


Vidya Pratishthans
Dr. Cyrus Poonawalla School (CBSE), Rui, Vidyanagari, Baramati
Annual Curriculum Plan ,2024-25

Class –VI

Subject - Science

Sr.No.	CHAPTER	Month	TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS/ ART INTEGRATION/ INTERDISCIPLINARY LINKAGES
1	<p>2) COMPONENTS OF FOOD</p> <p>Sources of proteins, fats& carbohydrates, dietary fibres, balanced diet, deficiency diseases</p>	April, June	<p>1. Activating prior knowledge by random questioning. The concepts were explained by interactive method by discussing various pictures of food through PPT</p> <p>2. The topics will be assessed by conducting a quiz</p> <p>3. The students will be demonstrated the tests to show the presence of starch, protein and fats through animations of O Labs shared through the online classes.</p>	<p>1. Understand the importance of each nutrient in their diet.</p> <p>2. Know the sources of nutrients.</p> <p>3. Understand the need of nutrients to prevent deficiency diseases.</p> <p>4. Aware people about deficiency diseases.</p>	<p>* Observation skills, Analytical skills, Application, Self awareness</p> <p>● ART INTEGRATION</p> <p>* Eating Balanced diet is necessary to remain fit and active. Make a poster on Balanced diet.</p> <p>* Prepare a chart on the symptoms and name of different deficiency diseases caused due to the lack of each nutrient.</p>  <p>The diagram is a circular wheel divided into five colored segments, each representing a major nutrient. Clockwise from the top: Lipid (orange) with oil and butter; Carbohydrate (brown) with bread and rice; Vitamin (green) with various vegetables; Mineral (blue) with a milk carton and nuts; Protein (red) with meat, fish, and eggs. A central yellow circle contains the text 'Five major nutrients'.</p>
2	Sorting Materials in to Groups	June	<p>1. The student will learn about materials that are used for making objects.</p> <p>2. The student will understand grouping and sorting of materials.</p>	<p>1. The student will learn about materials that are used for making objects.</p>	<p>Objects are grouped on the basis of properties like lustre, hard/softness, transparency, solubility, floatation, attraction towards magnet, conduction of heat and conduction of electricity. Materials can be grouped as lustrous and</p>

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			3. The student will learn about classification and its importance.	2. The student will understand grouping and sorting of materials. 3. The student will learn about classification and its importance.	non-lustrous on the basis of lustre/shine possessed by them.
3	7)GETTING TO KNOW PLANTS Herbs, shrubs, trees, climber, creepers, stem, leaf venation, roots, parts of flower	July, August	1.The topic will be introduced by a concept map (about types of plants) through PPT and developed by interactive method. 2.Pictures and videos will be used for explaining leaf venation. The students will collect various kinds of leaves and record their observations about venation and types of roots in tabular form. 3.Various kinds of leaves and their pictures will be used for showing parts of a leaf.	1. Identify the type of plant. 2. Differentiate between climbers & creepers. 3. Know about the type of root of a plant from its leaves. 4. Understand the importance of each part of the flower.	*Drawing skills, observation skills, analysing skills, creative thinking. ●ART INTEGRATION * Make a beautiful greeting card with leaf prints. * Virtual Nature walks.
4	10)MOTION AND MEASUREMENT OF DISTANCES	August	1.The topic will be introduced by activity method. The	1.Measure length correctly by a scale as	* Awareness, logical thinking, analytical skills, observation skills. ●ART INTEGRATION

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	Measurement of length, moving things, types of motion - circular, rotational, rectilinear and periodic.		students will learn by measuring the length of a straight line and a curved line by a scale and a thread respectively. 2. Animations will be used to explain the types of motion. 3. The topics will be assessed by conducting a quiz.	well as a thread, 2. Differentiate between different types of motion & identify them also.	* Find out the distance of your house from your school, the nearest grocery shop, the nearest chemist and friends' houses. Draw a rough sketch of the area around your house and write the distances. * Compare the length of long jump between you and your friend.
5	13) FUN WITH MAGNETS Origin of magnets, magnetic & non magnetic materials, poles of a magnet, finding directions, making a magnet, attraction and repulsion between magnets	September	1. The topic will be introduced by activity method. The students will be shown a magnet and different objects. They will observe whether the magnet attracts them or not and thus identify magnetic objects. 2. Students will be shown audio visual aids to understand making of magnet. 3. The students will learn by doing activities: making a compass, using a magnet to	1. Sort magnetic & non magnetic materials by using a magnet. 2. Make an improvised compass to find directions.	* Awareness, logical thinking, analytical skills, observation skills, experimental skills, applications. ● ART INTEGRATION * Identify non magnetic and magnetic materials using a bar magnet. * Make a model of magnetic kite. 

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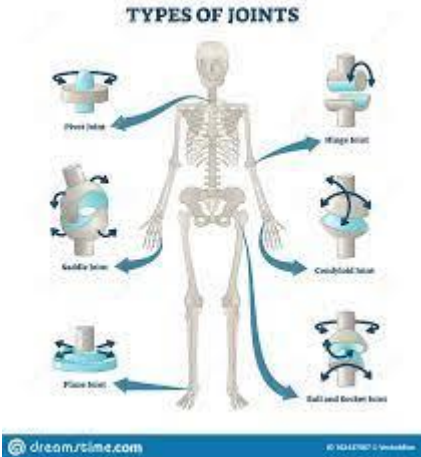
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			find directions, attraction and repulsion between 2 magnets.		
6	15)AIR AROUND US Components of air –water vapour, oxygen, nitrogen, carbon dioxide, dust and smoke, uses of air	September	1.The topic will be introduced by a pie chart presenting through PPT (about components of air) and developed by interactive method. 2. Animations will be used to explain the uses of air. 3. The topics will be assessed by conducting a quiz	1.Understand the use of each component of air. 2.Spread awareness to reduce air pollution.	* Self awareness, logical thinking, analytical skills, observation skills. ●ART INTEGRATION * Organise a Prevention of Air Pollution campaign in your school. Design pamphlets and banners for the same. * Organise a play showing how different elements of nature (Sun, wind, clouds, rain etc.) can be your friends. * Collect newspaper clippings of air pollution due to burning of Amazon forest.
7	5)SEPARATION OF SUBSTANCES Methods of separation – handpicking, threshing, winnowing, sieving, sedimentation, decantation, filtration, evaporation	November	1.The students will be introduced to the topic through INTERACTIVE METHOD about methods of separation. 2. Students will be demonstrated various methods of separation- handpicking, sieving, threshing, winnowing, sedimentation and decantation through animations. 3. The topics will be assessed by conducting a quiz.	1.Choose right method of separation to separate components of a mixture. 2. Apply the concepts learnt in real life.	Analytical skill, drawing skill, Experimental skill, Application ●ART INTEGRATION *Encouraging students to use the method of filtration to purify water at home. * A Visit / virtual visit will be organized to a nearby field and students will find how crop is threshed and winnowed. Make a report and present in the class.

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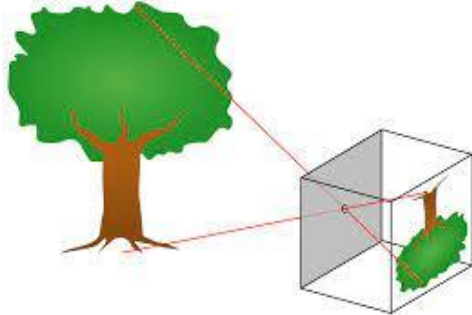
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8	<p>8)BODY MOVEMENTS Movement, joints – ball and socket, pivotal, hinge, fixed joint, skeleton, movement in animals – snail, earthworm, birds, fish, cockroach, snake</p>	November	<p>1.The topic will be introduced by a concept map (about types of joints) through PPT and developed by interactive method. 2.Active participation of students will be made possible while developing topic. They will identify the types of joints in their bodies by doing specific movements of their organs. 3Animations will be used to explain the movements in animals.</p>	<p>1.Know the importance of the skeleton. 2. Identify the type of joint in their body. 3.Understand the gait of animals.</p>	<p>* Self awareness, logical thinking, analytical skills, observation skills. ●ART INTEGRATION * Make a skeletal system using plaster of Paris. * Observe some X-ray films of different body parts and notice the different types of bones present in a human body and joints.</p>  <p>The diagram illustrates the human skeleton with arrows pointing to six types of joints: Ball and Socket Joint (hip/shoulder), Hinge Joint (elbow/knee), Pivot Joint (neck), Gliding Joint (wrist/ankle), Saddle Joint (thumb), and Fibrous Joint (skull sutures). Each joint is accompanied by a small 3D model showing its movement.</p>
9	<p>9)THE LIVING ORGANISMS CHARACTERISTICS AND HABITATS Habitats-terrestrial, aquatic, deserts, mountain regions, grasslands, properties of living organisms</p>	December	<p>1.The topic will be introduced by a concept map (about types of habitats) through PPT and videos developed by interactive method. 2. Animations will be used to explain the adaptations of</p>	<p>1.Know about animal adaptations which help them to live in their habitats. 2. Co-relate the concepts in their real life that will help them to adapt to their surroundings.</p>	<p>* Logical thinking, analytical skills, observation skills. ●ART INTEGRATION * Virtually visit an Aquarium and Wild life sanctuary near your city. * Make a chart showing the pictures of plants and animals found in different habitats. Mention the similarities as well as differences between plants of different habitats and animals of different habitats.</p>

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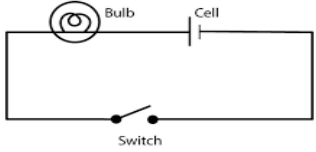
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			different animals to live in their natural habitat. 3. The students will collaborate and discuss the characteristics of living organisms.		
10	11)LIGHT,SHADOWS AND REFLECTIONS Transparency, shadows, pinhole camera, mirrors and reflections	January	1.The topic will be introduced by activity method. The students will be shown different objects. PPT and videos will be used to explain the concept. Students will listen to it and then record their observations in tabular form. 2. The students will learn by doing activities: making a pinhole camera, making shadows, observing a flame through a bent pipe, reflection by a plane mirror. 3. The topics will be assessed by conducting a quiz.	1.Understand the difference between transparent and opaque objects. 2. Make a pinhole camera. 3. Understand the concept of reflections.	Awareness, logical thinking, experimental skill, creative skill, analytical skills, observation skills, problem solving. ●ART INTEGRATION * Make or collect puppets and organize a puppet shadow show based on a story. * Make a pinhole camera. 
11	Electricity and circuits	February	Linguistic Kinetic and visual	Student will have an idea that hoe an	Solving worksheet Drawing of circuits

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				<p>electricity generated.</p> <p>2. Student will study external and internal structure of cell.</p> <p>3.Student will comprehend the structure of simple torch and bulb.</p> <p>4.Student will create diagram of dry cell and electric cell.</p>	<p>Pen paper test.</p>  <p>The diagram shows a rectangular circuit loop. At the top left is a bulb symbol (a circle with a filament inside) labeled "Bulb". At the top right is a cell symbol (two parallel lines of unequal length) labeled "Cell". At the bottom center is a switch symbol (two dots connected by a diagonal line) labeled "Switch".</p>
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