

# WOODWARD PUBLIC SCHOOL



## **CURRICULUM: VII**

**SESSION: 2025-26**

**CIVIL LINES, POWER HOUSE ROAD BHADOHI-221401 (UP)**

# WOODWARD PUBLIC SCHOOL

Class – 7<sup>th</sup>  
Curriculum Planner for 2025-26  
Subject – English (Grammar)

| S.NO             | Month | Chapter No. | Chapter Name             | No. of Periods | Learning Outcome  | Class work / Activity  | Home work / Project Work  |
|------------------|-------|-------------|--------------------------|----------------|---|--|---|
| <b>UNIT- I</b>   |       |             |                          |                |   |  |   |
| <b>1</b>         | April | 1           | Determiners and Articles | 2              | Students will learn to identify, differentiate, and apply determiners, including definite and indefinite articles, for precise and effective communication in both written and spoken language. | Assign tasks that involve constructing sentences using different determiners; Encourage students to consider the context and specificity required.                                     | Ask them to analyze how determiners are used by the author to convey meaning, tone, and characterization; Students present their findings in a short essay. |
| <b>UNIT – II</b> |       |             |                          |                |   |  |   |
| <b>3</b>         | April | 2           | Verbs - 1                | 3              | Students will learn to identify, classify, and use different types of verbs accurately, enhancing their ability to construct grammatically correct sentences.                                   | Assign a creative writing task that requires the use of various verb tenses, irregular verbs, and moods; Discuss how the choice of verbs contributes to the tone and style of writing. | Present a list of verbs and ask students to classify them into different categories (e.g., transitive, intransitive, finite, non-finite).                   |
| <b>4</b>         | April | 3           | Verbs - 2                | 2              | Students will advance their knowledge of verb tenses, irregular verbs, and moods, enabling them to use verbs with precision and accuracy in various contexts.                                   | Assign a creative writing task that requires the use of various verb tenses, irregular verbs, and moods; Discuss how the choice of verbs contributes to the tone and style of writing. | Analyze excerpts from literature to identify how authors use different verb tenses and moods for effect.  |

**HALF YEARLY  
EXAMINATION**

|   |      |   |                |   |   |  |  |
|---|------|---|----------------|---|---|--|--|
| 5 | May  | 4 | Adjectives     | 3 | Students will learn to identify, use, and apply various types of adjectives to enhance their writing by adding detail, specificity, and precision to their descriptions.  | Analyze excerpts from literature to identify how authors use adjectives to create atmosphere and mood; Assign a descriptive writing task and instruct students to incorporate a variety of adjectives to enhance their descriptions. | Provide pairs of sentences — one with generic language and one enhanced with adjectives; Have students analyze and discuss how the addition of adjectives adds detail and specificity. |
| 6 | July | 6 | Phrases        | 1 | Students will learn to identify and use different types of phrases, enhancing their ability to construct grammatically sound and meaningful sentences with added detail and complexity.                             | Provide sentences for students to identify and label different types of phrases (noun, verb, prepositional, etc.); Discuss the function and role of each type of phrase.   | Assign sentences and ask students to expand them by incorporating various types of phrases.  |
| 7 | July | 7 | Clauses        | 1 | Students will learn to identify, differentiate, and construct independent and dependent clauses, enhancing their ability to create varied and well-structured sentences in writing.                                 | Provide sentences for students to identify and label as independent or dependent clauses; Discuss the role and structure of each type of clause.   | Assign tasks that involve constructing sentences with specific types of clauses (e.g., complex sentences); Encourage creativity while maintaining clarity.                             |
| 8 | July | 1 | Notice Writing | 2 | Students will learn to compose concise and well-structured notices, understanding the essential components and maintaining appropriate language tone and formality for effective communication in various contexts. | Analyze the structure, including heading, date, salutation, body, and additional details; Guide them in composing notices with appropriate language tone and structure.  | Assign tasks that involve creating engaging headlines for specific notices.  |

|                  |         |   |                          |   |  |   |  |
|------------------|---------|---|--------------------------|---|--|---|--|
| 9                | July    | 2 | Writing an E-mail        | 2 | Students will learn to compose effective and professional emails, understanding essential components and applying appropriate language tone and etiquette for diverse communication purposes.  | Present sample emails and analyze their structure, including salutation, body, closing, and signature; Conduct a group editing session where students discuss corrections and improvements. | Assign students various scenarios requiring different types of emails (formal, informal, business); Guide them in composing emails with appropriate language tone and structure. |
| 10               | August  | 8 | Comprehension            |   | Students will learn effective reading strategies, including identifying main ideas, details, and inferences. They will develop the ability to summarize information accurately and respond to comprehension questions with critical thinking skills. | Select a passage or short text for students to read individually or in pairs; Facilitate a class discussion on identifying main ideas, details, and potential inferences.                   | Answer the questions of the Comprehension  |
| <b>UNIT- III</b> |         |   |                          |   |  |   |  |
| 11               | October | 8 | Subject - Verb Agreement |   | Students will learn to ensure grammatical accuracy by correctly matching singular subjects with singular verbs and plural subjects with plural verbs, applying these rules across various sentence structures and tenses.                            | Provide sentences with subject-verb agreement errors; Ask students to identify and correct the errors, discussing the rules applied.  | Assign sentence construction tasks with specific subjects and verbs, varying in number and tense; Discuss and compare the different structures created by students.              |

**UNIT- IV**

|    |         |   |                          |  |   |  |   |
|----|---------|---|--------------------------|--|---|--|---|
| 12 | October | 9 | Active and Passive Voice |  | Students will learn to identify, differentiate, and apply active and passive voice in sentence construction, understanding the impact on meaning and communication. | Provide sentences and ask students to identify whether they are in active or passive voice; Assign sentences in active voice and guide students in transforming them into passive voice, and vice versa. | Provide a creative writing prompt and ask students to write paragraphs using both active and passive voice. |
|----|---------|---|--------------------------|--|---|--|---|

**ANNUAL EXAMINATION**

|    |           |    |                                       |  |  |  |  |
|----|-----------|----|---------------------------------------|--|--|--|--|
| 13 | Oct - Nov | 10 | Direct and Indirect / Reported Speech |  | Students will learn to identify, differentiate, and apply direct and indirect speech, demonstrating the ability to transform speech formats and understanding their contextual usage in communication. | Present sentences in both direct and indirect speech; ask students to identify the format used and explain the changes made.   | Analyze excerpts from literature containing both direct and indirect speech.         |
| 14 | November  | 11 | Tenses                                |  | Students will learn to identify, differentiate, and apply past, present, and future tenses, ensuring grammatical accuracy and contextual relevance in sentence construction.                           | Assign a short narrative writing task with a focus on using different tenses; discuss how the choice of tense influences the storytelling.   | Assign a short narrative writing task with a focus on using different tenses.        |
| 15 |           | 12 | Figures of Speech                     |  | Students will learn to identify, differentiate, and apply common figures of speech, enhancing their ability to use vivid and imaginative language for creative expression in writing.                  | Introduce various figures of speech (simile, metaphor, personification, hyperbole) with examples; provide sentences for students to identify and label the figures of speech used. | Analyze advertisements, song lyrics, or speeches for their use of figures of speech. |

|    |  |    |                 |  |  |   |  |
|----|--|----|-----------------|--|--|---|--|
| 16 |  | 13 | Word Order      |  | Students will learn the importance of word order in sentence structure, enabling them to construct grammatically correct and meaningful sentences for effective communication.   | Provide scrambled sentences and ask students to rearrange the words to form grammatically correct sentences; Discuss the impact of different word orders on sentence meaning. | Provide sentences with word order errors for students to identify and correct.                                   |
| 17 |  | 1  | Message Writing |  | Students will learn to compose concise and effective messages, understanding essential components and maintaining appropriate language tone and formality for diverse communication purposes.  | Assign students different scenarios and ask them to identify the appropriate message type; Assign tasks where students format messages based on given guidelines.             | Assign tasks where students format messages based on given guidelines.   |
| 18 |  | 5  | Speech Writing  |  | Students will learn to compose well-structured and impactful speeches, understanding essential components, rhetorical devices, and techniques for engaging different audiences.  | Provide a sample speech topic and guide students in organizing ideas into an introduction, body, and conclusion.  | Provide a sample speech topic and guide students in organizing ideas into an introduction, body, and conclusion. |
| 19 |  | 8  | Comprehension   |  | Students will learn effective reading strategies, including identifying main ideas, details, and inferences. They will develop the ability to summarize information accurately and respond to comprehension questions with critical thinking skills. | Reading and Questioning   | Answer the questions of the Comprehension  |

# WOODWARD PUBLIC SCHOOL

Class – 7<sup>th</sup>

Curriculum Planner for 2025-26

Subject – English (Grammar)

| S.NO           | Month | Chapter No. | Chapter Name              | No. of Periods | Learning Outcome  | Class work / Activity  | Home work / Project Work  |
|----------------|-------|-------------|---------------------------|----------------|---|--|---|
| <b>UNIT- I</b> |       |             |                           |                |   |  |   |
| <b>1</b>       | April | 1           | Determiners and Articles  | 2              | Students will learn to identify, differentiate, and apply determiners, including definite and indefinite articles, for precise and effective communication in both written and spoken language. | Assign tasks that involve constructing sentences using different determiners; Encourage students to consider the context and specificity required. | Ask them to analyze how determiners are used by the author to convey meaning, tone, and characterization; Students present their findings in a short essay. |
|                | April | 1           | The ABC poem.             | 3              | Understand the action of alphabets.<br>Laugh on the stupidity of alphabets.   | Through the Role play activity.<br>Through conversation.   | Learn the answer of the questions.<br>Practice of exercises.  |
|                | April | 4           | Jim corbetty best friend. | 3              | Understand the love between Jim and his best friend.<br>Think that how Jim has power to face problems.  | Through Projector.<br>Through discussion.  | Learn the answer of questions.<br>Practice of exercise.   |
|                |       |             |                           |                |   |  |   |

|                  |       |   |                     |   |   |  |   |
|------------------|-------|---|---------------------|---|---|--|---|
|                  |       |   |                     |   |   |  |   |
| <b>UNIT – II</b> |       |   |                     |   |   |  |   |
| <b>3</b>         | April | 2 | Verbs - 1           | 3 | Students will learn to identify, classify, and use different types of verbs accurately, enhancing their ability to construct grammatically correct sentences. | Assign a creative writing task that requires the use of various verb tenses, irregular verbs, and moods; Discuss how the choice of verbs contributes to the tone and style of writing. | Present a list of verbs and ask students to classify them into different categories (e.g., transitive, intransitive, finite, non-finite). |
|                  | April | 6 | My dream Christmas. | 3 | Understand the whole story in a very intersecting way. Think that the real meaning to celebrate the Christmas.  | Through the Role play activity. Through chart papers.  | Learn the exercises. Write some important points about chapter.   |
|                  | April | 8 | True in season      | 3 | Understand about different seasons and the situation of trees. Think that how much seasons are important in our life.   | Through picnic to feel the beauty of nature. Through video.  | Practice of exercises. Learn the important points.  |
| <b>4</b>         | April | 3 | Verbs - 2           | 2 | Students will advance their knowledge of verb tenses, irregular verbs, and moods, enabling them to use verbs with precision and accuracy in various contexts. | Assign a creative writing task that requires the use of various verb tenses, irregular verbs, and moods; Discuss how the choice of verbs contributes to the tone and style of writing. | Analyze excerpts from literature to identify how authors use different verb tenses and moods for effect.                                  |



### HALF YEARLY EXAMINATION

|   |      |   |                            |   |  |  |  |
|---|------|---|----------------------------|---|--|--|--|
| 5 | May  | 4 | Adjectives                 | 3 | Students will learn to identify, use, and apply various types of adjectives to enhance their writing by adding detail, specificity, and precision to their descriptions. | Analyze excerpts from literature to identify how authors use adjectives to create atmosphere and mood; Assign a descriptive writing task and instruct students to incorporate a variety of adjectives to enhance their descriptions. | Provide pairs of sentences — one with generic language and one enhanced with adjectives; Have students analyze and discuss how the addition of adjectives adds detail and specificity. |
|   | May  | 5 | Our family bulbul.         | 3 | Understand the condition of bulbul and its cleverness. Think on the death of bulbul.   | Through discussion.<br>Through oral activity.  | Learn the answers.<br>Practice of exercises.   |
|   | May  | 6 | The super six in lockdown. | 3 | Understand about the situation of people in the time of lockdown because of corona. Think about helpers as doctors, police, shopkeepers etc.                             | Through act.<br>Through discussion.<br>Through oral.   | Learn the important points.<br>Solve the exercises.<br>Learn the chapter.  |
|   | May  | 7 | The Rum Tum tigger         | 3 | Understand about the cleverness of the cat.<br>Think about those people who disturbed by the cat.<br>Take interest in the act of the cat.                                | Through games.<br>Through oral activity.<br>Through think and quick activity.  | Learn the chapter.<br>Practice of exercises.<br>Learn the meaning of words.  |
|   | July | 8 | A Working Day              | 3 | Understand about the workers   |  |  |

|   |        |    |                                      |   |   |  |   |
|---|--------|----|--------------------------------------|---|---|--|---|
|   |        |    |                                      |   | situation who are mostly busy and think that in place of busy, how the workers can be proactive.  | Through chart papers.<br>Through discussion.<br>Through role play activity.  | Solve the questions.<br>Learn the answers.  |
| 6 | July   | 6  | Phrases                              | 1 | Students will learn to identify and use different types of phrases, enhancing their ability to construct grammatically sound and meaningful sentences with added detail and complexity. | Provide sentences for students to identify and label different types of phrases (noun, verb, prepositional, etc.); Discuss the function and role of each type of phrase. | Assign sentences and ask students to expand them by incorporating various types of phrases.   |
|   | July   | 10 | The duck and the kangaroo.           | 3 | Understand the wish of duck and laugh on its act of foolishness. Think about the politeness of kangaroo.  | Through role play activity.<br>Through pictures.<br>Through video.   | Learn the explanation of each stanza. Solve the questions and learn the answers. Prepare yourselves for test.                         |
|   | August | 11 | How I taught my grandmother to read. | 4 | Think about the situation of grandmother that how he faced the problems for study. Take interest in how to teach a girl to her grandmother.   | Through pictures.<br>Through discussion on education.<br>Through projector.  | Learn the chapter. Learn the important points.  |
| 7 | July   | 7  | Clauses                              | 1 | Students will learn to identify, differentiate, and construct independent and dependent clauses, enhancing their ability to create varied and well-structured sentences in writing.     | Provide sentences for students to identify and label as independent or dependent clauses; Discuss the role and structure of each type of clause.                         | Assign tasks that involve constructing sentences with specific types of clauses (e.g., complex sentences); Encourage creativity while |

|           |         |    |                          |   |  |   |   |
|-----------|---------|----|--------------------------|---|--|---|---|
|           |         |    |                          |   |  |   | maintaining clarity.  |
| 8         | July    | 1  | Notice Writing           | 2 | Students will learn to compose concise and well-structured notices, understanding the essential components and maintaining appropriate language tone and formality for effective communication in various contexts.                                  | Analyze the structure, including heading, date, salutation, body, and additional details; Guide them in composing notices with appropriate language tone and structure.                     | Assign tasks that involve creating engaging headlines for specific notices.   |
| 9         | July    | 2  | Writing an E-mail        | 2 | Students will learn to compose effective and professional emails, understanding essential components and applying appropriate language tone and etiquette for diverse communication purposes.  | Present sample emails and analyze their structure, including salutation, body, closing, and signature; Conduct a group editing session where students discuss corrections and improvements. | Assign students various scenarios requiring different types of emails (formal, informal, business); Guide them in composing emails with appropriate language tone and structure.  |
| 10        | August  | 8  | Comprehension            |   | Students will learn effective reading strategies, including identifying main ideas, details, and inferences. They will develop the ability to summarize information accurately and respond to comprehension questions with critical thinking skills. | Select a passage or short text for students to read individually or in pairs; Facilitate a class discussion on identifying main ideas, details, and potential inferences.                   | Answer the questions of the Comprehension   |
| UNIT- III |         |    |                          |   |  |   |   |
| 11        | October | 8  | Subject - Verb Agreement |   | Students will learn to ensure grammatical accuracy by correctly matching singular subjects with singular verbs and plural subjects with plural verbs, applying these rules across various sentence structures and tenses.                            | Provide sentences with subject-verb agreement errors; Ask students to identify and correct the errors, discussing the rules applied.  | Assign sentence construction tasks with specific subjects and verbs, varying in number and tense; Discuss and compare the different structures created by students. Learn the answers of the questions. Learn the important events. |
|           | October | 12 | India's Golden Girl      | 4 | think about the problems what come in the life of P.T Usha.<br>Understand that how victory had changed the life of P.T Usha.   | Through Projector.<br>Through conversation.<br>Through think and quick activity.  | Learn the answers.<br>Learn the central ideas of the poem.  |

|                    |           |    |                                       |   |  |  |   |
|--------------------|-----------|----|---------------------------------------|---|--|--|---|
|                    | October   | 13 | Rain in summer                        | 3 | Think about that how rain give freshness in every one's life.<br>Understand about the characters feelings like sick man, farmers and children etc.   | Through video.<br>Through pictures.<br>Through chart papers.   | Learn the answers.<br>Learn the central idea of the poem.   |
| UNIT- IV           |           |    |                                       |   |  |  |   |
| 12                 | October   | 9  | Active and Passive Voice              |   | Students will learn to identify, differentiate, and apply active and passive voice in sentence construction, understanding the impact on meaning and communication.                                    | Provide sentences and ask students to identify whether they are in active or passive voice; Assign sentences in active voice and guide students in transforming them into passive voice, and vice versa. | Provide a creative writing prompt and ask students to write paragraphs using both active and passive voice. |
|                    | October   | 14 | The fourth musketeer.                 | 4 | Understand the condition of fourth musketeer.<br>Laugh on the stupidity all musketeer.   | Group discussion.<br>Oral activity.  | Write a story in your own words.<br>Learn the chapter.  |
|                    | November  | 15 | My new best friend.                   | 3 | Understand that how we can find a best friend.<br>Understand the qualities of a good friend.<br>Understand love yourself firstly.  | Through paragraph writing.<br>Through conversation.<br>Through oral activity.  | Learn the chapter.<br>Learn the central ideas.<br>Write about qualities of best friend in your own ideas.   |
| ANNUAL EXAMINATION |           |    |                                       |   |  |  |   |
| 13                 | Oct - Nov | 10 | Direct and Indirect / Reported Speech | 5 | Students will learn to identify, differentiate, and apply direct and indirect speech, demonstrating the ability to transform speech formats and understanding their contextual usage in communication. | Present sentences in both direct and indirect speech; ask students to identify the format used and explain the changes made.   | Analyze excerpts from literature containing both direct and indirect speech.                                |
| 14                 | November  | 11 | Tenses                                | 6 | Students will learn to identify, differentiate, and apply past, present,   | Assign a short narrative writing task with a   | Assign a short narrative writing task   |

|    |          |    |                             |   |   |  |  |
|----|----------|----|-----------------------------|---|---|--|--|
|    |          |    |                             |   | and future tenses, ensuring grammatical accuracy and contextual relevance in sentence construction.   | focus on using different tenses; discuss how the choice of tense influences the storytelling.  | with a focus on using different tenses.  |
| 15 |          | 12 | Figures of Speech           | 6 | Students will learn to identify, differentiate, and apply common figures of speech, enhancing their ability to use vivid and imaginative language for creative expression in writing. | Introduce various figures of speech (simile, metaphor, personification, hyperbole) with examples; provide sentences for students to identify and label the figures of speech used. | Analyze advertisements, song lyrics, or speeches for their use of figures of speech. |
|    | November | 16 | Looking beyond              | 3 | Understand about Erik Weickenmayer who is the first blind climber. Understand about the line “what’s with in you is stronger than what’s in your way”.                                | Through Projector. Through discussion.   | Learn the chapter. Learn about Erik Weickenmayer. Do exercises.                      |
|    | November | 17 | Out in the fields with god  | 3 | Understand about poet who talks about the trust we have in god. Understand about the hope from God.   | Through picnic Through pictures. Through video.  | Solve the questions. Learn the answers. Prepare ourselves for test.                  |
|    | December | 19 | In the bazaars of hydrabad. | 3 | Understand about a traditional bazars. Think about the creativity of bazars and things.   | Through chart papers. Through video.   | Learn the main ideas of poem. Learn about poet. Do exercises.                        |
|    | January  | 20 | I am a shark save Me!       | 4 | Understand about the situation about sharks. Think how to save the life of sharks.  | Through Projector. Through pictures.   | Learn the chapters. Write ten ways to save sharks. Do exercises.                     |
|    | February | 21 | I do yours                  |   |   | Through role play activity. Through oral.  | Writes ten lines to respect other choice. Do exercises.                              |

|    |  |    |                 |   |   |   |  |
|----|--|----|-----------------|---|---|---|--|
|    |  |    |                 | 3 | Understand about respecting other people's choice.<br>Think how to make happy others.   | Through video.  |  |
| 16 |  | 13 | Word Order      | 3 | Students will learn the importance of word order in sentence structure, enabling them to construct grammatically correct and meaningful sentences for effective communication.                | Provide scrambled sentences and ask students to rearrange the words to form grammatically correct sentences; Discuss the impact of different word orders on sentence meaning. | Provide sentences with word order errors for students to identify and correct.                                   |
| 17 |  | 1  | Message Writing | 3 | Students will learn to compose concise and effective messages, understanding essential components and maintaining appropriate language tone and formality for diverse communication purposes. | Assign students different scenarios and ask them to identify the appropriate message type; Assign tasks where students format messages based on given guidelines.             | Assign tasks where students format messages based on given guidelines.   |
| 18 |  | 5  | Speech Writing  | 3 | Students will learn to compose well-structured and impactful speeches, understanding essential components, rhetorical devices, and techniques for engaging different audiences.               | Provide a sample speech topic and guide students in organizing ideas into an introduction, body, and conclusion.  | Provide a sample speech topic and guide students in organizing ideas into an introduction, body, and conclusion. |

|    |  |   |               |  |  |                         |   |
|----|--|---|---------------|--|--|-------------------------|---|
| 19 |  | 8 | Comprehension |  | Students will learn effective reading strategies, including identifying main ideas, details, and inferences. They will develop the ability to summarize information accurately and respond to comprehension questions with critical thinking skills. | Reading and Questioning | Answer the questions of the Comprehension |
|----|--|---|---------------|--|--|-------------------------|---|

# WOODWARD PUBLIC SCHOOL

Class – 7

Curriculum Planner for 2025-26

Subject – Mathematics

| S.NO      | Month | Chapter No. | Chapter Name     | No. of Periods | Learning Outcome   | Class work / Activity  | Home work / Project Work  |
|-----------|-------|-------------|------------------|----------------|--|--|---|
| UNIT- I   |       |             |                  |                |  |  |   |
| 1         | April | 1           | Integers         | 4              | Learners will able to explore the patterns in Arithmetic operation in order to generalized properties of addition subtraction multiplication and reason of rational numbers calculate rational numbers between any two given rational number in order to prove that there are infinite rational numbers between two rational numbers | Comparing and ordering rational number maze  | A Cooperative multi University research and development project funded by the National Science Foundation (NSF) from 1979 2002. |
| 2         | April | 14          | Fractions        | 2              | Able to define the terms of polygons regular polygons irregular polygons   | Giving each student 8 toothpicks and ask them to make as many different polygon shapes as they can using the toothpicks. | A polygon is a two dimensional geometric figure that has a finite number of sides   |
| 3         | April | 22          | Lines and angles | 2              | Apply rules of exponent in order to solve problem with integral in exponents   | An expression that consist of a repeated power of multiplication of the same factor                                      | How are exponent used in everyday life.   |
| UNIT – II |       |             |                  |                |  |  |   |



|                         |        |    |                               |   |  |   |  |
|-------------------------|--------|----|-------------------------------|---|--|---|--|
| 4                       | May    | 6  | Exponents                     | 3 | Apply rules of exponent in order to solve problem with integral in exponents   | An expression that consist of a repeated power of multiplication of the same factor                                 | How are exponent used in everyday life.                      |
| 5                       | July   | 7  | Algebraic expressions.        | 3 | Algebraic expressions applied distributive property in order to multiply two algebraic expressions   | Card matching game.   | What are the operations of the algebraic expression?         |
| 6                       | July   | 15 | Properties of parallel lines. | 3 | Understanding quadrilateral applying reasoning thoughts activities such as constructing parallelogram drawing their diagonals and measuring their sides and angle in order to verify properties of parallelograms problems | Real life example the floor walls selling classroom Windows guide chess board.                                      | What is a project on application of quadrilateral daily life |
| HALF YEARLY EXAMINATION |        |    |                               |   |  |   |  |
| 7                       |        | 1  | Integers                      |   |  |   |  |
| 8                       |        | 3  | Fractions                     | 2 | Apply different method in order to find the squares Cube roots and cube roots of given number  | Calculation of water requirement for the crop.e.t.c   | Working model of square and square root                      |
| 9                       |        | 6  | Unitary methods               |   |  |   |  |
| 10                      | July   | 9  | Three dimensional shapes.     | 2 | Determine the percentage of a given objects presents within a group of 100 objects   | Ask a student to create percentage artwork using the grid   | What are the applications of percentage                      |
| 11                      | August | 10 | Bar graph                     | 2 | Observe a given context in order to apply the concept of profit and loss and discount  | Used in mathematics two determine the price of a commodity in the market and understand how profitable a businesses | How do you introduce profit and loss                         |

|           |           |    |                                     |   |   |   |   |
|-----------|-----------|----|-------------------------------------|---|---|---|---|
| 12        |           | 2  | Exponents                           |   |   |   |   |
| 13        | August    | 4  | Ratio and proportion.               | 2 | Apply different method in order to find Cube cube roots and cube roots of the given number  | To find the age of a cube                             | What is the practical application of human cuboid   |
| 14        |           | 7  | Algebraic expression                |   |   |   |   |
| 15        |           | 15 | Properties of parallel lines        |   |   |   |   |
| 16        | September | 16 | Reflection and rotational symmetry. | 2 | Describe the relationship between opposite angle in a parallelogram   | How do you use parallelogram in real life             | Write the opposite sides are parallel and equal   |
| 17        | September | 17 | Lines and angles                    | 2 | Construction all parallel quadrilaterals sides diagonals and uses in daily life   | Define the term quadrilateral                         | Graphic art, packaging computer programming and web design  |
| UNIT- III |           |    |                                     |   |   |   |   |
| 18        | September | 8  | Decimals                            | 3 | Some variable in order to solve puzzle and daily life problem use angles some properties in order to solve problems and related quadrilaterals  | Put Students into pairs and show an equation on board | What is a linear equation in one variable   |
| 19        | September | 11 | Rational numbers                    | 3 | Learners will able to explore the patterns in Arithmetic operation in order to generalized properties of addition subtraction multiplication and reason of rational numbers calculate rational numbers between any two given rationals number in order to | Comparing and ordering rational number maze           | A Cooperative multi University research and development project funded by the National Science Foundation (NSF) from 1979 2002. |

|                    |           |    |  |   |   |   |   |
|--------------------|-----------|----|--|---|---|---|---|
|                    |           |    |  |   | prove that there are infinite rational numbers between two rational numbers   |   |   |
| 20                 | September | 19 | Probability  | 2 | Explain the concept of probability.<br>Calculate the probability of simple events.<br>Calculate the probability of compound events.<br>Calculate the probability of complementary events. | To show the probability of getting ahead when a coin is tossed is equal to $1/2$  | What are the four types of probability.                       |
| UNIT- IV           |           |    |  |   |   |   |   |
| 21                 | October   | 12 | Linear equations in one variable                             | 3 | Some variable in order to solve puzzle and daily life problem use angles some properties in order to solve problems and related quadrilaterals  | Put Students into pairs and show an equation on board   | What is a linear equation in one variable                     |
| 22                 | October   | 18 | Percentage   | 4 | Determine the percentage of a given objects presents within a group of 100 objects  | Ask a student to create percentage artwork using the grid   | What are the applications of percentage                       |
| 23                 | November  | 22 | Collection and organization of data ( Mean, Median and Mode) | 2 | Through the study of data handling, the learner develops the skills to collect, organize, display, analyses and interpret this information.   | Encourage them to find out their own information and show them how to record this accurately be it in a list table or Tally chart | To collect the set of data and presenting in a different form |
| ANNUAL EXAMINATION |           |    |  |   |   |   |   |
| 24                 | December  | 8  | Decimals   |   |   |   |   |
| 25                 |           | 11 | Rational numbers   |   |   |   |   |

|    |          |    |                                   |   |   |   |  |
|----|----------|----|-----------------------------------|---|---|---|--|
| 26 |          | 12 | Probability                       |   |   |   |  |
| 27 |          | 13 | Profit and loss                   | 3 | Observe a given context in order to apply the concept of profit and loss and discount   | Used in mathematics to determine the price of a commodity in the market and understand how profitable a business is               | How do you introduce profit and loss                           |
| 28 | January  | 18 | Linear equations in one variable. |   |   |   |  |
| 29 | November | 20 | Mensuration                       | 4 | Upon completion of this lesson, students will be able to: define surface area. outline the various formulas for calculating surface area. calculate the surface area of assorted objects. | Surface area can be used to calculate things like the area of outside of machine  | What are the real life applications of surface area and volume |
| 30 | December | 21 | Data Handling                     | 2 | Through the study of data handling, the learner develops the skills to collect, organise, display, analyse and interpret this information.  | Encourage them to find out their own information and show them how to record this accurately be it in a list table or Tally chart | To collect the set of data and presenting in a different form  |
| 31 | December | 22 | Percentage                        |   |   |   |  |
| 32 | December | 23 | Simple interest                   | 2 | Calculate simple interest and their data amount principle and their uses in daily life quadrilaterals   | Multiplying the initial principle amount by one plus the annual interest rate rise to the number of compound Periods minus one    | How do you show work for simple interest                       |
| 33 | December | 24 | Properties of triangles.          | 2 | explain how pie charts are used to present information. list the characteristics of a pie chart. interpret data presented in pie charts. explain the process used to create pie charts.   | Explanation a type of graph that represent the data in the circular graph   | How do you explain a pie chart in a representation explain     |
| 34 | December | 25 | Construction.                     | 2 |   | To show the probability of getting ahead when a coin is tossed is equal to $\frac{1}{2}$  | What are the four types of probability                         |
| 35 | January  | 26 | Collection and organisation of    | 3 |   |   |  |

|    |          |  |                                    |  |  |  |  |
|----|----------|--|------------------------------------|--|--|--|--|
|    |          |  | data (Mean,<br>Median and<br>Mode) |  |  |  |  |
| 36 | February | Revision   |                                    |  |  |  |  |
| 37 | March    | Revision + Annual Examination + Report Card Distribution |                                    |  |  |  |  |

# WOODWARD PUBLIC SCHOOL

Class – 7<sup>th</sup>

Curriculum Planner for 2025-26

Subject – Science

| S.N O.  | Month | Chapter No | Chapter Name         | No. of Periods | Learning Outcome   | Class work / Activity   | Home work / Project Work  |
|---------|-------|------------|----------------------|----------------|--|---|---|
| Unit -1 |       |            |                      |                |  |   |   |
| 1       | April | 1          | Nutrition in Plants  | 6              | Students are able to understand <ul style="list-style-type: none"> <li>Autotrophic Nutrition</li> <li>Photosynthesis</li> <li>Heterotrophic Nutrition</li> <li>Nutrients to the soil</li> </ul>                          | Explanation, Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer. | <ul style="list-style-type: none"> <li>Need for light, green leaf for photosynthesis.</li> <li>Write all the question answer with exercise in the notebook</li> </ul> |
|         |       |            |                      |                |  |   |   |
| 2       | April | 2          | Nutrition in animals | 6              | Students are able to understand <ul style="list-style-type: none"> <li>Nutrition in Amoeba</li> <li>Nutrition in Human</li> <li>Transport and Assimilation of Digested food.</li> <li>Nutrition in Ruminants.</li> </ul> | Multiple choice questions, Fill in the blanks, True- False, Short and Long question answer.             | <ul style="list-style-type: none"> <li>Permanent slide of amoeba</li> <li>Write all the question And answer with exercise in the notebook.</li> </ul>                 |
| 3       | April | 3          | Animal Fibres        | 8              | Students are able to know <ul style="list-style-type: none"> <li>Clothes</li> <li>Wool</li> <li>Silk</li> </ul>  | Multiple choice questions, fill in the blanks, True-false, Short and Long question answer.              | Unit -2 * Collection of different samples of woollen and silk cloth.<br>*Write all the question and answer with exercise in the notebook.                             |
| 4       | May   | 4          | Heat and it's effect | 12             | Students will know about <ul style="list-style-type: none"> <li>What is heat</li> </ul>  | Multiple choice questions, Fill in the blanks, True-false, Short  | Unit 1+ Unit-2+Halfyearly examination   |

|   |        |   |                               |    |  |  |   |
|---|--------|---|-------------------------------|----|--|--|---|
|   |        |   |                               |    | <ul style="list-style-type: none"> <li>• Convection of heat</li> <li>• Radiation of heat</li> <li>• Thermos or vacuum flask</li> </ul>   | and Long question answer.  | <ul style="list-style-type: none"> <li>• Experiment to show conduction, convection and radiation.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>  |
| 5 | July   | 5 | Transfer of heat              | 7  | Students are able to understand <ul style="list-style-type: none"> <li>• Conduction of heat</li> <li>• Convection of heat</li> <li>• Radiation of heat</li> <li>• Thermos or vacuum flask</li> </ul>   | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer. | <ul style="list-style-type: none"> <li>• Reading thermometer.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>  |
| 6 | July   | 6 | Physical and Chemical Changes | 8  | Students are able to understand <ul style="list-style-type: none"> <li>• Elements</li> <li>• Atoms</li> <li>• Compounds</li> <li>• Molecules</li> <li>• Mixtures</li> <li>• Chemical Symbols</li> <li>• Chemical Reaction</li> <li>• Chemical Equation</li> <li>• Changes Around Us</li> <li>• Physical Changes</li> <li>• Chemical Changes</li> </ul> | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer. | <ul style="list-style-type: none"> <li>• Experiments involving chemical reaction like rusting of iron and neutralization.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>  |
| 7 | July   | 7 | Acids Bases and Salts         | 10 | Students will able to remember <ul style="list-style-type: none"> <li>• Acidic and Basic Materials</li> <li>• Acids</li> <li>• Bases</li> <li>• Indicators</li> <li>• Salts</li> <li>• Neutralization in daily life.</li> </ul>  | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer. | <ul style="list-style-type: none"> <li>• Making crystals of easily available Substances like urea, alum, copper Sulphate etc using supersaturated solutions and evaporation.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul> |
|   |        |   |                               |    |  |  |   |
| 8 | August | 8 | Weather,                      | 9  | Students are able to understand  | Multiple choice questions, Fill  | <ul style="list-style-type: none"> <li>• Graph for daily</li> </ul>   |

|    |           |    |                                 |   |   |   |   |
|----|-----------|----|---------------------------------|---|---|---|---|
|    |           |    | Climate and Animal Adaptations  |   | <ul style="list-style-type: none"> <li>• Elements of weather</li> <li>• Climate</li> <li>• Adaptations of animals to different climates</li> </ul>  | in the blanks, True-false, Short and Long question answer.                                  | temperature, day , length, humidity etc. <ul style="list-style-type: none"> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>   |
| 9  | August    | 9  | Soil                            | 9 | Students are able to understand <ul style="list-style-type: none"> <li>• What is soil</li> <li>• Formation of Soil</li> <li>• Soil profile</li> <li>• The Composition of Topsoil</li> <li>• Types of Soil</li> <li>• Properties of Soil</li> <li>• Soil Erosion</li> <li>• Soil Conservation</li> </ul> | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer.  | <ul style="list-style-type: none"> <li>• Texture of various soils by wetting and rolling.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>  |
| 10 | September | 10 | Respiration                     | 8 | Students are able to remember <ul style="list-style-type: none"> <li>• Breathing and Cellular Respiration</li> <li>• Respiration in Humans</li> <li>• Respiration in Other Organisms</li> <li>• Types of Cellular Respiration</li> <li>• Respiration in Plants</li> </ul>                               | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer.  | <ul style="list-style-type: none"> <li>• Experiments to show plants and animal respire, rate of breathing, what do we breathe out? What do plants breathe out?</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul> |
| 11 | September | 11 | Transport in Animals and Plants | 7 | Students are able to understand <ul style="list-style-type: none"> <li>• Circulation in Humans</li> <li>• Excretion in Humans</li> <li>• Transport in Plants</li> </ul>   | Multiple choice questions , Fill in the blanks, True-false, Short and Long question answer. | Unit -3 <ul style="list-style-type: none"> <li>• Discussion on dialysis, importance, experiment on dialysis using egg membrane.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>                                |





|    |          |    |                                |   |   |  |  |
|----|----------|----|--------------------------------|---|---|--|--|
| 14 | November | 14 | Electric Currents and Circuits | 7 | Students are able to understand <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Electric Circuit</li> <li>• The Heating Effect of Electric Current</li> <li>• The Magnetic Effect of Electric Current</li> </ul>                            | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer. | <ul style="list-style-type: none"> <li>• Drawing circuit diagrams.</li> <li>• Activities to show heating effect of electric current.</li> <li>• Write a the question and answer with exercise in the notebook.</li> </ul>  |
| 15 | December | 15 | Winds, Storms and Cyclones     | 7 | Students are able to understand <ul style="list-style-type: none"> <li>• Winds</li> <li>• Global Wind Patterns</li> </ul>   | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer. | Unit -3 +Unit -4+ Annual examination <ul style="list-style-type: none"> <li>• Making wind speed and wind direction indicators.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>  |
| 16 | December | 16 | Light                          | 6 | Students are able to remember <ul style="list-style-type: none"> <li>• Rectilinear Propagation of light</li> <li>• Reflection of light</li> <li>• Spherical Mirrors</li> <li>• Lenses</li> <li>• The Spectrum</li> </ul>                                    | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer. | <ul style="list-style-type: none"> <li>• Observation of the source of light through a straight tube, a bent tube.</li> <li>• Observation reflection of light on wall or white paper screen.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul> |
|    |          |    |                                |   |   |  |  |
| 17 | January  | 17 | Water                          | 7 | Students are able to understand <ul style="list-style-type: none"> <li>• Water – A Natural Resource</li> <li>• Importance of Water</li> <li>• States of Water</li> <li>• Water Supply</li> <li>• Scarcity of Water</li> <li>• Water Conservation</li> </ul> | Multiple choice questions, Fill in the blanks, True-false, Short and Long question answer. | <ul style="list-style-type: none"> <li>• Case study of people living in conditions of extreme scarcity of water, how they use water in a judicious way.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>                                     |

|    |          |    |                                  |   |   |   |  |
|----|----------|----|----------------------------------|---|---|---|--|
| 18 | February | 18 | Forests –<br>Our<br>Lifeline     | 6 | Students are able to understand <ul style="list-style-type: none"> <li>• What is a Forest</li> <li>• Interdependence of Plants and Animals</li> <li>• Food Chains</li> <li>• Food Webs</li> <li>• Importance of forests</li> <li>• Conservation of Forests</li> </ul> | Multiple choice questions, Fill in the blanks, True-false , Short and Long question answer. | <ul style="list-style-type: none"> <li>• Case study of forests</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul>  |
| 19 | February | 19 | Waste<br>Water<br>Managem<br>ent |   | Students are able to know <ul style="list-style-type: none"> <li>• Waste water</li> <li>• The Water System</li> <li>• Sewage Treatment</li> <li>• Sanitation and Diseases</li> <li>• What Can We Do?</li> </ul>   | Multiple choice questions, Fill in the blanks, True-false, Short and long question answer.  | <ul style="list-style-type: none"> <li>• Tracing the route of sewage in your building and trying to understand whether there are any problems in sewage disposal.</li> <li>• Write all the question and answer with exercise in the notebook.</li> </ul> |
|    |          |    |                                  |   |   |   |  |

. Thank you

# WOODWARD PUBLIC SCHOOL

Class – 7

## Curriculum Planner for 2025-26

Subject – Social Science

| S.NO.                   | Month  | ChapterNo             | ChapterName                     | No. of Periods | Learning Outcome  | Class work / Activity  | Home work / Project Work   |
|-------------------------|--------|-----------------------|---------------------------------|----------------|---|--|--|
| UNIT- I                 |        |                       |                                 |                |   |  |  |
| 1                       | April  | History – Chapter 1   | Introduction to Medieval period | 7              | Learners will be able to understand:<br>1.Historians and their sources<br>2.Archaeological and Literary sources<br>3.Major political development in India | Read and answer  | Read the chapter and make notes on the development in medieval period.                             |
| 2                       | April  | Geography – Chapter 1 | Our Environment                 | 6              | Learners will be able to understand:<br>1.Domains of the Earth<br>2.Human Environment   | Read and understand the interaction of human with environment. | Read the chapter carefully. Make notes. List and describe the four domains of the Earth            |
| UNIT – II               |        |                       |                                 |                |   |  |  |
| 3                       | May    | Geography –Chapter 2  | Inside our Earth                | 7              | Learners will be able to understand:<br>1.Interior of the Earth<br>2.Various types of rocks   | List the uses of rocks and minerals                            | Read the chapter and identify the types of rocks present in the Earth..<br>Write exercise in copy. |
| 4                       | July   | Civics – Chapter 1    | Equality in Democracy           | 7              | Learners will be able to:<br>1.Define democracy, Universal Adult Franchise<br>2.Identify different forms of Inequality                                    | Class Discussion   | Read the Chapter and do question answers in copy.  |
| HALF YEARLY EXAMINATION |        |                       |                                 |                |   |  |  |
| 5                       | August | History –             | Introduction to                 | 7              | Learners will be able to  | Read and answer  | Read the chapter and make  |

|     |        |                      |                       |   |  |  |   |
|-----|--------|----------------------|-----------------------|---|--|--|---|
|     |        | Chapter 1            | Medieval period       |   | understand:<br>1.Historians and their sources<br>2.Archaeological and Literary sources<br>3.Major political development in India   |  | notes on the development in medieval period.  |
| 6.  | August | History-Chapter 3    | The Delhi Sultanate   | 9 | Learners will be able to understand:<br>1.The Dynasties of the Delhi Sultanate<br>2.Importance Development in the Sultanate period | Read the chapter.Analyse the sources of information            | Describe the achievements of the Sultanate rulers.Write the notes in copy.                        |
| 7.  | August | History-Chapter 4    | The Mughal Empire     | 8 | Learners will be able to understand;<br>1.How Babar came to India<br>2.Military campaigns of the mughal rulers                     | Read the chapter and analyse the policies of the mughal rulers | Describe the achievements of the mughal rulers.Write the notes in copy.                           |
| 8.  | August | Geography –Chapter 1 | Our Environment       | 6 | Learners will be able to understand:<br>1.Domains of the Earth<br>2.Human Environment  | Read and understand the interaction of human with environment  | Read the chapter carefully.Make notes.List and describe the four domains of the Earth             |
| 9.  | August | Geography –Chapter 2 | Inside our Earth      | 7 | Learners will be able to understand:<br>1.Interior of the Earth<br>2.Various types of rocks  | List the uses of rocks and minerals                            | Read the chapter and identify the types of rocks present in the Earth..<br>Write exercise in copy |
| 10. | August | Geography –Chapter 3 | Our Changing earth    | 7 | Learners will be able to understand:<br>1.Earthquakes and their causes   | Read the chapter   | Write the question answers in copy  |
| 11. | August | Geography –Chapter 4 | Major landforms       | 9 | Learners will be able to understand the process of weathering and Erosion  | Read the chapter   | Describe the formation of various landforms.  |
| 12. | August | Civics-Chapter 1     | Equality in Democracy | 7 | Learners will be able to:<br>1.Define democracy,Universal Adult Franchise  | Class Discussion   | Read the Chapter and do question answers in copy  |

|           |          |                       |                                  |   |  |   |   |
|-----------|----------|-----------------------|----------------------------------|---|--|---|---|
|           |          |                       |                                  |   | 2. Identify different forms of Inequality  |   |   |
| 13.       | August   | Civics-Chapter 2      | The State Government             | 9 | Learners will be able to understand<br>1-the role of the chief minister and the governor   | Discuss the composition of the state legislature              | Write the question answers in copy  |
| 14.       | August   | Civics-Chapter-3      | Role of government in healthcare | 8 | Learners will be able to understand<br>1-public healthcare system<br>2-private healthcare system                                       | Read the chapter  | Write the question answers in copy  |
| UNIT- III |          |                       |                                  |   |  |   |   |
| 15.       | October  | History-Chapter 6     | Religious developments           | 7 | Learners will be able to understand<br>1-Analyse the regional language<br>2-Analyse the literature which served as a source of history | Read the chapter<br>Find out the regional languages of India  | Write the question answers in copy  |
| 16        | October  | Geography –Chapter 5  | Atmosphere                       | 7 | Learners will be able to understand<br>1-the importance of atmosphere<br>2-the structure of atmosphere                                 | Read the chapter<br>Discussion about the Ozone layer          | Draw the diagram of the structure of the Atmosphere<br>Make notes in copy         |
|           |          |                       |                                  |   |  |   |   |
| UNIT- IV  |          |                       |                                  |   |  |   |   |
| 17-       | November | Geography - Chapter 7 | Major Waterbodies                | 8 | Learners will be able to understand<br>1-what is water cycle<br>2-Waves and Tides  | Read the chapter<br>Find out about the movements of the Ocean | Draw the diagram of Water cycle<br>Write about the importance of Tides            |
| 18-       | November | Civics-Chapter 4      | Media and Democracy              | 7 | Learners will be able to understand<br>1-Various forms of media<br>2-Need,significance of independent media                            | Read the Chapter<br>Discussion of public opinion              | Find out the importance of media in a Democracy<br>Write question answers in copy |

|                    |          |                          |  |   |  |  |   |
|--------------------|----------|--------------------------|--|---|--|--|---|
|                    |          |                          |  |   |  |  |   |
| ANNUAL EXAMINATION |          |                          |  |   |  |  |   |
| 19-                | December | History-<br>Chapter 6    | Religious<br>developments                            | 7 | Learners will be able to<br>understand<br>1-Analyse the regional<br>language<br>2-Analyse the literature<br>which served as a source of<br>history                 | Read the chapter<br>Find out the regional<br>languages of India        | Write the question answers in<br>copy   |
| 20-                | December | History-<br>Chapter 7    | Flowering of<br>Regional Culture                     | 7 | Learners will be able to<br>understand<br>1-Growth of different culture<br>in India<br>2-Growth of miniature<br>paintings  | Read the chapter<br>Discuss about the growth of<br>art                 | Write question answers in copy  |
| 21-                | December | History –<br>Chapter 8   | Political Formations<br>in the Eighteenth<br>Century | 9 | Learners will be able to<br>understand<br>1-the rise of independent<br>kingdom during the later<br>Mughal period   | Read the chapter<br>Reasons for the decline of<br>the Mughal Empire    | Mark independent kingdoms on<br>the Map of India<br>Write the question answers in<br>copy |
| 22.                | December | Geography<br>-Chapter 5  | Atmosphere   | 7 | Learners will be able to<br>understand<br>1-The importance of<br>atmosphere<br>2-the structure of<br>atmosphere  | Read the chapter<br>Discussion about the ozone<br>layer                | Draw the diagram of the<br>structure of Atmosphere<br>Make notes in copy                  |
| 223                | January  | Geography<br>-chapter 7  | Major Waterbodies                                    | 7 | Learners will be able to<br>understand<br>1-what is water cycle<br>2-Waves and tides   | Read the chapter<br>Find out about the<br>movements of the Ocean       | Draw the diagram of water cycle<br>Write about the importance of<br>tides                 |
| 24                 | January  | Geography<br>- Chapter 8 | Life in the tropical<br>and Subtropical<br>Regions   | 8 | Learners will be able to<br>understand<br>1-climate,natural vegetation<br>of the Amazon basin<br>2-Climate,natural vegetation<br>of the Ganga Brahmaputra<br>basin | Read the chapter<br>Find out about the wildlife<br>in the Amazon basin | Find out about the life of the<br>people in the Amazon basin<br>Make notes in copy22      |

|     |          |                         |                     |   |  |  |  |
|-----|----------|-------------------------|---------------------|---|--|--|--|
| 25  | January  | Geography<br>-Chapter 9 | Life in the Deserts | 7 | Learners will be able to understand<br>1-Sahara,a hot desert<br>2-Ladakh, a cold desert                      | Read the chapter<br>Find out about the life of the people in the deserts                     | Explain the chief characteristics of hot and cold deserts                          |
| 26  | February | Civics-<br>Chapter-4    | Media and Democracy | 7 | Learners will be able to understand<br>1-Various forms of media<br>2-Need, significance of independent media | Read the chapter<br>Discussion of public opinion   | Find out the importance of media in a Democracy<br>Write questions answers in copy |
| 27- | February | Civics-<br>Chapter-5    | Advertising         | 8 | Learners will be able to understand<br>1-Objectives of advertising<br>2-Types of Advertising                 | Read the chapter<br>Discussion of social responsibility of advertising towards the consumers | Write about the advantages and disadvantages of advertising                        |
| 28- | February | Civics-<br>Chapter 8    | Markets around us   | 7 | Learners will be able to understand<br>1-Importance of Market<br>2-Types of Market                           | Read the chapter<br>Discussion of the wholesale Market and the Retail Market                 | Write about the advantages of the wholesale market<br>Make notes in copy           |



# WOODWARD PUBLIC SCHOOL

Class – 7

Curriculum Planner for 2025-26

Subject – Computer

| S.NO.     | Month  | ChapterNo. | ChapterName                             | No. ofPeriods | Learning Outcome   | Class work / Activity   | Home work / Project Work   |
|-----------|--------|------------|---|---------------|--|---|--|
| UNIT- I   |        |            |   |               |  |   |  |
| 1         | April  | 1          | Anatomy of computer                     | 6pds          | Student known about : <ul style="list-style-type: none"> <li>What is hardware and software?</li> <li>Output devices</li> <li>Storage devices</li> <li>Input devices</li> </ul>   | Create a presentation on types of hardware  | Prepare a chart on Hardware and Soft ware  |
| 2         | May    | 2          | Number system                           | 5pds          | Student known about : <ul style="list-style-type: none"> <li>What is a number system and its types</li> <li>Conversion of decimal into binary number system</li> <li>Conversion decimal into octal</li> <li>Conversion of hexadecimal to decimal number system</li> <li>Computer arithmetic</li> </ul> | Convert the following decimal number<br>281-.....8<br>371-.....2<br>56842-.....16 | Prepare a presentation on number system and explain the types of number system that exist. |
| UNIT – II |        |            |   |               |  |   |  |
| 3         | July   | 3          | Computer viruses                        | 6pds          | Student known about : <ul style="list-style-type: none"> <li>What is a computer viruses ?</li> <li>Types of viruses</li> <li>Threatening of computer security</li> <li>Sign of virus infection</li> <li>How to prevent viruses</li> <li>How does a computer get virus</li> </ul>                       | Create a presentation on computer virus   | Prepare a chart types of viruses   |
| 4         | August | 4          | Ethics and safety measures in computing | 5pds          | Student known about : <ul style="list-style-type: none"> <li>What is internet? And advantages and disadvantages of internet</li> </ul>   | Create a powerpoint presentation on internet                                      | Make a presentation on unethical practises and   |

|  |  |  |  |  |  |   |   |
|--|--|--|--|--|--|---|---|
|  |  |  |  |  | <ul style="list-style-type: none"> <li>• Computer ethics, and unethical practices</li> <li>• Spamming individual right to privacy, software piracy and intellectual property rights</li> <li>• Cybercrime and safety measures while using computer and internet</li> </ul> | advantages and disadvantages and computer ethics. | various ways to protect yourself from them which one must follow while using computer and internet. |
|--|--|--|--|--|--|---|---|

#### HALF YEARLY EXAMINATION

|   |  |   |   |      |   |  |  |
|---|--|---|---|------|---|--|--|
| 5 |  | 1 | Anatomy of computer                     | 5pds | Student known about : <ul style="list-style-type: none"> <li>• What is hardware and software?</li> <li>• Output devices</li> <li>• Storage devices</li> </ul> Input devices   | Create a presentation on types of hardware   | Prepare a chart on Hardware and Soft ware  |
| 6 |  | 2 | Number system                           | 6pds | Student known about : <ul style="list-style-type: none"> <li>• What is a number system and its types</li> <li>• Conversion of decimal into binary number system</li> <li>• Conversion decimal into octal</li> <li>• Conversion of hexadecimal to decimal number system</li> </ul> Computer arithmetic | Convert the following decimal number<br>281-.....8<br>371-.....2<br>56842-.....16      | Prepare a presentation on number system and explain the types of number system that exist. |
| 7 |  | 3 | Computer viruses                        | 5pds | Student known about : <ul style="list-style-type: none"> <li>• What is a computer viruses ?</li> <li>• Types of viruses</li> <li>• Threatening of computer security</li> <li>• Sign of virus infection</li> <li>• How to prevent viruses</li> <li>• How does a computer get virus</li> </ul>          | Create a presentation on computer virus  | Prepare a chart types of viruses   |
| 8 |  | 4 | Ethics and safety measures in computing | 6pds | Student known about : <ul style="list-style-type: none"> <li>• What is internet? And advantages and disadvantages of internet</li> <li>• Computer ethics, and unethical practices</li> <li>• Spamming individual right to</li> </ul>  | Create a powerpoint presentation on internet advantages and disadvantages and computer | Make a presentation on unethical practises and various ways to protect yourself from       |

|           |           |   |   |      |   |   |   |
|-----------|-----------|---|---|------|---|---|---|
|           |           |   |   |      | privacy, software piracy and intellectual property rights<br>Cybercrime and safety measures while using computer and internet   | ethics.   | them which one must follow while using computer and internet.                             |
| 9         | September | 5 | About the spreadsheets                          | 8pds | Student known about : <ul style="list-style-type: none"> <li>• Features of Microsoft Excel</li> <li>• Component of a worksheet</li> <li>• Types of data</li> <li>• Autofill features of Excel</li> <li>• How to enter data in a worksheet</li> </ul>  | Create a report card  | Prepare a worksheet of your friend contain information like name, class, score in cricket |
| UNIT- III |           |   |   |      |   |   |   |
| 10        | October   | 6 | Database and DBMS – An introduction             | 8pds | Student known about : <ul style="list-style-type: none"> <li>• What is a Database and its types?</li> <li>• What is a Microsoft access</li> <li>• Features of Microsoft access</li> <li>• Importance of primary key in access</li> <li>• Various views in which a table can be created</li> <li>• Concept of DBMS , tables , remotes, records and fields</li> </ul> | Create a database librarywith the followingtwo tables.Enter ten records in both the tables. | Create a database in Access.  |
| 11        | November  | 7 | HTML- Advanced Feature                          |      | Student known about : <ul style="list-style-type: none"> <li>• What is HTML?</li> <li>• Tags and attributes in HTML.</li> <li>• Text Properties.</li> <li>• Back ground properties.</li> <li>• Font properties.</li> <li>• Margin properties.</li> </ul>  | Create a web page using HTML  | Create a web page including lists, Hyperlink to other web pages on save water             |
| UNIT – IV |           |   |   |      |   |   |   |
| 12        | December  | 8 | QBasic-Basic statements and Advance programming | 8pds | Student known about; <ul style="list-style-type: none"> <li>• QBasic and all the elements of QBaic</li> <li>• Demonstrate how we can save</li> </ul>  | Write a QBASIC program to enter your name ,age ,city ,                                      | Write a QBASIC program to calculate the 20% discount                                      |

|                    |         |   |   |      |   |  |  |
|--------------------|---------|---|---|------|---|--|--|
|                    |         |   |   |      | and run A QBasic program <ul style="list-style-type: none"> <li>QBasic statement</li> </ul>   | mob.no. , and print it .   | on amount entered by the user .  |
| 13                 | January | 9 | Looping in QBasic                               | 4Pds | Student known about: <ul style="list-style-type: none"> <li>Various looping statements of QBasic programming language</li> <li>Demonstrate the looping statement</li> </ul>                 | Write the output of the following programs.<br>CLS<br>LET P=2<br>DO UNTIL P=8<br>PRINT P<br>P=P+1<br>LOOP<br>END | Using looping statements write a program in QBasic to print the mathematical table of 7. |
| ANNUAL EXAMINATION |         |   |   |      |   |  |  |
| 14                 |         | 8 | QBasic-Basic statements and Advance programming | 8pds | Student known about; <ul style="list-style-type: none"> <li>QBasic and all the elements of QBasic</li> <li>Demonstrate how we can save and run A QBasic program</li> </ul> QBasic statement | Write a QBasic program to enter your name ,age ,city , mob.no. , and print it .                                  | Write a QBasic program to calculate the 20% discount on amount entered by the user .     |
| 15                 |         | 9 | Looping in QBasic                               | 4pds | Student known about: <ul style="list-style-type: none"> <li>Various looping statements of QBasic programming language</li> <li>Demonstrate the looping statement</li> </ul>                 | Write the output of the following programs.<br>CLS<br>LET P=2<br>DO UNTIL P=8<br>PRINT P<br>P=P+1<br>LOOP<br>END | Using looping statements write a program in QBasic to print the mathematical table of 7. |

# WOODWARD PUBLIC SCHOOL

Class – 7

## Curriculum Planner for 2025-26

Subject – General Knowledge

| S.NO.                                       | Month  | Chapter No.     | ChapterName   | No. of Periods | Learning Outcome                                      | Class work / Activity                  | Home work / Project Work                        |
|---|--------|-----------------|---|----------------|---|--|---|
| <b>UNIT- I</b>                              |        |                 |   |                |   |  |   |
| <b>1</b>                                    | April  | <b>1,2,3</b>    | Flocks of birds, Rodents, Entomology  | <b>3</b>       | Students will learn about birds and animals           | Value and skill                        | Find about various kinds of birds               |
| <b>2</b>                                    | May    | 4,5             | Forests in India, Nutrition in plants   | 3              | Students will learn about rare and unique plants      | Nutrition in plants                    | Find out how plants are useful to us            |
| <b>UNIT – II</b>                            |        |                 |   |                |   |  |   |
| <b>3</b>                                    | July   | 6,7,8           | Rare and unique plants, Seven sisters of India ,Lost cities of India          | 4              | Students will learn about cities in India             | Learn about India                      | Find out about north eastern states             |
| <b>4</b>                                    | July   | 9,10,11         | <b>Indian Parliament, Handlooms and Handicrafts of India</b>                  | 3              | <b>Students will learn about handicrafts in India</b> | Discussion about handicrafts industry  | Find out about handicrafts in your area.        |
| <b>UT I+ UT II +HALF YEARLY EXAMINATION</b> |        |                 |   |                |   |  |   |
| <b>5</b>                                    | August | 12,13,14,15,16  | Football club, Fifa World Cup, Chess, Swimming,                               | 4              | Student will learn about games.                       | Children will know about various games | Find out famous football players                |
| <b>6</b>                                    | August | 17,18,19,20,21, | First in sport, Visual art of India, Cartoons, Film award, Idioms and Phrases | 4              | Students will learn about Idioms and Phrases          | Discuss about first in sport           | Learn more about Idioms and phrases. Make notes |
| <b>UNIT- III</b>                            |        |                 |   |                |   |  |   |

|                                    |          |           |  |   |   |  |  |
|------------------------------------|----------|-----------|--|---|---|--|--|
| 7                                  | October  | 22,23,24, | Autobiographies ,Books,<br>Poetry,   | 4 | Students will learn about autobiographies<br>and books              | Discuss about the<br>writers                       | Make notes on<br>different poets                         |
| 8                                  | October  | ,25.26,27 | Covid 19,Branches of<br>science  | 3 | Students will learn about causes of covid<br>19                     | Discuss about<br>Covid 19                          | Make notes on<br>different<br>branches of<br>science     |
| UNIT- IV                           |          |           |  |   |   |  |  |
| 9                                  | November | 28.29,30  | Scientific Instruments,<br>Diseases of human body                              | 2 | Students will learn about scientific<br>instruments                 | Discuss about the<br>causes of various<br>diseases | Make notes on<br>new<br>innovations                      |
| 10                                 | November | 31,32,33, | Wonders of the world,<br>Global Warming,<br>Movements in India                 | 3 | Students will learn about the seven<br>wonders of the world         | Discuss about the<br>causes of global<br>warming   | Find out the<br>effects of<br>global warming             |
| UT III + UT IV +ANNUAL EXAMINATION |          |           |  |   |   |  |  |
| 11                                 | December | 34,35,36, | Parliament around the<br>world, Great lost cities                              | 2 | Students will learn about the parliaments<br>of different countries | Discuss about<br>Mohen –Jo-Daro                    | Find out about<br>the lost cities<br>of the world        |
| 12                                 | January  | 37,38,39, | Skyscrapers of the world,<br>festivals around the world,<br>Prestigious Awards | 3 | Students will learn about different<br>festivals                    | Find out the<br>awards given in<br>various fields  | Find out<br>current<br>happenings<br>around the<br>world |