SANT NANDLAL SMRITI VIDYA MANDIR, GHATSILA

YEARLY SYLLABUS OF ARTIFICIAL INTELLIGENCE / COMPUTER

SESSION – 2025-26

STD – VI

Month	No. Of Working Days	Topic To Be Taught	Activities	Learning Outcomes	Values & Skills Imparted	Assessment
APRIL	**21**	**ARTIFICIAL INTELLIGENCE** • **Introduction** • **Human Intelligence with AI** • **Artificial Narrow Intelligence** • **Artificial General Intelligence** • **Artificial Super Intelligence** • **Domains of AI**	• Start the class with a simple explanation of what AI is, using relatable examples like voice assistants (Siri, Alexa), recommendation systems (Netflix, YouTube), and chatbots. • Show short videos or animations explaining AI concepts in a simple and visual way. • Organize a debate on the topic" Whether development of Artificial Super Intelligence (where AI will surpass humans) will be good or bad for mankind.	Students will gain a basic understanding of Artificial Intelligence (AI) concepts, including: • Recognizing AI • Understanding that AI can assist humans in tasks like decision-making and problem-solving. • Differentiating between Artificial Narrow Intelligence (ANI) and Artificial General Intelligence (AGI), with examples of each. • Identifying various domains where AI is applied, such as healthcare and entertainment, and discussing real-world examples.	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills. • Digital literacy	• Fill in the blanks. • Multiple Choice or True/False Quiz. • Scenario-Based Questions • Discussion or Debate. • Peer Assessment.
MAY	**9**	**AI & CPU** • **Introduction**	• Brainstorming session: Ask students to identify examples of AI they encounter in their	• AI Understanding • CPU Understanding. • Data Processing	• Problem-solving skills. • Critical	• Select the most alternative.

		• **Data, Processing and Information** • **CPU** • **Memory Unit** • **Control Unit** • **Arithmetic Logic Unit** • **Hardware within CPU**	daily lives (smartphones, video games, etc.). • Show short videos or demonstrations of AI applications (voice assistants, facial recognition, etc.) and discuss how they work. • Drawing activity: Have students draw diagrams illustrating CPU, different types of memory (RAM, ROM, cache) and explain their functions.	Skills. • Memory Concepts. • Control Unit Understanding. • Arithmetic and Logic Skills. • Hardware Components Understanding. • Critical Thinking and Problem-Solving	thinking. • Creativity. • Communication skills. • Digital literacy.	• Differentiate between. • Short notes. • Answer the questions. • Draw block diagram of CPU.
JUNE	**11**	**SPREADSHEET PACKAGE** • **Introduction** • **Spreadsheet in Computer** • **Components of Workbook** • **Select and Move** • **New Workbook** • **Opening an Existing Workbook**	• Brief explanation of what a spreadsheet is and its relevance in computing. • Show examples of spreadsheets used in daily life, such as household budgets or class attendance records. • Demonstrate how to open a spreadsheet software like Microsoft Excel or Google Sheets on a computer. • Explain the basic interface of a spreadsheet program, including menus, toolbars, and cells. • Explain how to open an existing workbook file from	• Students will grasp the concept of spreadsheets and their significance in computing. • They'll recognize real-life applications of spreadsheets and understand their role in data organization and analysis. • Students will learn to select specific data elements within a spreadsheet accurately. • They'll become	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills. • Digital literacy.	• Fill in the blanks • Match the following • Select the most suitable alternative. • Differentiate between. • Write short notes. • Answer the questions. • Situation based questions.

			the computer's storage. • Show students how to navigate to the file location and select the workbook they want to open.	familiar with different file formats used for spreadsheet work and understand how to access and work with them.		
JULY	**26**	**SPREADSHEET PACKAGE** • **Entering a Data** • **Saving a Workbook.** • **Close & Exit.** • **Editing** • **Formatting Cells.** • **Auto Fill.** • **Custom List.**	• Make a list on Freedom fighters of India and on important events in Freedom movement. Take help of the custom list feature to create the list and utilize it to quickly demonstrate the topic" Freedom Struggle of India" during any event such as Independence Day, Republic Day. • Create a simple pattern (e.g., numbers, days of the week) in a few cells. Show students how to use the auto-fill feature to complete the pattern in adjacent cells. • Discuss the concept of custom lists (e.g., days of the week, months of the year). Have students create a custom list of their favorite foods or hobbies.	• **Data Entry** Proficiency in accurately inputting data into a spreadsheet. • **Saving Workbook** Understanding the importance of saving work and ability to save a spreadsheet to a specified location. • **Close & Exit:** Safely closing and exiting the spreadsheet application while ensuring proper saving of work. • **Editing:** Competency in modifying and editing data within a spreadsheet. • **Formatting Cells:**	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills. • Digital literacy.	• Fill in the blanks • Match the following • Select the most suitable alternative. • Differentiate between. • Write short notes. • Answer the questions. • Situation based questions.

				Ability to format cells to enhance the appearance of data. • **Auto Fil**l: Efficiently using the auto-fill feature to populate cells with repetitive data patterns. • **Custom List:** Creating and utilizing custom lists to streamline data entry and workflow processes.		
AUGUST	**24**	**CALULATIONS IN SPREADSHEET** • **Introduction.** • **Types of Data** • **Formula with cell address** • **Formula with In-Built Functions** • **Commonly used functions** • **Sorting** • **Filtering**	Create a worksheet to keep records of time spent by you in a week in various activities like study time, TV time, sleep hours, playing sports and doing exercise/Yoga. • Enter relevant details in worksheet for each day of the week. • Calculate the numbers of hours spent on studies in a week. • Identify the activity on which you have spent the maximum and the minimum time. • Calculate the average time spent in a day on:	• Identify common spreadsheet software. • Types of Data. • Differentiate between numerical, textual, and date data. • Recognize when to use each type of data effectively. • Formula with Cell Address • Create simple formulas using cell references for basic arithmetic	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills. • Digital literacy	• Fill in the blanks • Select the most suitable alternative. • Answer the questions. • Situation based questions.

			a. Sports b. Watching TV.	operations. • Apply formulas to perform calculations on spreadsheet data. • Formula with In-Built Functions • Utilize basic built-in functions (e.g., SUM, AVERAGE) to perform calculations efficiently.		
SEPTEMBER	**21**	**WHAT'S HTML** • **Introduction.** • **Features of HTML.** • **Working with HTML.** • **Tags** • **HTML Document** • **HTML Page** • **Tags & Attributes** • **Presentation Tags** • **Paragraph Tag**	• Execute all the HTML programs given in the chapter. • Lab Assignment given on: ▪ Page No 62 ▪ Page No 64 ▪ Page No 65 ▪ Page No 66 ▪ Page No 68 ▪ Page No 71	Students will learn to create and structure basic web pages using HTML, understand the purpose and usage of HTML tags and attributes, and apply formatting techniques to text while grasping the hierarchical structure of content.	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills. • Digital literacy	• Fill in the blanks • Select the most suitable alternative. • State whether True or False. • Differentiate between. • Write short notes. • Answer the questions. • Situation based questions.

		• **Comments** • **Heading Tags** • **Highlight Tags** • **Superscript Tag** • **Subscript Tag**				
OCTOBER	**18**	**TAGS & ATTRIBUTES** • **Introduction** • **Ordered List** • **Unordered List** • **Nested List** • **Insertion of Image** • **Marquee** • **Linking**	• Execute all the HTML programs given in the chapter. • Lab Assignment given on: ▪ Page No 77 ▪ Page No 83 • Using HTML code, design a web page as given in page no 85. Use google for images.	• Recognize HTML's basics and tags. • Create ordered and unordered lists. • Understand image insertion, marquee, and linking.	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills. • Digital literacy	• Fill in the blanks • Select the most suitable alternative. • Write full forms. • Answer the questions. • Situation based questions.
NOVEMBER	**23**	**FUNDAMENTALS OF CODING** • **Introduction** • **Text based coding**	Pseudocode: Activity: "Algorithm Writing" Present students with everyday tasks (e.g., making a sandwich, brushing teeth) and ask them to write pseudocode describing the steps	• Students will demonstrate an understanding of fundamental concepts in coding such as algorithms,	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills.	• Fill in the blanks • Differentiate between. • Answer the questions.

		• **Block based coding** • **Terminologies in Programming** • **Operators** • **Pseudocode** • **Programming Statements**	needed to complete the task. Encourage creativity and logical thinking.	sequences, loops, conditionals, and variables.	• Digital literacy	• Write pseudocode.
DECEMBER	**19**	**CODING IN MAKECODE ARCADE** • **Introduction** • **Open MakeCode Arcade** • **Components of MakeCode Arcade Screen** • **Create Project** • **Workspace** • **Block tool box** • **Coding in MakeCode Arcade**	• Begin with a brief introduction to MakeCode Arcade, explaining that it's a platform where they can create and code their own arcade-style games. • Highlight the fun and creativity involved in coding games. • Demonstrate how to create a new project in MakeCode Arcade. • Ask students to share what they enjoyed about coding in MakeCode Arcade and any challenges they faced. • Lab Assignment given on: ▪ Page No 103 ▪ Page No 104 • Solve Project given in Page No 106.	• Gain an understanding of fundamental coding concepts such as variables, loops, conditionals, and event handling. • Apply coding concepts to create interactive games and simulations in MakeCode Arcade.	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills. • Digital literacy	• Write True or False. • Select the most suitable alternative. • Match the following. • Answer the question. • Arrange blocks of code in MakeCode Arcade.

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JANUARY	**22**	**MORE ON MAKECODE ARCADE** • **Introduction** • **If statement** • **If-else statement** • **Nested if statement** • **While Loop** • **For Loop**	• Execute all the programs given in the chapter. • Lab Assignment given on: ▪ Page No 112 ▪ Page No 115 • Solve Project given in Page No 116	• Understand the role of coding in digital technology and its potential applications in various fields.	• Problem-solving skills. • Critical thinking. • Creativity. • Communication skills. • Digital literacy	• Differentiate between. • Answer the questions. • Write the codes.

Subject Teachers': **Principal**

1. **Arpa Bhattacharya**
2. **Bidyut Baran Chandra**