




Vidya Pratishthan's
Dr. Cyrus Poonawalla School (CBSE), Baramati
Annual Curriculum Planning (ACP) 2024-25

Sub - Science

Std - VI

SR NO	CHAPTER	MONTH	TRANSACTION STRATEGIES / INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS/ ART INTEGRATION/ INTERDISCIPLINARY LINKAGES
1	<p>COMPONENTS OF FOOD Sources of proteins, fats& carbohydrates, dietary fibres,balanced diet, deficiency diseases</p> 	April 05	<p>1.Activating prior knowledge by random questioning. The concepts were explained by interactive method by discussing various pictures of food through PPT 2.The topics will be assessed by</p>	<p>1.Understand the importance of each nutrient in their diet. 2. Know the sources of nutrients. 3. Understand the need of nutrients to prevent deficiency diseases. 4. Aware people about deficiency diseases.</p>	 <p>1.Observation skills, Analytical skills, Application, Self awareness 2.ART INTEGRATION Eating Balanced diet is necessary to remain fit</p>

			conducting a quiz 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.		And active. Make a poster on Balanced diet.
2	States of matter To enable students to understand States of matter Change of state Expansion and contraction in solids	April 05	Describes the properties of solids, liquids, and gases • Describes the three states of matter on the basis of arrangement of particles. • Describes how	To observe evaporation of water where water would change to water vapour on heating. To observe change of water vapour into water on cooling	“Let’s Touch and See!” Objective: To help students understand the basic characteristics of solids, liquids, and gases through hands-on observation.

			temperature affects state. Describe the changes in our surrounding.		
3	<p>The Wonderful World of Science</p> 	April 05	Encourages students to explore scientific concepts through hands-on activities and investigations of science with other subjects, such as art, language, and social studies, to promote a more holistic understanding	Students are more likely to be motivated and engaged in the learning process. innovative pedagogy can help students develop a deeper understanding of scientific concepts	Observation skills, Analytical skills, Application, Self-awareness, Drawing skills, observation skills, creative thinking
4	<p>Mindful Eating : A Path to a Healthy body.</p> <p>Sources of proteins, fats & carbohydrates, dietary fibres, balanced diet, deficiency</p>	April 08	1. Activating prior knowledge	1. Understand the importance of each	Observation skills, Analytical skills, Application, Self

diseases

Test for Carbohydrates, Proteins and fats

Millets : Nutrition -rich cereals



by random questioning. The concepts were explained by interactive method by discussing various pictures of food through PPT

2. The topics will be assessed by conducting a quiz

3. The students will be demonstrated the tests

nutrient in their diet.

2. Know the sources of nutrients.

3. Understand the need of nutrients to prevent deficiency diseases.

4. Aware people about deficiency diseases.

awareness

●ART INTEGRATION

* Eating Balanced diet is necessary to remain fit and active. Make a poster on Balanced diet.

* Prepare a chart on the symptoms and name of different deficiency diseases caused due to the lack of each nutrient



5	<p>Diversity in Living World</p> <p>Herbs, shrubs, trees, climber, creepers, stem, leaf venation, roots, parts of Flower, Monocot and Dicot, Adaptation in Plants and Animals</p> <div data-bbox="264 632 920 970" data-label="Image"> <p>Common Flower Parts</p> <p>The diagram shows a cross-section of a flower. Labels on the left include: stamen (with sub-labels anther and filament), petal, and sepal. Labels on the right include: stigma, style, and ovary. A bracket on the right groups stigma, style, and ovary as the pistil.</p> </div>	June 20	<p>1. The topic will be introduced by a concept map (about types of plants) through PPT and developed by interactive method.</p> <p>2. Pictures and videos will be used for explaining leaf venation. The students will collect various kinds of leaves and record their</p>	<p>1. Identify the type of plant.</p> <p>2. Differentiate between climbers & creepers.</p> <p>3. Know about the type of root of a plant from its leaves.</p> <p>4. Understand the importance of each part of the flower.</p> <p>5. Adaptation in Plants and Animals</p>	<p>Drawing skills, observation skills, analysing skills, creative thinking.</p> <p>●ART INTEGRATION</p> <p>* Make a beautiful greeting card with leaf prints.</p> <div data-bbox="1749 772 2040 970" data-label="Image"> <p>The image shows several overlapping leaf prints. The colors are vibrant, including shades of green, yellow, and blue, representing different leaf types or treatments.</p> </div>
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			<p>observations about venation</p> <p>and types of roots in tabular form.</p>		
6	<p>Exploring Magnets</p> <p>Origin of magnets, magnetic & non magnetic materials, poles of a magnet, finding directions, making a magnet, attraction and repulsion between magnets</p>	July 11	<p>1.The topic will be introduced by activity method. The students will be shown a magnet and different objects.</p> <p>They will observe whether the magnet attracts them or not and thus</p>	<p>1.Sort magnetic & non magnetic materials by using a magnet.</p> <p>2. Make an improvised compass to find directions.</p>	<p>* Awareness, logical thinking, analytical skills, observation skills, experimental skills, applications.</p> <p>●ART INTEGRATION</p> <p>* Identify non-magnetic and magnetic materials using a bar magnet.</p>



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

find directions,
attraction and

repulsion
between 2

magnets.

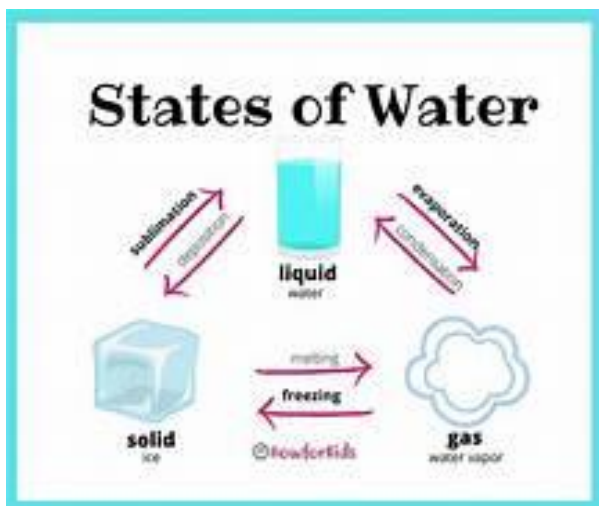
7	<p>Measurement of Length and Motion</p> <p>Measurement of length ,SI unit,Describing Position,</p> <p>moving things, types of motion – Linear,Circular,Rotational,Oscillatory and Periodic.</p>  <p style="text-align: center;"><small>Types of motion observed in a children's park</small></p>	July 12	<p>1.The topic will be introduced by activity method. The students will learn by measuring the length of a straight line and a curved line by a scale and a thread respectively.</p> <p>2. Animations will be used to explain the types of motion.</p> <p>3. The topics will be assessed</p>	<p>.Measure length correctly by a scale as well as a thread,</p> <p>2.Differentiate between different types of motion & identify them also.</p>	<p>Awareness, logical thinking, analytical skills, observation skills.</p> <p>●ART INTEGRATION</p> <p>*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.</p> <p>* Compare the length of long jump between you and your</p>
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			by conducting a quiz		
8	<p>Materials around us.</p> <p>Properties:</p> <p>Lustrous, Non-Lustrous, Soft,Hard Transparent, ,Opaque, Translucent</p> <p>Soluble substances insoluble substances,</p> <p>Appearance,Texture,Miscible and immiscible liquids,</p> <p>Mass,Space and Volume.</p> 	August 24	<p>1. Project-Based Learning: Assigning projects that require students to design, create, and present using everyday materials.</p> <p>2. Maker Education: Encouraging students to create, invent, and innovate using materials like cardboard, fabric, and electronics.</p> <p>3. Service-Learning:</p>	<p>1. Observation and Description: Students can observe and describe the characteristics of different materials, such as colour, shape, and texture.</p> <p>2. Classification and Categorization: Students can classify and categorize materials based on their properties, uses, and sources.</p> <p>3. Problem-Solving and Design: Students can</p>	<p>1. Identifying Materials: Recognizing and identifying different materials, such as wood, metal, plastic, and fabric.</p> <p>2. Describing Material Properties: Describing the properties of materials, such as texture, flexibility, and conductivity.</p> <p>3. Investigating Material Uses: Exploring and investigating the uses of different materials in everyday life.</p>


			Using everyday materials to create products or solutions that benefit the community.	use materials to design and create solutions to real-world problems, such as building a bridge or creating a prototype	
9	<p>Temperature and its Measurement</p> <p>Temperature, Clinical Thermometer, Laboratory Thermometer,</p> <p>Correct way of measuring temperature using laboratory thermometer:</p> <p>Air temperature</p>	September 16	<p>1. Temperature Stations: Set up stations with different temperatures (e.g., hot water, ice bath, room temperature) for students to explore and record.</p> <p>2. Thermometer Design: Have students design and build their own</p>	<p>1. Understanding of Temperature Concepts: Students can define temperature and explain its significance in everyday life.</p> <p>2. Knowledge of Temperature Scales: Students can identify and explain the different temperature scales (e.g., Celsius,</p>	<p>1. Accurate Temperature Measurement: Ability to accurately measure temperature using various tools (e.g., thermometers)</p> <p>2. Temperature Scale Conversion: Ability to convert temperature readings between different scales (e.g., Celsius, Fahrenheit, Kelvin).</p> <p>3. Data Recording and Analysis:</p>

			<p>thermometers using everyday materials (e.g., straws, clay, water).</p> <p>3. Weather Forecasting: Explore how temperature affects weather patterns and have students create their own weather forecasts.</p> <p>4. Cooking and Food Safety: Discuss the importance of temperature in cooking and food safety, and have students research and</p>	<p>Fahrenheit, Kelvin).</p> <p>3. Familiarity with Temperature Measurement Tools: Students can identify and describe various temperature measurement tools.</p>	<p>Ability to record and analyze temperature data.</p> <p>4. Problem-Solving: Ability to use temperature measurement skills to solve problems in various contexts.</p> <p>5. Critical Evaluation: Ability to critically evaluate temperature measurement</p>
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			present on different cooking technique		
10	<p>A Journey through States of Water</p> <p>States of matter</p> <p>Change of state</p> <p>Expansion and contraction in solids</p> <p>Cooling effects</p> <p>Humidity</p> <p>Conditions that affect how fast water evaporates:</p>	October 12	<p>1. Water Cycle Adventure: Create an immersive story where students embark on a journey through the water cycle, exploring different states of water (solid, liquid, gas).</p> <p>2. Interactive Simulations: Use interactive simulations to model the water cycle, allowing</p>	<p>1. Understanding of Water Cycle: Students can describe the water cycle and its processes (evaporation, condensation, precipitation).</p> <p>2. Knowledge of Water States: Students can identify and explain the different states of water (solid, liquid, gas).</p> <p>3. Familiarity with Water Properties: Students can describe the</p>	<p>1. Observation: Ability to observe and describe the different states of water (solid, liquid, gas).</p> <p>2. Experimentation: Ability to design and conduct experiments to explore the properties and behaviours of water.</p> <p>3. Data Analysis: Ability to collect, analyse, and interpret data related to the water cycle and water properties.</p>



			students to explore and interact with different states of water.	physical and chemical properties of water	4 Analysing Water Processes: Ability to analyse and explain the processes involved in the water cycle (evaporation, condensation, precipitation).
11	<p>Methods of Separation in Everyday life</p> <p>Methods of separation – handpicking, threshing, winnowing, sieving, sedimentation, decantation, filtration, evaporation, churning, magnetic separation</p>	November25	<p>.The students will be introduced to the topic through interactive method about methods of separation.</p> <p>2. Students will be</p>	<p>.Choose right method of separation to separate components of a mixture.</p> <p>2. Apply the concepts learnt in real life</p>	<p>Analytical skill, drawing skill, Experimental skill, Application</p> <p>●ART INTEGRATION</p>

	 <p>1. Handpicking stone from grain.</p> <p>2. Threshing.</p> <p>3. Winnowing.</p> <p>4. Pebbles and stones are removed from sand by sieving.</p> <p>5. Raising fine by sieving.</p>		<p>demonstrated various methods of separation- handpicking, sieving, threshing, winnowing, sedimentation and decantation through animations.</p> <p>3. The topics will be assessed by conducting a quiz</p>		<p>*Encouraging students to use the method of filtration to purify water at home.</p> <p>* 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</p>
12	<p>Living Creatures : Exploring their Characteristics Movement, Growth, Respiration, Excretion, Response to stimuli, Reproduction, Death Essentials conditions for germination of seeds.</p>	December 14	<p>1. Creature Comparison: Have students compare and contrast different living creatures, identifying similarities</p>	<p>1. Understanding of Characteristics: Students will be able to identify and describe the characteristics of different living</p>	<p>1. Description: Students will be able to describe the physical characteristics of living creatures, such as shape,</p>

Water, air and soil, Light and dark conditions.

Life cycle of Plant, Animals (Mosquito, Frog)



and differences.

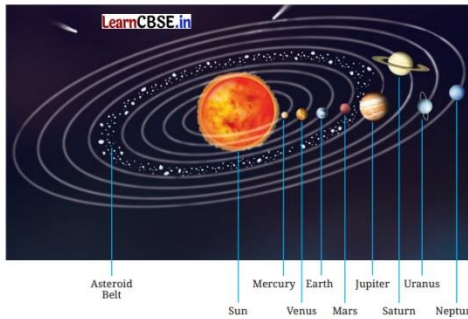
2. Habitat Diorama: Students create dioramas of different habitats and explore how living creatures adapt to their environments

creatures, such as plants and animals.
2. Ecosystem Awareness: Students will understand the relationships between living creatures and their environments, including the interactions between species and their habitats.

size, colour, and texture.

2. Comparison: Students will be able to compare and contrast different living creatures, identifying similarities and differences.
3. Categorization: Students will be able to categorize living creatures into different kingdoms, such as Animalia, Plantae, and Fungi.

13	<p>Natures Treasures</p> <p>Air</p> <p>Water</p> <p>Water Pollution</p> <p>Ways to conserve water</p> <p>Energy from sun</p> <p>Forest</p> <p>Van mahostav</p> <p>Rocks, Minerals and soil</p> <p>Fossil Fuels</p> <p>Natural Resources</p> <p>Resources we use</p>	January 25	<p>1. Eco-Art Projects: Students create art projects using natural materials, such as leaves, twigs, and rocks, to explore the beauty of nature.</p> <p>3. Nature Journaling: Students keep a nature journal to record observations, sketches, and notes about the natural world.</p>	<p>1. Understanding of Ecosystems: Students will be able to describe the interconnectedness of living creatures and their environments.</p> <p>2. Knowledge of Natural Resources: Students will be able to identify and explain the importance of natural resources, such as water, air, and soil.</p> <p>3. Awareness of Environmental Issues: Students</p>	<p>1. Nature Observation: Students will be able to observe and describe the natural world, including plants, animals, and ecosystems.</p> <p>2. Data Collection: Students will be able to collect data about the natural world, using tools such as journals, cameras, and measuring instruments.</p> <p>3. Environmental Problem-Solving: Students will be able to develop solutions to environmental</p>

				will be able to describe the impact of human activities on the environment and identify ways to mitigate harm	problems, such as pollution, climate change, and conservation.
14	<p>Beyond Earth Stars and Constellations, Night Sky Watching Preparation for night sky watching Our Solar System, Planets ,Natural Satellite Asteroids,Comets,The Milky Way Galaxy The Universe</p> 	February 13	<p>1. Space Exploration: Students design and conduct investigations to explore the solar system and beyond.</p> <p>2. Astrobiology: Students research and discuss the possibility of life beyond Earth.</p> <p>3. Space Mission: Design: Students</p>	<p>1. Curiosity and Interest: Students will develop a curiosity and interest in space exploration and the universe.</p>	Students will be able to apply scientific concepts and principles to understand space-related phenomena

			design and propose space missions to explore specific celestial bodies		
15	Revision	February/ March 10/05	To revise syllabus for exam	Students know all the chapters very well	Read and understand the questions and answer them Worksheet

Subject Teacher

1. Pallavi Gore
2. Pooja Kamble
3. Prajakta Ratnaparkhi

Moderator

Principal