

## WEEKLY PLAN-2026-27

**GRADE: 7**

**TERM 2**

**WEEK – 20 26<sup>th</sup> October to 30<sup>th</sup> October**

| subject            | Topic                              | Learning Objective (Students will be able to...)                                    | Teaching & Learning Activities                                                                                                               | Assessment (Type- Skill & Evidence)                                                                                            | Differentiation (Support-Core-Challenge)                                                                                                        | AFL Strategy                                                                                | National Identity Link                                                                                                                                     | LMS Upload                                                                                         | Home Work                                                                                                 |
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| <b>English</b>     | <i>Prose: The Face on the Wall</i> | To analyse how the author uses mystery, humour, and irony to develop the narrative. | Students will read the chapter, examine the narrator's claims, and discuss how the unexpected ending influences the reader's interpretation. | Formative assessment – students will answer inference-based questions using textual evidence to support their interpretations. | Support: guided questions and vocabulary clues; Core: analyse characters and events; Challenge: evaluate the effectiveness of the twist ending. | Think– Pair– Share will help students compare interpretations and justify their inferences. | Students will connect the story's emphasis on critical thinking and questioning assumptions with the UAE's commitment to innovation and lifelong learning. | The chapter notes, vocabulary activities, and comprehension questions will be uploaded to the LMS. | Students will write a short paragraph explaining how the ending changes their understanding of the story. |
| <b>Mathematics</b> | <b>POWERS</b>                      | To apply the laws of                                                                | Starter: Display exponential                                                                                                                 | Type: Formative assessment                                                                                                     | Support: Identify exponent                                                                                                                      | Think– Pair– Share,                                                                         | Explore large and small measurement                                                                                                                        | Upload differentiated                                                                              | FIM TASKS                                                                                                 |

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|  |  | <p>exponents to simplify exponential expressions and solve mathematical problems.</p> <p>To express very large and very small numbers in scientific notation using powers of 10.</p> <p>To apply the laws of exponents and scientific notation to analyse and solve real-life problems</p> | <p>expressions and large and small numbers. Ask students to identify patterns in powers of 10. Teacher Modelling: Demonstrate the laws of exponents and how to express numbers in scientific notation. Collaborative Activity: Students simplify expressions, convert numbers into scientific notation,</p> | <p>through questioning, worksheets and problem-solving tasks. Skills: Application, analysis, mathematical reasoning and problem-solving. Evidence: Correct application of exponent laws, accurate scientific notation and logical explanations.</p> | <p>laws and express given numbers in scientific notation using guided examples. Core: Simplify expressions using multiple exponent laws and convert large and small numbers into scientific notation. Challenge: Analyse real-life situations involving very large or very small quantities, select suitable exponent laws, and justify solutions using</p> | <p>mini-whiteboards, targeted questioning, peer assessment and exit tickets involving one exponent-law problem and one scientific-notation conversion.</p> | <p>s in the UAE, such as the distance travelled by UAE space missions, astronomical distances, and microscopic measurements in scientific research. Students express suitable quantities using scientific notation.</p> | <p>worksheets on exponent laws, powers of 10, scientific notation, and real-life application problems.</p> |  |
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|                |                           | involving large and small quantities.                                                                              | and solve real-life problems involving large and small quantities. Application: Students compare different solution methods and justify their answers. |                                                                                                        | scientific notation.                                                                                                                               |                                               |                                                                                                 |                                          |                                                                                 |
| <b>Science</b> | Building Blocks of Matter | To analyse the characteristics of elements, molecules, compounds and mixtures, and understand symbols, valency and | Discuss everyday substances, identify elements and compounds, explain atomicity and valency, and practise writing simple                               | Formative assessment through oral questioning, classification activities and chemical formula writing. | Support: Identify elements and symbols. Core: Differentiate elements, compounds and mixtures. Challenge: Apply valency to write chemical formulae. | Think-Pair-Share, quick quiz and exit ticket. | Relate elements and compounds to materials used in UAE industries, construction and daily life. | PPT, class notes and practice worksheet. | Complete textbook exercises and practise writing symbols and chemical formulae. |

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|                       |                                                   | chemical formulae.                                                                                                            | chemical formulae.                                                                       |                                                                                                  |                                                                                                                                                                                                                                      |                                             |                                                                                                            |                                                                 |                                                                                              |
| <b>Social Science</b> | Towns, Traders and Craftspeople in Medieval India | <p>To discuss the role of traders and craftspeople in medieval India.</p> <p>To describe the features of medieval cities.</p> | Map-based activity, picture analysis, and group discussion on medieval cities and trade. | Formative assessment – identify city features and explain the roles of traders and craftspeople. | <p>Support: Identify traders, craftspeople, and city features from pictures. Core: Describe their roles and the features of medieval cities.</p> <p>Challenge: Analyse how trade and crafts contributed to the growth of cities.</p> | Questioning and exit ticket.                | Connect medieval trade and crafts with the UAE's traditional souks, pearl trade, and skilled craftspeople. | PPT and worksheet on medieval towns, traders, and craftspeople. | Write about the role of traders and craftspeople and list three features of medieval cities. |
| <b>Hindi</b>          | <b>चन्द्रशेखर आज़ाद</b>                           | <ul style="list-style-type: none"> <li>विद्यार्थी चन्द्रशेखर आज़ाद के</li> </ul>                                              | <ul style="list-style-type: none"> <li>चित्र अवलोकन एवं पूर्वज्ञान चर्चा।</li> </ul>     | <b>मौखिक:</b><br>वाचन, प्रश्नोत्तर,                                                              | <b>Support:</b> चित्रों एवं संकेतों की सहायता से पाठ                                                                                                                                                                                 | प्रश्नोत्तर, Think-Pair-Share, Exit Ticket, | देशभक्ति, राष्ट्रीय गौरव, साहस, त्याग एवं                                                                  | पाठ की PPT, शब्दार्थ सूची, कार्यपत्रिका                         | <b>शब्दार्थ याद करें तथा वाक्य बनाएं।</b>                                                    |

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|  |  | <p>जीवन एवं व्यक्तित्व का वर्णन कर सकेंगे।</p> <ul style="list-style-type: none"> <li>• विद्यार्थी स्वतंत्रता संग्राम में उनके योगदान को समझ सकेंगे।</li> <li>• विद्यार्थी पाठ के मुख्य विचारों एवं घटनाओं की पहचान कर सकेंगे।</li> <li>• विद्यार्थी देशभक्ति, साहस और</li> </ul> | <ul style="list-style-type: none"> <li>• पाठ का आदर्श वाचन एवं सामूहिक वाचन।</li> <li>• कठिन शब्दों एवं शब्दार्थ की व्याख्या।</li> <li>• पाठ की घटनाओं पर चर्चा।</li> <li>• प्रश्नोत्तर एवं समूह गतिविधि।</li> <li>• चन्द्रशेखर आज़ाद के जीवन पर संक्षिप्त प्रस्तुति।</li> </ul> | <p>चर्चा।</p> <p><b>लिखित:</b></p> <p>शब्दार्थ, अभ्यास प्रश्न, अनुच्छेद लेखन।</p> <p><b>साक्ष्य:</b></p> <p>कार्यपत्रिका, नोटबुक कार्य, कक्षा सहभागिता एवं प्रस्तुति।</p> | <p>की समझ विकसित करना।</p> <p><b>Core:</b> पाठ आधारित प्रश्नों के उत्तर लिखना।</p> <p><b>Challenge:</b></p> <p>चन्द्रशेखर आज़ाद के योगदान पर अनुच्छेद/भाषण तैयार करना।</p> | <p>अवलोकन, सहपाठी मूल्यांकन।</p> | <p>जिम्मेदार नागरिकता का विकास।</p> | <p>एवं अभ्यास प्रश्न LMS पर अपलोड किए जाएंगे।</p> |  |
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|           |                                   | त्याग जैसे मूल्यों को आत्मसात कर सकेंगे।                                                                                                                   |                                                                                                                                                                                                                          |                                                                                                                                                                                                                |                                                                                                                                                                                        |                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                            |                                                                                                                                                                                       |
| Malayalam | വായാടി ക്കിളി (കവിത) സുഗതകുമാരി   | കവിതയുടെ ആശയം സ്വന്തം വാക്കുകളിൽ പറയാനും കഴിയും.<br><br>കവിതയിലെ പദങ്ങളുടെ അർത്ഥവും ഭാവനാപരമായ പ്രയോഗങ്ങളും കണ്ടെത്തി, സ്വാദനം കുറിപ്പിച്ച് എഴുതാൻ കഴിയും. | പക്ഷികളുടെ ശബ്ദവും ചിത്രങ്ങളും കേൾപ്പിച്ച് / കാണിച്ച് 'വായാടിയായ' ഒരാളെക്കുറിച്ചുള്ള ചർച്ച (ആമുഖം).<br>• കവിത ഈണത്തിൽ ചൊല്ലുന്നു; കുട്ടികൾ ഈരടി ഏറ്റു ചൊല്ലുന്നു.<br><br>പദങ്ങൾ കണ്ടെത്തി പദാർത്ഥപട്ടിക തയ്യാറാക്കുന്നു. | Type: രൂപീകരണ മൂല്യനിർണ്ണയം (Formative) – വാചികം + ലിഖിതം<br>Skill: ചൊല്ലൽ, ആശയഗ്രഹണം, പദസമ്പത്ത്, ആസ്വാദനം കുറിപ്പിച്ച്<br>Evidence: ആലാപന രൂപിക്, പദാർത്ഥ വർക്കുകീറ്റ്, നോട്ട്ബുക്കിലെ ആസ്വാദനം കുറിപ്പിച്ച് | Support: വരികൾ ചെറുഭാഗങ്ങളായി നൽകി, ചിത്രസഹായത്തോടെ പദാർത്ഥം പങ്കാളിയോടൊപ്പം ചൊല്ലൽ.<br>Core: ആസ്വാദനം കുറിപ്പിച്ച് തയ്യാറാക്കുന്നു.<br>Challenge: ഭാവനാപ്രയോഗങ്ങൾ വിശകലനം ചെയ്യുന്നു; | • Think–Pair–Share<br>• Exit ticket: കവിതയുടെ ആശയം ഒരു വാക്യത്തിൽ<br>• Peer feedback: 'രണ്ട് നക്ഷത്രം, ഒരാഗ്രഹം' (ആലാപനം) | • പ്രകൃതി സംരക്ഷണവും പക്ഷി സംരക്ഷണവും – UAE-യുടെ ദേശീയ പക്ഷിയായ ഫാൽക്കണുമായി ബന്ധപ്പെടുത്തി ചർച്ച.<br>• മാതൃഭാഷയോടുള്ള സ്നേഹവും ബഹുഭാഷാ സമൂഹത്തിലെ ഭാഷാ വൈവിധ്യത്തോടുള്ള ആ<br>Comparer la météo des Émirats arabes unis à celle de la France et d'autres. | • കവിതയുടെ ഓഡിയോ / ടെക്സ്റ്റ്<br><br>ആസ്വാദനം കുറിപ്പിച്ച് മാതൃക<br>• കിസ് | • കവിത ഈണത്തിൽ ചൊല്ലി പരിശീലിക്കുക.<br>• ഇഷ്ടപ്പെട്ട വരികൾ ഉൾപ്പെടുത്തി ഒരു ഖണ്ഡികയിൽ ആസ്വാദനം കുറിപ്പിച്ച് എഴുതുക.<br>• (Challenge) നിരീക്ഷിച്ച ഒരു പക്ഷിയെ കുറിച്ച് നാലുവരി എഴുതുക. |
| French    | Leçon 7 – Les loisirs de Nathalie | Identifier et utiliser les                                                                                                                                 | Mise en situation : Observer                                                                                                                                                                                             | Évaluation formative : Questions                                                                                                                                                                               | Support : Compléter des phrases à                                                                                                                                                      | Questions ciblées, Think–                                                                                                 | Comparer la météo des Émirats                                                                                                                                                                                                                             | Déposer les notes de cours, la                                             | Écrire cinq expressions avec le                                                                                                                                                       |

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|  | <p>: les expressions avec faire et la météo</p> | <p>expressions avec le verbe faire. 2. Conjuguer le verbe faire au présent. 3. Comprendre et décrire le temps qu'il fait à l'aide d'expressions météorologiques simples. 4. Parler de leurs loisirs préférés en utilisant le vocabulaire approprié.</p> | <p>des images représentant différents loisirs et différents types de temps. Explication : Présenter les expressions faire du sport, faire de la natation, faire du vélo, faire une promenade et les expressions météorologiques : Il fait beau, il fait chaud, il fait froid, il y a du soleil. Activité : Associer les images aux</p> | <p>orales, exercices à trous et association d'images. Compétences : Compréhension orale, expression orale, lecture et écriture. Preuves : Réponses des élèves, phrases complétées et exercices dans le cahier.</p> | <p>l'aide d'images et d'une liste de mots. Core : Construire des phrases avec faire et décrire la météo. Challenge : Rédiger un court paragraphe sur ses loisirs préférés et le temps idéal pour les pratiquer.</p> | <p>Pair–Share, correction entre pairs et billet de sortie : écrire une expression avec faire et une phrase sur la météo.</p> | <p>arabes unis à celle de la France et discuter des loisirs pratiqués selon les conditions météorologiques.</p> | <p>fiche d'exercices sur les expressions avec faire et la météo, ainsi que les activités réalisées en classe.</p> | <p>verbe faire. 2. Rédiger cinq phrases pour décrire différents types de temps. 3. Écrire cinq phrases sur ses loisirs préférés.</p> |
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|     |                                      |                                                                              | expressions correctes et compléter des phrases.<br>Pratique orale : Poser et répondre aux questions : « Qu'est-ce que tu fais pendant ton temps libre ? » et « Quel temps fait-il ? » |                                                                                                               |                                                                                                                              |                                                                                   |                                                                                                    |                                                                         |                                                                                            |
| ICT | Loops in Pictoblox(Repeat Statement) | To Understand the purpose of loops and use the Repeat statement in PictoBlox | <b>Introduction:</b> Explain loops using real-life examples of repeated actions.<br><b>Demonstration:</b> Show how to use the Repeat                                                  | Practical assessment: Students create a program using the Repeat block.<br>Evidence: Correct use of the block | <b>Support:</b> Provide a partially completed program and guide students in using the Repeat block.<br><b>Core:</b> Students | Ask oral questions such as: "Why do we use loops?" and "What happens if we change | Create an animation featuring the UAE flag or a UAE landmark using the Repeat block to demonstrate | Upload the lesson notes and PictoBlox activity instructions to the LMS. | Create a simple PictoBlox program using the Repeat block to make a sprite move a specified |

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|        |         |                                                                                                       | <p>block in PictoBlox to repeat an action, such as moving a sprite 10 steps five times.</p> <p><b>Hands-on Activity:</b> Students create a simple animation using the Repeat block and observe the output.</p> | <p>and successful execution of the program.</p>                                            | <p>create a program to repeat a sprite's movement.</p> <p><b>Challenge:</b> Students combine the Repeat block with movement and sound blocks to create an animation.</p> | <p>the repeat count?"</p> <p>Observe students during practical activities and provide immediate feedback.</p> | <p>repeated actions.</p>                                                                                                               |                                                                                                                           | <p>number of times.</p>                                                                         |
| Arabic | التخييم | <p>أن يتعرف الطلاب على المفردات المتعلقة بالتخييم، ويصفوا أنشطة التخييم باستخدام جمل عربية بسيطة،</p> | <ul style="list-style-type: none"> <li>التمه يد: عرض صور للتخييم في الصحراء والجبال،</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>التقويم التكويني: طرح أسئلة شفوية لتقويم</li> </ul> | <ul style="list-style-type: none"> <li>استخدام استراتيجيات التفكير – زواج – شارك لمناقشة تجارب التخييم.</li> </ul>                                                       | <p>ربط الدرس بتراث التخييم في دولة الإمارات العربية المتحدة وتقاليد الأنشطة الخارجية. يتعرف</p>               | <p>رفع قائمة مفردات التخييم، وفقرة القراءة، وورقة العمل المتميزة، والعرض التقديمي للدرس على نظام ليتمكن الطلاب من المراجعة والتدرب</p> | <p>مفردات التخييم، وفقرة القراءة، وورقة العمل المتميزة، والعرض التقديمي للدرس على نظام إدارة التعلم؛ ليتمكن الطلاب من</p> | <p>كتب فقرة قصيرة باللغة العربية من 5 إلى 6 جمل بعنوان «رحلة تخييم مع أسرتي». تحدث فيها عن:</p> |



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|                        |                 |                         | الجبل<br>،<br>النار،<br>الطعا<br>م،<br>الماء.<br>• القراء<br>ة:<br>قراءة<br>فقرة<br>قصيرة<br>باللغة<br>العرب<br>ية عن<br>رحلة<br>تخييم<br>عائلية<br>،<br>وتحد<br>يد<br>الأفك<br>ار<br>الرئي<br>سة<br>فيها |                        |                            |                   |                               |                   |                         |
| <b>Islamic Studies</b> | Surah Ar-Rahman | Identify manifestations | Ask students to name                                                                                                                                                                                      | Oral questioning about | Identify Allah's blessings | Think–Pair–Share. | Promote gratitude, compassion | Upload the lesson | Write a short paragraph |

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|                      |                         | <p>of Allah's mercy in the world.</p> <p>Describe Allah's greatness through His blessings and creations.</p> <p>Explain the significance of the gifts and abilities Allah has</p> | <p>the blessings of Allah they experience in daily life, such as sight, hearing, water, food and nature.</p> <p>Recite and explain selected verses of</p> | <p>Allah's blessings and creations .</p> <p>Questioning , discussion and analysis of selected verses.</p> | <p>using pictures, word banks and sentence starters.</p> <p>Describe Allah's blessings and explain their importance in daily life.</p> | <p>Targeted questioning.</p> <p>Peer discussion and feedback.</p> | <p>, environmental responsibility and respect for human life, connecting Islamic values with the UAE's commitment to sustainability and community well-being.</p> | <p>presentation, selected verses with explanation s, key vocabulary and differentiated worksheet to the school LMS.</p> | <p>h describing three blessings of Allah mentioned in Surah Ar-Rahman and explain how you can show gratitude for them in daily life.</p> |
| <b>Moral Science</b> | Being Responsible (Time | To understand the importance of personal                                                                                                                                          | Discuss daily responsibilities, share real-life examples                                                                                                  | Formative assessment through oral questioning, group                                                      | Support: Identify daily responsibilities. Core: Prioritise daily tasks.                                                                | Think-Pair-Share, self-assessment                                 | Relate responsibility, punctuality and time management                                                                                                            | PPT, class notes and activity worksheet.                                                                                | Prepare a daily timetable                                                                                                                |

|             |                                  |                                                                                                                                             |                                                                                              |                                                                                        |                                                                                                                                                                                 |                                   |                                                                                                                          |                                                            |                                                                                            |
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|             | Management)                      | responsibility and learn to prioritise tasks and manage time effectively.                                                                   | and prepare a simple daily timetable to manage time wisely.                                  | discussions and timetable preparation.                                                 | Challenge: Create a balanced timetable and suggest ways to avoid wasting time.                                                                                                  | t and exit ticket.                | to UAE values of discipline and commitment.                                                                              |                                                            | and follow it for one day.                                                                 |
| <b>MSCS</b> | Origins of Science in South Asia | Identify the early contributions to science in South Asia.<br><br>Describe scientific developments in mathematics, astronomy, and medicine. | Timeline activity, picture analysis, and group discussion on ancient scientific discoveries. | Formative assessment – identify scientific contributions and explain their importance. | Support: Match discoveries with their fields.<br><br>Core: Describe early scientific contributions.<br><br>Challenge: Analyse how ancient discoveries influence modern science. | Oral questioning and exit ticket. | Connect early scientific achievements with the UAE's modern innovations, including the Hope Probe and space exploration. | PPT and worksheet on the origins of science in South Asia. | List three scientific contributions from ancient South Asia and explain one of their uses. |