

# Espalier Heritage School

## Annual Planner 2025-26

<b>Grade VI</b>	<b>Subject: English</b>				<b>Created By: Riya Joshi, Amreen Patvi and Sangeeta Vasani.</b>				
<b>Sr No</b>	<b>Lesson Name</b>	<b>Methodology</b>	<b>Pedagogical methods</b>	<b>Learning outcomes/Objectives</b>	<b>Teaching Aid</b>	<b>Teaching Place</b>	<b>Reff.books with pg.no.</b>	<b>No.of lectures required</b>	<b>Activity Suggested --- Tr Name</b>
1	Unit I: fables and Folk Tales. Ls 1 A Bottle of Dew	Reading, Explanation, Questionning, Listening and writing	Step 1: The teacher will Discuss on morning dew, village life and water scarcity; prediction from title. Step2: teacher then reads out the story and explains it line by line with the meanings of difficult words Step3: Silent	Students predict the theme and relate it to real life.Students read the text fluently and understand vocabulary.Students analyse characters and apply ideas.	Textbook, Whiteboard and videos.	Classroom and playground	Poorvi Textbook	5	Role-play of key scenes
2	Poem 2: The Raven and the Fox	Reading, Explanation, discussion, Questionning, Listening and writing	Step1: The teacher will introduce through picture of raven and fox; discussion on animals in stories; prediction from title. Step2:Teacher will do model recitation; line-by-line student recitation with correct stress and intonation. Step3: Then the teacher will do the explanation of	Students listen to the poem and predict its theme.Students understand the meaning and moral of the poem.Students recite the poem with rhythm and expression.Students reflect on the moral and apply it to real	Textbook,Pictu re,	Classroom	Poorvi Textbook	4	Comic strip of the poem

3	Is 3: Rama to the Rescue	Reading, Explanation, discussion, Questioning, Listening and writing	Step1: The teacher will Warm-up discussion on helpers and rescuers; introduce key words. Step 2: teacher will then read aloud in class, then silent reading Step3: Discuss character traits of husband, wife, Rama, thief; use T-chart and discuss bravery, cleverness, teamwork; relate story to real-life situations. Step4: Teacher then discusses the	Students will become familiar with story context, characters, and key vocabulary. Students will read the story fluently and understand main events. Students will express understanding creatively and demonstrate comprehension. Students will infer	Textbook and videos, Chart paper, event cards	Classroom	Textbook	4	Create character chart; arrange event cards in correct sequence
4	Unit 2: Friendship. Ls 4: The unlikely bestfriends.	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: The teacher will begin with discussion on “What makes a friend?” and “Have you seen unusual friendships?” Step2: Then the teacher read aloud in class, then silent reading. Continue reading and highlight sadness upon separation and reunion. Discuss characters (elephant, dog, mahout, farmer), and	Students will be able to • comprehend the theme of the text. • Students will understand the conflict and resolution. They will answer the questions given in the Reading section. •Students will reflect & express understanding	Textbook and videos	Classroom	Textbook	4	Fill timeline of events from meeting to growing friendship
5	Poem 5: A friend's prayer	Reading, Explanation, discussion, Questioning, Listening and writing	1. Begin with warm-up: “What makes a friend special? 2. Read the poem first silently; then in groups with expression; pause at key lines for comprehension. 3. Discuss what friendship means and how the poem shows caring and acceptance. 4. Recap poem, review key themes, and apply to real life	Students will activate prior knowledge of friendship and understand key prayer-related vocabulary. Students will read the poem aloud and understand general meaning. Students will explore theme of friendship qualities and prayer	Textbook	Classroom	Poorvi Textbook	5	In pairs, students write one sentence prayer for a friend and share with class

6	Ls6: The chair	Reading, Explanation, discussion, Questioning, Listening and writing	1. Teacher will discuss the concept of real vs. fake friends; introduce words like invisible, determined, challenge. 2. Discuss Mario's character (proud, determined) and how true friends behave vs. others. 3. Recap key ideas of the story; engage in a creative task that connects to the theme. 4: <del>Teacher then discusses the</del>	1.Students will activate prior knowledge of friendship and understand key vocabulary related to the story 2. Students will read and comprehend the beginning of the story. 3. Students will <del>identify traits of</del>	Textbook, chair	Classroom and outdoor	Poorvi Textbook	4	Write a short paragraph imagining a similar challenge
7	Unit 3: Nurturing nature. Ls 7: Neem baba	Reading, Explanation, discussion, Questioning, Listening and writing	1. Teacher will do Warm-up discussion: "Which trees do you know that help people?" 2. Read first half aloud, pause to clarify key facts like origin and names of neem. 3. Discuss how neem tree is personified and what values the lesson teaches (wisdom, helping others). 4. Recap key ideas; integrate speaking and writing.	1. Students will activate prior knowledge about trees and their uses; preview key vocabulary related to plants and healing. 2. Students will read the beginning of the lesson and understand how Neem Baba introduces himself and the neem tree. 3. Students will read about uses of neem and understand its	Neem leaves, bark of the tree and textbook.	Classroom and near the neem tree in the campus.	Poorvi Textbook	5	1. Students list trees they know and their uses; 2. Group task: Create a table of "Parts of neem" and their uses (medicine, agriculture, hygiene)

8	Poem 8: What a bird thought	Reading, Explanation, discussion, Questioning, Listening and writing	1. The teacher will begin with discussion: “If you were a bird, where would you go?” 2. Teacher reads the poem aloud with expression; students repeat lines. 3. teacher will explain stanza-wise meaning; discuss contrast between cage and sky. 4. teacher will discuss why the bird wants to fly; introduce simple poetic ideas (repetition, imagination). 5. Teacher	Students will understand the idea of freedom and imagination. 2. Students will enjoy the poem and understand its literal meaning. 3. Students will identify the theme of freedom and imagination. 4. Students will express understanding creatively and revise poem	Textbook and videos	Classroom	Poorvi Textbook	4	Creative writing: Write 4 lines beginning “If I were a bird...”
9	Is 9: Spices that heal us	Reading, Explanation, discussion, Questioning, Listening and writing	1. Teacher will begin with definition of spices; ask students to name spices used at home and discuss culinary vs. medicinal use. 2. Guided reading of Daadi’s letter; pause to check comprehension of key sentences. 3 . Discuss the healing properties of common spices like	Students will understand what spices are and activate prior knowledge about healing and food uses. Students will read the lesson and identify specific details about spices and their healing uses. Students will list and categorise	Original Spices and textbook	Classroom	Poorvi Textbook	5	Pair activity: list 5 spices used at home and share their names/regional names

10	Unit 4: Sports and wellness Ls 10: change of heart	Reading, Explanation, Questioning, Listening and writing	<p>Step 1: Teacher will start the story by showing them a small video related to the chapter.</p> <p>Step 2: Then the teacher will discuss about the various characters from the story.</p> <p>Step 3: Teacher then reads out the story and explains it line by line with the meanings of difficult words.</p> <p>Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.</p> <p>step 5: Discuss how and why the character's feelings change.</p>	The students will be able: to infer meaning and understand the setting 2. to use appropriate words to convey different feelings 3.to answer simple factual questions. 4. Students will identify character traits and understand the theme of kindness and empathy	Textbook and videos	Classroom	Poorvi Textbook	4	Students arrange key events in sequence
11	Poem 11: The winner	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: Teacher will start the story by showing them a small video related to the chapter.</p> <p>Step 2: Teacher reads the poem aloud; students repeat lines with correct stress.</p> <p>Step 3: Teacher Discuss courage, sportsmanship, and effort; explain repetition and message</p>	<p>1. Students will understand the idea of winning, losing, and perseverance. 2. Students will read the poem with proper rhythm and expression. 3. Students will express understanding creatively and revise</p>	Textbook	Online classroom	Poorvi Textbook	4	Students share experiences of winning/losing and how they felt

12	Ls 12: Yoga - A way of life	Reading, Explanation, discussion, Questioning, Listening and writing	1. Teacher will begin with discussion on health, exercise, and daily routine; introduce the word <i>yoga</i> and its origin. 2. Discuss discipline, balance, self-control; explain words like asana, pranayama, meditation. 3. Recap lesson through discussion; integrate speaking and creativity. 4. Teacher then discusses the textbook exercises with the students and solves them in the class. 5. Teacher then discusses the textbook	1. Students will understand what yoga is and why it is important. 2. Students will identify physical, mental, and emotional benefits of yoga. 3. Students will apply learning and revise the lesson	Textbook, yoga mat, and videos.	Classroom and outdoor	Textbook	5	Perform different Asanas on the Yoga mat.
13	Unit 5: Culture and tradition. Ls13: Hamara bharat - Incredible India!	Reading, Explanation, discussion, Questioning, Listening and writing	1. Teacher will begin with discussion on festivals, food, languages, and traditions of India; show how India is diverse. 2. Read the lesson aloud; explain difficult words and phrases. 3. Discuss respect for diversity, national pride, and cultural harmony. 6. Teacher then discusses the textbook exercises with the students and solves them in the class.	1. Students will understand the concept of culture and diversity in India. 2. Students will understand the idea of “Unity in Diversity” 3. Students will appreciate India’s cultural richness and learn key vocabulary. 4. Students will express learning	Textbook and videos.	Classroom and outdoors	Poorvi Textbook	5	Groups prepare a chart on one cultural aspect (dance, monuments, food, festivals)

14	Poem 14: The kites	Reading, Explanation, discussion, Questioning, Listening and writing	1. Teacher will begin with discussion on kite flying, festivals (Makar Sankranti, Basant Panchami), and feelings associated with it. 2. Teacher reads the poem aloud with actions; students repeat with expression. 3. Discuss theme of joy, freedom, movement; explain imagery and personification in simple terms 4. Teacher then discusses the textbook exercises with the students and solves them in the class.	1. Students will relate the poem to real-life experiences of flying kites. 2. Students will read the poem with rhythm and enjoyment. 3. Students will identify theme and simple poetic devices	Textbook and videos	classroom	Poorvi Textbook	4	Kite flying activity
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15	<p>           Ls 15: Ila Sachani : Embroidering dreams with her feet.         </p>	<p>           Reading, Explanation, discussion, Questionning, Listening and writing         </p>	<p>           Step 1: Teacher will begin with discussion on challenges and special abilities; introduce Ila Sachani.            Step 2: Then the teacher will discuss about her embroidery skills and success and also discuss themes: courage, hard work, self-belief; explain key vocabulary            Step 3: teacher then reads out the poem and explains it line by line with the meanings of difficult words.            Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.         </p>	<p>           Students will - Understand the lesson content           <ul style="list-style-type: none"> <li>• Identify main ideas and details</li> <li>• Learn new vocabulary</li> <li>• Develop reading, speaking, and writing skills</li> <li>• Build empathy and respect for differently-abled people</li> </ul> </p>	<p>           Textbook, Embroidery work ,and videos         </p>	<p>           Classroom         </p>	<p>           Poorvi Textbook         </p>	<p>           5         </p>	<p>           Students try simple pattern drawing or threading using fingers / paper weaving to understand embroidery effort.         </p>
16	<p>           Poem 16: National war memorial         </p>	<p>           Reading, Explanation, discussion, Questionning, Listening and writing         </p>	<p>           Step 1: Teacher will start the poem by showing them a small video related to the poem.            Step 2: Then the teacher will discuss about soldiers and national monuments.            Step 3: Recite the poem with proper rhythm and expression            Step 4: Teacher then discusses the textbook         </p>	<p>           1.Understand the importance of the memorial. 2. Develop patriotism and respect. Express respect through art. 3. Express respect through art         </p>	<p>           Textbook and videos. Drawing sheets         </p>	<p>           Classroom         </p>	<p>           Poorvi Textbook         </p>	<p>           4         </p>	<p>           Ask students to draw the memorial. Draw and color         </p>