



First Term Curriculum
Subject – English
Class – VI
Session 2026-27

Books:

1. Communicate with Cambridge English Course book (Revised Edition)
2. Grammar Gear (Revised Edition)

Month	Content	Learning outcomes	Communication Skills, Cognitive and Academic Skills, Cultural Awareness , Social and Emotional skills	Vocabulary	Writing Skill	Grammar	Competency based Activity/ Experiential Learning Activity
April	<p>UNIT I</p> <p>-Trapped in Four Walls</p> <p>-The Journey of the Great Oz</p> <p>-Toomai of the Elephants (Poem)</p>	<p>Students will be able :</p> <p>-read a variety of texts in English and identify main ideas, characters, sequence of Idea and event and relate with his / her personal experiences.(For Stories)</p> <p>-compare, contrast, think critically and relate ideas to life.(For Stories)</p> <p>-write informal letters based on visual or verbal clues, textual inputs, etc.(For Stories)</p> <p>-acknowledge the thought and imagination contained in the poem.(For Poem)</p>	<p>Character relationships and their evolution through the story.</p> <p>Understand the importance of sensory experiences in life.</p> <p>Develop empathy by exploring the emotions faced by the characters.</p>	<p>Difficult words Synonyms</p> <p>Tongue twisters with familiar sounds</p> <p>reading for main ideas, appreciation: rhyme scheme</p> <p>Onomatopoeia</p>	<p>Diary Entry</p> <p>Informal Letter</p>	<p>Kinds of sentences</p> <p>Articles</p> <p>Punctuation</p>	<p>Role play</p> <p>Ask students to write 3 lines: “I feel free when...”</p> <p>“I feel trapped when...”</p> <p>Ask students to draw their version of the magical land of Oz</p> <p>Speaking activity :Empathy</p>

May	UNIT II -The Model Millionaire -The Praying Hands -The Statue (Poem)	Students will be able to: -skim the reading text to identify the main ideas by reading titles. (For Story) -introductions and topic sentences.(For Story) -identify the central theme and message explained in the text. -write formal letters based on visual or verbal clues, textual inputs, etc.(For Poem)	Reflect on moral values such as generosity, humility, and kindness, sacrifice and appreciation. Reference to context reading for main ideas, Appreciation of Poetry	Dictionary work Phrasal verbs Antonyms	Notice Writing Formal Letter	Determiners. Phrasal Verbs Direct and Indirect Speech Adjectives	Debate: Kindness vs Wealth. Drawing and shading hands (Integration with Arts) Field trip- Local Art Gallery.
June	UNIT III -The Man of the Island -How the First Letter Was Written -The Revolt of the Lamp Posts	Students will be able to : -read a variety of texts in English and identify main ideas, -characters, sequence of Idea and event and relate with his / her personal experiences.(For Story) -dialogue writing, message writing based on visual or verbal clues, textual inputs, etc.(For Story) -compare, contrast, think critically and relate ideas to life.(For Poem)	Interpersonal relationships , empathy and harmony between humans and nature. Drawing lessons from poetic narratives Understanding American folktales , generational and historical shifts in society. Sequencing events and identifying time jumps. JAM Reference to context Appreciation of Poetry	Prefixes and Suffixes Compound Nouns Prefixes and Suffixes	Message Writing Dialogue Writing	Transitive and Intransitive Verbs Main and Subordinate Clauses	Each student lists 5 items they would take to an island for survival. (Integration with Physical Education) Silent Communication practice using Gestures and drawings. Animals (Art Integrated Project)

July	UNIT IV -Life with Uncle Ken	Students will be able to: -comprehend the text and follow a sequence of ideas and events.(For Story) -participate in activities in English like role play, group discussion,debate etc (For Story) -use grammar items in context, such as, Subordinating Conjunctions, Compound Adjectives (For Story)	Learning respectful ways to deal with quirky people. Recognising feelings and appreciating humor. Exposure to Indian Anglo-Indian life and post-colonial small-town settings. Group discussion Video Presentation Reference to context	Compound Adjectives	Report Writing	Subordinating Conjunction	Observe a family member or neighbor with a unique personality then relate similarities with Uncle Ken.
Assessment: <ul style="list-style-type: none"> ● Reading, Writing, Speaking, Listening and other Activities ● Notebook Maintenance. ● Periodic Test/Class Test 							



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August	UNIT IV -The Festival of Eid -Dear Mum (Poem)	Students will be able to: -read aloud and recite poems/prose with proper stress, pause, tone, and intonation.(For Story) -identify main ideas, characters, sequence of Idea and event and relate with his / her personal experiences.(For Story) -use grammar items in context, such as, Tenses and Conjunctions(For Poem)	Sequencing events and literary devices. Drawing conclusions and making inferences. Child-parent relationship. Appropriate expression of emotions in serious as well as humorous situations. Quiz Picture Reading Reference to context Appreciation of poetry	Homophones , homonym and homograph	Article writing	Continuous Tense	Prepare a Gratitude journal (Integrated with Atrs) Field trip- Visit to any local shrine.
September	UNIT V -The Eagle has Landed -The Boy, the Dog and the Spaceship -The Comet and the Moon	Students will be able to: -read for factual, inferential, evaluative and extrapolative comprehension.(For Story) -compare, contrast, think critically and relate ideas to life.(For Story)	Teamwork corporation problem-solving in groups. Curiosity and wonders of the universe and emotions in unfamiliar situations. Predictions and making inferences. Reference to context.	Abbreviations Synonyms and Antonyms Punctuations	Newspaper E-mail Writing	Perfect Tense	News Reporter Activity: Students act as reporters: Interview astronauts after landing Story Extension Activity: Students continue the story, “What happened after the spaceship left?” (Integrated with Social Studies and Science)

<p>October/ November</p>	<p>UNIT VI -The Narrow Escape -The White Giraffe -Wild Horses</p>	<p>Students will be able to: -read, infer and interpret the text.(For Story) -use grammar items in context, such as, Modals and Phrasal Verbs.(For Story)</p>	<p>Understand the values of friendship, problem solving, loyalty, trust and spirit of adventure. Emotional skills such as empathy, stress management and curiosity. Analysing causes and effects of various events. Listening for discrepancies between supporting picture Story Prompt Reference to context Appreciation of Poetry</p>	<p>Collocations with adjectives and nouns Spelling</p>	<p>Persuasive Writing Informal Letter</p>	<p>Modals Phrasal Verbs</p>	<p>Role Play: Students act out the dangerous situation and the escape scene. Nature Observation Task: Observe animals/birds around their home and habitat their behavior and habitats.</p>
<p>December</p>	<p>UNIT VII -The New Tenant -The Adventures of Robin Hood (play)</p>	<p>Students will be able to: -read a variety of texts in English and identify main ideas, characters, -sequence of Idea and event and relate with his / her personal experiences.(For Story) -recognize the thought and imagination contained in the play.(For Story) -participate in activities in English like role play, group discussion, debate etc (For Story)</p>	<p>Value social justice ,fairness and empathy. Analysing the character of Robin Hood and ethical dilemmas. Listening to a conversation and summarizing Short speech Reference to context</p>	<p>Idioms Punctuations Word Meaning</p>	<p>Notice Formal Letter</p>	<p>Active and Passive Voice</p>	<p>Students identify funny situations or exaggerations in the story Modern Adaptation Activity: Rewrite the story in a modern setting (city instead of forest)</p>

