकर व्यक्त कर सकेंगे। दिए गए विषय पर क्रियाबद्ध व सार्थक अनुच्छेद लिखना। शुद्ध भाषा व उचित शब्दावली का प्रयोग करना।	शब्द चयन कौशल, अर्थ स्पष्ट समझ तथा संक्षिप्त व प्रभावी अभिव्यक्ति। आलोचनात्मक सोच कौशल, भाषिक अभिव्यक्ति तथा समूह में कार्य करने का कौशल। भाषाई कौशल, आलोचनात्मक सोच व रचनात्मकता।	स्कूल में पक्षियों के लिए दाना-पानी रखना। मिलान गतिविधि- अनेक शब्द - एक शब्द। समूह प्रतियोगिता। पोस्टर बनाकर उदाहरण लिखवाना। कारक वृक्ष चार्ट एक कारक वृक्ष का चित्र बनाएँगे, जिसमें आठ डालियाँ आठ कारकों को दर्शाती हों और पत्तियों पर कारक चिह्न लिखेंगे। गलत कारक चिह्न वाले वाक्यों को सही करना। जैसे- गलत वाक्य राम ने रोटी खाया। सही वाक्य राम ने रोटी खाई। किसी विषय जैसे- मोबाइल और विद्यार्थी से संबंधित चित्र दिखाना, समूह चर्चा के बाद उस विषय पर अनुच्छेद लिखाना।
9.	JANUARY	20	पाठ- १० मीरा के पद (कविता) व्याकरण-विलोम शब्द,	छात्र मीरा के पदों का भावार्थ अपने शब्दों में बता सकेंगे। श्रीकृष्ण के प्रति मीरा की भक्ति और प्रेम को समझ सकेंगे। सावन ऋतु के सौंदर्य का वर्णन कर सकेंगे। विद्यार्थी विलोम शब्दों की पहचान कर सकेंगे। दिए गए	भावाभिव्यक्ति , सृजनात्मक सोच तथा भाषा ज्ञान। शब्द भंडार वृद्धि, अर्थ की स्पष्ट समझ व तुलनात्मक चिंतन	पदों का सस्वर वाचन व भाव स्पष्ट करना। मीरा बाई के जीवन और भक्ति पर चर्चा। समूह में पदों के भावों पर संवाद। पदों पर चित्रण बनवाना। खेल आधारित गतिविधि-

			मुहावरे लेखन- विज्ञापन लेखन	शब्द का सही विपरीतार्थक शब्द लिख सकेंगे। वाक्य में विलोम शब्दों का उचित प्रयोग कर सकेंगे। मुहावरों का लाक्षणिक अर्थ समझ सकेंगे। संदर्भ अनुसार मौखिक व लिखित प्रयोग कर सकेंगे। अभिव्यक्ति को प्रभावशाली बना सकेंगे। लोक जीवन तथा संस्कृति से जुड़ाव समझ सकेंगे। आकर्षक स्लोगन व दृश्य तैयार करना। कम शब्दों में प्रभावशाली भाषा का प्रयोग करना। विज्ञापन का सही प्रारूप समझना।	कौशल। रचनात्मक सोच, प्रभावी अभिव्यक्ति, शाब्दिक व भावार्थ में अंतर समझना। संचार कौशल, रचनात्मक लेखन, विश्लेषणात्मक सोच।	कार्ड गेम। रिक्त स्थान पूर्ति अभ्यास। मुहावरा चित्रकोश बनाना। रोल प्ले संवाद प्रस्तुति। सचित्र मुहावरा प्रदर्शनी। उत्पादन से संबंधित चित्र बनाना, रंगों का उचित प्रयोग और आकर्षक ले आउट तैयार करना।
10.	FEBRUARY	23	पुनरावर्तन	छात्र सभी पाठों के मुख्य बिंदुओं को दोहरा सकेंगे। व्याकरणिक नियमों का सही प्रयोग कर सकेंगे। लेखन कौशल में सुधार प्रदर्शित करेंगे।	भाषाई दक्षता, चिंतन कौशल, अनुप्रयोग कौशल एवं आत्म मूल्यांकन।	क्विज़ व प्रश्नोत्तरी द्वारा त्वरित पुनरावृत्ति। समूह चर्चा व सहकर्मि जाँच। कार्यपत्रक आधारित अभ्यास। त्रुटि विश्लेषण।
11.	MARCH	10	-	-	-	-

Name of the Teacher : Sumanti Pandey / Soni Tiwari / Maya Sharma



TAPOVAN INTERNATIONAL SCHOOL

YEARLY SYLLABUS 2026-27

SUBJECT: GUJARATI

Class: VII

Sr. No.	Month	No.of Working Days	No. & Name of the Chapter / Sub topics	Learning Outcomes	Skill / Competency focused	Pedagogical Strategies with integration of Art/Sports/Value Education.
1	APRIL	23	સ્વર, વ્યંજન, બારખડી ૧. મજ તો માળિયામાં, કાતરિયામાં	સ્વર, વ્યંજન, બારખડીનું ઉચ્ચારણ કરતા શીખે. યોગ્ય વાંચન અને ગીત ગાતા શીખે. અઘરા શબ્દોના અર્થ સમજી શકે. પ્રશ્નોનાં જવાબ આપતા શીખશે.	વાંચન કૌશલ્ય, લેખન કૌશલ્યનો વિકાસ, ભાવાત્મક વિકાસ, સર્જનાત્મકતા. ભાષાની યોગ્ય સમજ અને ઉપયોગ કરવાની ક્ષમતા.	વિદ્યાર્થીઓ સ્વર, વ્યંજન, અને બારખડીનું ઉચ્ચારણ કરે. બાળકો અઘરા શબ્દોની સમજ પ્રાપ્ત કરી વાક્યપ્રયોગ કરે. બાળકો કુટુંબના સભ્યો વચ્ચેના સંબંધો વિશે સમજ કેળવે. તેની ચર્ચા કરે.
2.	JUNE	23	૧. . મજ તો માળિયામાં, કાતરિયામાં ૨. બે વરસાદને પાંચ પીપર	કાવ્યને લય અને સ્વર સાથે વાંચી શકે. અઘરા શબ્દોના અર્થ આપતા શીખે. પ્રશ્નોનાં જવાબ આપતા શીખશે. ગીતને લયમાં ગાતા શીખશે. તેનો ભાવાર્થ સમજાશે. ઋતુઓનું મહત્વ સમજી શકશે.	વાંચન કૌશલ્ય, લેખન કૌશલ્યનો વિકાસ, આરોગ્ય અને રમતગમત પ્રત્યે રસ, ચર્ચા અને વિચાર કરવાની ક્ષમતા વધે. વાંચન કૌશલ્ય, લેખન કૌશલ્યનો વિકાસ, ભાવાત્મક વિકાસ, સર્જનાત્મકતા	વિદ્યાર્થીઓ વર્ગખંડમાં સમૂહમાં કવિતા ગાન કરે. કાવ્ય આધારિત અભિનય કરે. બાળકો ઋતુઓ વિશે સમજ પ્રાપ્ત કરે. પોતાની મનપસંદ ઋતુ વિશે બોલે.
3.	JULY	26	૨. બે વરસાદને પાંચ પીપર	વર્ષાઋતુનું મહત્વ સમજે. સમાનાર્થી શબ્દોની સમજ મેળવે.	વાંચન કૌશલ્ય, લેખન કૌશલ્ય, વિચારશક્તિ, ચર્ચા કરવાની ક્ષમતા	. વર્ષાઋતુનું ચિત્ર બનાવી તેના વિશે લખશે. સમાનાર્થી શબ્દોના અર્થ બોલશે અને બીજા અન્ય શબ્દોની ચર્ચા કરશે.

4.	AUGUST	22	૨. બે વરસાદને પાંચ પીપર ૩. સવારે સળવળ	વૃક્ષોનું મહત્વ સમજે . જસૂસ વિશે જાણકારી મેળવશે.અઘરા શબ્દોના અર્થ આપતા શીખે. પ્રશ્નોનાં જવાબ આપતા શીખશે.	વાંચન કૌશલ્ય, લેખન કૌશલ્યનો વિકાસ. અવલોકન અને ઓળખ કરવાની કળા, સમસ્યા ઉકેલવાની કળા. વિચાર કરવાની ક્ષમતા વધે.	બાળકો વર્ગખંડમાં ‘વૃક્ષ ’ વિશે પાંચ-છ વાક્યો બોલે અને તેનું શું મહત્વ છે તેની ચર્ચા કરે. બાળકો જસૂસ બનવા માટેની આવડતો વિશે સમજ કેળવે અને ચર્ચા કરે. જસૂસનું કાલ્પનિક ચિત્ર બનાવે.
5.	SEPTEMBER	20	૩. સવારે સળવળ પુનરાવર્તન	ગીતને લયમાં ગાતા શીખશે. તેનો ભાવાર્થ સમજશે. વાક્યો બનાવતા શીખે. પ્રશ્નોનાં જવાબ આપતા શીખશે પુનરાવર્તન સમજીને કરશે.	વાંચન કૌશલ્ય, લેખન કૌશલ્યનો વિકાસ, અને બોલવાનું કૌશલ્ય. વિચારશક્તિ, ચર્ચા કરવાની ક્ષમતા	બાળકો પક્ષીઓ અને જીવજંતુઓ વિશે વર્ગખંડમાં ચર્ચા કરશે. બાળકો કવિતા ગાતા ગાતા નાની મોજભરી ક્રિયાઓ કરશે. બાળકો વાંચન પદ્ધતિ, ચર્ચા પદ્ધતિ તેમજ પ્રશ્નોત્તરી પદ્ધતિ દ્વારા પુનરાવર્તન કરશે.
6.	OCTOBER	24	૪. તડકો અધમાણ ડાંગર ઝલમલ	વાર્તા અને ગીત સાચી જોડણી, અઘરા શબ્દોના અર્થ આપતા શીખે.પ્રશ્નોનાં જવાબ આપતા શીખશે.	વાંચન કૌશલ્ય, લેખન કૌશલ્યનો વિકાસ, અને બોલવાનું કૌશલ્ય. ભાષા સમજવાની ક્ષમતા,	બાળકો તડકા વિશે ચાર-પાંચ વાક્યો બોલે.
7.	NOVEMBER	13	૪. તડકો અધમાણ ડાંગર ઝલમલ	ડાંગર વિશે સમજ મેળવે. સૂરજ ઊગે અને આથમે ત્યારે કેવા રંગો આકાશમાં દેખાય તેની સમજ મેળવે.	વાંચન કૌશલ્ય, શ્રવણ કૌશલ્ય, સર્જનાત્મક અભિવ્યક્તિ.પ્રકૃતિ પ્રત્યે સંવેદનશીલતા.	બાળકો વર્ગખંડમાં ડાંગરના ખેતરમાં તડકા વિશે ચાર-પાંચ વાક્યો બોલે. તેમજ તેનું ચિત્ર દોરીને કાવ્યનો ભાવ દર્શાવશે.
8.	DECEMBER	25	૪. તડકો અધમાણ ડાંગર ઝલમલ	સંયુક્ત ક્રિયાનો અર્થ સમજી વાક્ય પ્રયોગ કરતાં શીખશે. વાક્યમાં આવેલા ક્રિયાપદોને	વાંચન કૌશલ્ય, લેખન કૌશલ્ય, ભાષાકીય કૌશલ્યાનો વિકાસ. સમજવાની ક્ષમતા વધે.	બાળકો ક્રિયાપદ વિશે જાણે અને ઉદાહરણો બોલે. તેમજ દોડવું, ખાવું, વાંચવું જેવી ક્રિયાઓ કરી બતાવશે.

				ઓળખી શકશે.		
9.	JANUARY	20	પ. સિંહની પરોણાગત	કાવ્યનો ભાવાર્થ સમજી શકશે. સિંહનો સ્વભાવ અને રીંછના સ્વભાવ વિશે જાણશે.	વાંચન કૌશલ્ય, લેખન કૌશલ્યનો વિકાસ, અને બોલવાનું કૌશલ્ય. ભાષા સમજવાની ક્ષમતા વધે.	બાળકો લાલચ ન કરવી તેવી અન્ય વાર્તાઓ વાંચે. પોતાના મનપસંદ પ્રાણી વિશે પાંચ-છ વાક્યો બોલશે અને તેનું ચિત્ર દોરશે.
10.	FEBRUARY	23	પુનરાવર્તન	પાઠો તેમજ કાવ્યોનું પુનરાવર્તન કરશે.	વાંચન કૌશલ્ય, લેખન કૌશલ્ય, અભિવ્યક્તિ કૌશલ્યનો વિકાસ. ચર્ચા કરવાની ક્ષમતા વધે.	બાળકો વાંચન પદ્ધતિ, ચર્ચા પદ્ધતિ, લેખન પદ્ધતિ તેમજ પ્રશ્નોત્તરી પદ્ધતિ દ્વારા પુનરાવર્તન કરશે.
11.	MARCH	10				



TAPOVAN INTERNATIONAL SCHOOL

YEARLY SYLLABUS 2026-27

SUBJECT: SANSKRIT

Class: VII

Sr. No.	Month	No.of Working Days	No. & Name of the Chapter / Sub topics	Learning Outcomes	Skill / Competency focused	Pedagogical Strategies with integration of Art/Sports/Value Education.
1	APRIL	23	संस्कृत वर्णपरिचयः क्रियापदं	स्वर, व्यञ्जन का परिचय क्रियापदं	छात्र कक्षा में ऐसे ही दूसरे क्रियापद व वाक्य बनाके चर्चा करे।	स्वर तथा व्यञ्जन का ज्ञान। छात्र संस्कृत के व्यावहारिक शब्दों का ज्ञान प्राप्त कर सकेंगे।
2.	JUNE	23	1 वन्देभारतमातरम संख्यावाचकशब्दाः	प्राचीनानि तीर्थक्षेत्राणि नगराणि च नामानि । संख्यावाचकशब्दाः	छात्र कक्षा में संख्यावाचकशब्दाः के बारे में चर्चा करे।	छात्र कक्षा में वन्देमातरम मूलगीतम प्रस्तुत करे।
3.	JULY	26	2 नित्यं पिबामः सुभाषितरसम	सुभाषितानि अव्ययप्रयोगः	छात्र कक्षा में ऐसे दूसरे अव्ययप्रयोगः शब्द के बारे में चर्चा करे और लिखे।	छात्र कक्षा में ऐसे दूसरे सुभाषितानि के बारे में चर्चा करे।
4.	AUGUST	22	3 मित्राय नमः	सूर्यनमस्कारं	छात्र कक्षा में सूर्यनमस्कार के बारे में चर्चा करे और सूर्यमंत्र याद करे।	छात्र सूर्यनमस्कार का चार्ट तैयार करे।
5.	SEPTEMBER	20	अस्माभिः अधीतम	पर्व में कराए गए कार्यों का दोहन ।	मूल्यांकन एवं विश्लेषणात्मक शक्ति।	परीक्षा हेतु पुनरावृत्ति एवं अभ्यास कार्य ।
6.	OCTOBER	24	4 न लभ्यते चेत आम्लं द्राक्षाफलम	शब्दरूपाणि सर्वनामपद	छात्र कक्षा में ऐसी दूसरी कहानी के बारे में चर्चा करे।	छात्र शब्दरूपाणि का चार्ट बनाए।

7.	NOVEMBER	13	5 सेवा हि परमो धर्मः	मानवीयाः गुणाः	छात्र कक्षा में ऐसी दूसरी कहानी प्रस्तुत करे।	छात्र धातुरूपाणिका चार्ट तैयार करे।
8.	DECEMBER	25	6 क्रीडाम वयं श्लोकान्त्याक्षरीम	श्लोक अनुनाद	छात्र कक्षा में संस्कृत शब्दों से पदान्त्याक्षरी खेले ।	छात्र नोटबुक में श्लोक का चार्ट तैयार करे।
9.	JANUARY	20	संख्यावाचकशब्दाः	संख्यावाचकशब्दाः	छात्र संख्या को याद करे ।	छात्र संख्यावाचकशब्दाः का चार्ट तैयार करे।
10.	FEBRUARY	23	अस्माभिः अधीतम्	संपूर्ण पाठ्यक्रम की पुनरावृत्ति।	समग्र मूल्यांकन ।	समस्या समाधान
11.	MARCH	10				



TAPOVAN INTERNATIONAL SCHOOL

YEARLY SYLLABUS 2026-27

SUBJECT: ARTIFICIAL INTELLIGENCE

Class: VII

Sr. No .	Month	No. of Working Days	No. & Name of the Chapter / Sub topics	Learning Outcomes	Skill / Competency focused	Pedagogical Strategies with integration of Art/ Sports/ Value Education.
1	APRIL	23	Ch-1 Number System ➤ Concept of Number System ➤ Decimal Number System ➤ Binary Number System ➤ Octal Number System	- Understand the concept of number system. - Identify different types: decimal, binary, octal, and hexadecimal. - Convert numbers between different number systems (basic level). - Understand the use of binary system in computers. - Perform simple computer arithmetic operations.	Computational Skill: Perform basic calculations in different number systems. Analytical Skill: Understand and compare decimal, binary, octal, and hexadecimal systems. Problem-Solving Skill: Convert numbers from one number system to another. Logical Thinking: Apply step-by-step methods in number conversions. Application Skill: Relate binary numbers to computer operations. Accuracy & Attention to Detail: Ensure correct	Activity (Art Integration): Students create colourful charts showing different number systems and conversions. Demonstration Method: Teacher explains number conversion (decimal ↔ binary, etc.). Hands-on Practice: Students solve simple conversion and arithmetic problems. Group Work / Collaborative Learning: Work in groups to solve conversion challenges, promoting teamwork. Sports Integration: Use scoring systems (e.g., runs, points) and convert them into binary or other systems for fun learning.

			➤ Hexadecimal Number System ➤ Computer Arithmetic	• Develop basic logical and computational skills.	calculations and conversions. ○ Critical Thinking: Analyse patterns and relationships between number systems.	• Game-Based Learning: Conduct quizzes or puzzles on number systems. • Project Work (Art + Value Integration): Prepare a mini project/chart on number systems and their uses in computers.
2.	JUNE	23	Ch-2 Charts in MS Excel ➤ Introduction to Charts ➤ Components of a Chart ➤ Chart Types ➤ Creating a Chart ➤ Chart Elements ➤ Formatting a Chart ➤ Combo Chart ➤ Sparklines ➤ Grouping Worksheets ➤ Consolidating Data	• Understand the concept and purpose of charts. • Identify components and elements of a chart. • Recognize different types of charts. • Create simple charts in MS Excel. • Apply basic formatting to charts. • Use combo charts and sparklines (basic understanding). • Understand grouping worksheets and consolidating data. • Present data clearly using charts and visual tools.	○ Technical Skill: Create and format charts in MS Excel. ○ Data Visualization Skill: Present data clearly using charts and sparklines. ○ Analytical Skill: Interpret data using different chart types. ○ Application Skill: Choose appropriate charts for given data. ○ Problem-Solving Skill: Organize and consolidate data effectively. ○ Attention to Detail: Maintain accuracy in chart elements and formatting. ○ Digital Literacy: Use spreadsheet tools efficiently for data handling.	• Activity (Art Integration): Create colourful charts/graphs (bar, pie). • Demonstration Method: How to create and format charts. • Hands-on Practice: Students input data and generate different chart types on their own. • Group Work / Collaborative Learning: Analyse data and present it using charts, improving teamwork. • Case-Based Learning: Provide datasets and ask students to choose suitable charts and explain why. • Project Work (Art + Value Integration): Prepare a mini report with charts based on real-life data

3.	JULY	26	Ch-3 Layers in GIMP ➤ Working with Layers ➤ Adding a Layer ➤ Changing Stacking Order ➤ Changing the Opacity of Layers ➤ Renaming a Layer ➤ Saving Images with Layers ➤ Hiding and showing Layers ➤ Filters	• Understand the concept of layers in GIMP. • Add and manage layers in an image. • Change stacking order and opacity of layers. • Rename, hide, and show layers. • Apply basic filters to images. • Save images while working with layers. • Create simple designs using multiple layers. • Develop basic image editing and creativity skills.	○ Technical Skill: Use layer tools (add, rename, arrange, hide/show, opacity) effectively. ○ Image Editing Skill: Apply filters and modify images using layers. ○ Creative Skill: Design images using multiple layers. ○ Analytical Skill: Understand the effect of stacking order and opacity. ○ Problem-Solving Skill: Fix issues related to layers in image editing. ○ Application Skill: Combine layers to create meaningful designs. ○ Attention to Detail: Maintain precision in editing and formatting images.	• Activity (Art Integration): Create digital posters/designs using multiple layers and filters. • Demonstration Method: Layer functions (add, arrange, opacity, filters) step by step. • Hands-on Practice: Editing images by adding, hiding, and modifying layers. • Group Work / Collaborative Learning: Create a group design project (poster/banner) using layers. • Sports Integration: Design sports posters or team banners. • Value Education: Encourage creativity, patience, and proper use of digital content. • Project Work (Art + Value Integration): Develop a complete digital artwork using layers and filters.
4.	AUGUST	22	Ch-4 Robots and Robotics ➤ Understanding Robots	• Understand what robots are and their basic uses. • Differentiate between robots and	○ Scientific Awareness: Understand basic concepts of robots and their uses.	• Activity (Art Integration): Students draw or make simple robot models using craft materials. • Demonstration Method: components and types

			➤ Robots vs Automatic Machines ➤ History of Robots ➤ Components of Robots ➤ Types of Robots ➤ Classification of Robots ➤ Some Famous Indian Robots ➤ Introduction to Robotics ➤ Robotics vs Artificial Intelligence ➤ Artificially Intelligent Robots	automatic machines (simple level). • Recall basic history of robots. • Identify main components of a robot (sensor, controller, actuator). • Recognize common types of robots. • Know a few famous Indian robots. • Understand the basic idea of robotics and AI. • Identify simple uses of robots in daily life.	○ Observation Skill: Identify different types of robots in real life. ○ Analytical Skill: Differentiate between robots and automatic machines. ○ Application Skill: Relate robot components to their functions. ○ Critical Thinking: Understand how robots help in daily life. ○ Curiosity & Innovation: Develop interest in robotics and new technologies. ○ Problem-Solving Skill: Suggest simple uses of robots for everyday problems.	of robots using images/videos. • Group Work / Collaborative Learning: Discuss and present different uses of robots in daily life. • Sports Integration: Compare robots with players (speed, accuracy) and discuss their use in sports (robot referees, analysis). • Role Play (Value Education): Act as robots to understand how they follow instructions and rules. • Project Work (Art + Value Integration): Create a simple robot model or chart showing parts and uses.
5.	SEPTEMBER	20	Ch-5 Animation with Synfig ➤ About Synfig ➤ Starting Synfig ➤ Components of Synfig Window ➤ Toolbox ➤ Creating a New File	• Understand the basics of Synfig software. • Identify different components of the Synfig window. • Use tools from the toolbox. • Create and save a new file.	○ Technical Skill: Use basic tools and features of Synfig. ○ Creative Skill: Design simple drawings and animations. ○ Application Skill: Use timebar and keyframes to create animations.	• Art Integration: Students draw characters/scenes and convert them into simple animations. • Demonstration Method: Teacher explains tools, timebar, and keyframes with live examples. • Hands-on Activity: Create a basic animation (moving shapes/objects).

			➤ Using Tools ➤ Creating Animation ➤ Timebar ➤ Keyframe ➤ Animate Editing Mode ➤ Time Loop Layer	• Use basic tools to draw and design objects. • Understand the concept of animation. • Use timebar and keyframes for simple animation. • Work with animate editing mode. • Create simple animations using time loop layer. • Develop basic creativity and animation skills.	○ Analytical Skill: Understand sequence and timing in animation. ○ Problem-Solving Skill: Fix simple issues while creating animations. ○ Digital Creativity: Express ideas through animated visuals. ○ Patience & Focus: Develop concentration while working on animation tasks.	• Group Work: Create a short animated story in groups to build teamwork. • Sports Integration: Animate sports actions (running, ball movement) to connect learning with real-life activities. • Project Work (Art + Value): Design an animation project showing a message or story. • Value Education: Promote patience, creativity, and cooperation while working on animations.
6.	OCTOBER	24	Ch-6 Conditional Coding in Python ➤ Control Statements in Coding ➤ Types of Control Statements ➤ Conditional Statements ➤ if Statement ➤ if...else Statement	• Understand the concept of control statements in coding. • Identify different types of control statements. • Explain the use of conditional statements. • Write simple programs using if statement. • Use if...else to make decisions in programs.	○ Computational Thinking: Understand decision-making in programs using conditions. ○ Coding Skill: Write simple programs using if, if...else, and if...elif...else. ○ Analytical Skill: Analyze conditions and predict program output. ○ Problem-Solving Skill: Use conditional statements to solve basic problems. ○ Logical Reasoning: Apply step-by-step	• Activity (Art Integration): Create flowcharts/decision trees using colours and symbols to represent if-else conditions. • Demonstration Method: conditional statements with simple real-life examples. • Hands-on Practice: Students write small programs using if, if-else, and if-elif-else. • Group Work / Collaborative Learning: Solve coding problems in groups.

			➤ if...elif...else Statements	• Apply if...elif...else for multiple conditions. • Develop basic logical thinking and decision-making skills in coding.	thinking in decision-making. ○ Debugging Skill: Identify and correct errors in conditional statements. ○ Application Skill: Use conditions in real-life based coding situations.	• Sports Integration: Use examples like win/lose conditions, score comparison, or selection criteria to explain conditions. • Project Work (Art + Value Integration): Create a simple program (e.g., grading system).
7.	NOVEMBER	13	Ch-7 Computer Languages ➤ Types of Computer Languages ➤ Low-Level Language ➤ High-Level Language ➤ Translators ➤ Working of a Translator	• Understand the concept of computer languages. • Identify different types of computer languages. • Differentiate between low-level and high-level languages. • Understand the role of translators (compiler/interpreter). • Explain the basic working of a translator.	○ Conceptual Understanding: Understand types of computer languages. ○ Analytical Skill: Differentiate between low-level and high-level languages. ○ Application Skill: Relate use of different languages in real-life computing. ○ Logical Thinking: Understand how translators convert code into machine language. ○ Problem-Solving Skill: Identify suitable language type for given tasks (basic level). ○ Technical Awareness: Understand role of compiler and interpreter.	• Activity (Art Integration): Create charts/diagrams showing types of languages and translators, using colours and symbols. • Demonstration Method: Low-level vs high-level languages. • Role Play (Value Education): Students act as programmer, translator (compiler/interpreter), and computer to show how code is converted. • Group Work / Collaborative Learning: Discuss differences and present findings in groups. • Sports Integration: Compare languages to instructions in games (simple vs detailed commands).

				Develop awareness of how programs are converted into machine language.	Critical Thinking: Analyze advantages and limitations of different languages.	Game-Based Learning: Conduct quizzes or matching activities.
8.	DECEMBER	25	Ch-8 Web development: HTML & CSS ➤ Understanding Web Development ➤ Introduction to HTML ➤ Rules of Writing HTML Code ➤ Elements of HTML ➤ Working with Tags ➤ HTML Editor and Web Browser ➤ Creating Webpage ➤ Understanding CSS ➤ Methods of Applying CSS ➤ Background Properties ➤ Text Properties ➤ Font Properties ➤ Margin Properties ➤ Border Properties	- Understand the basics of web development. - Identify the purpose of HTML and CSS. - Follow basic rules of writing HTML code. - Use HTML elements and tags to create a webpage. - Work with an HTML editor and web browser. - Create a simple webpage. - Understand the concept of CSS. - Apply basic CSS methods (inline, internal, external). - Use background, text, font, margin, and border properties. - Develop basic web designing and styling skills.	Technical Skill: Write basic HTML code and apply CSS for styling. Web Design Skill: Create simple and visually appealing webpages. Application Skill: Use tags, elements, and CSS properties effectively. Analytical Skill: Understand structure and layout of a webpage. Problem-Solving Skill: Identify and fix errors in HTML/CSS code. Creativity: Design attractive layouts using colours, fonts, and borders. Attention to Detail: Maintain proper syntax and formatting in code.	Activity (Art Integration): Design colourful webpage layouts using HTML & CSS. Demonstration Method: How to create and style a webpage step by step. Hands-on Practice: Students create their own simple webpage. Group Work / Collaborative Learning: Design a group webpage project (e.g., school page). Sports Integration: Create a webpage on sports events, players, or scores using HTML & CSS. Project Work (Art + Value Integration): Develop a complete styled webpage with proper layout and content. Value Education: Emphasize creativity, neatness, and ethical use of online content. ICT-Based Learning: Explore sample websites.

9.	JANUARY	20	Ch-9 Artificial Intelligence (AI) in Real Life ➤ Smartphones ➤ Voice Assistants ➤ Face recognition ➤ Photos and AI ➤ Communication Through Emails ➤ Social Networking ➤ Web Searching ➤ E-commerce ➤ Travel and Hospitality Industry ➤ Agriculture ➤ Health Care ➤ Automotive Industry ➤ Finance and Banking	• Understand the use of Artificial Intelligence (AI) in daily life. • Identify AI applications in smartphones and voice assistants. • Recognize uses of AI in face recognition and photos. • Explain how AI is used in emails, social media, and web searching. • Understand AI applications in e-commerce and travel industry. • Identify the role of AI in sectors like agriculture, healthcare, automotive, and banking. • Develop awareness of how AI makes tasks faster and smarter. • Understand the importance of responsible use of AI.	○ Digital Awareness: Identify AI applications in daily life. ○ Analytical Skill: Understand how AI improves different sectors. ○ Application Skill: Relate AI tools (voice assistants, search engines) to real use. ○ Critical Thinking: Evaluate benefits and limitations of AI. ○ Problem-Solving Skill: Suggest uses of AI for simple real-life problems. ○ Decision-Making Skill: Use AI tools responsibly and wisely. ○ Ethical Awareness: Develop responsible behaviour while using AI technologies.	• Activity (Art Integration): Create posters/models showing AI use in daily life. • Role Play / Skit (Value Education): Enact situations using voice assistants or smart devices. • Demonstration Method: Examples of AI tools (search, voice commands, apps). • Group Discussion: Discuss benefits and risks of AI in different sectors. • Sports Integration: AI use in sports analytics, performance tracking, and decision-making. • Project Work (Art + Value Integration): Create a “AI in My Life” chart or presentation. • Case-Based Learning: Analyze simple real-life situations where AI is used. • Value Education: Emphasize responsible use, privacy, and ethical behaviour while using AI.
10.	FEBRUARY	23	Ch-10 App Development	• Understand the concept of mobile apps.	○ Digital Literacy: Understand types and uses of mobile apps.	• Activity (Art Integration): Design a mock mobile app interface on paper,

			➤ Introduction to Apps ➤ Types of Mobile Apps ➤ Uses of Apps ➤ Downloading and Installing an App ➤ Working of Apps ➤ Developing an App	• Identify different types of apps. • Explain the uses of apps in daily life. • Describe the process of downloading and installing apps. • Understand the basic working of apps. • Get an idea of how apps are developed (basic level). • Develop awareness of safe and responsible app usage.	○ Application Skill: Download and install apps safely (concept level). ○ Analytical Skill: Identify useful vs unnecessary apps. ○ Problem-Solving Skill: Suggest apps for simple daily tasks. ○ Technical Awareness: Understand basic working and development of apps. ○ Decision-Making Skill: Choose safe and appropriate apps. ○ Cyber Safety Skill: Practice responsible and secure app usage.	showing screens and features. • Demonstration Method: Shows how to download, install, and use apps safely. • Hands-on Activity: Students explore basic app features (concept level) and discuss their uses. • Group Work / Collaborative Learning: Groups suggest and present apps for daily tasks (study, health, etc.). • Sports Integration: Discuss or list sports apps (fitness tracking, score apps) and their uses. • Case-Based Learning: Analyze situations (e.g., choosing a safe app) and make decisions.
11.	MARCH	10				

Prepared by: Keerty Chauhan