

TERM WISE SYLLABUS
SESSION – 2018-2019
CLASS-VI(PRATIBHA)
SUBJECT : SCIENCE

APRIL 2018 TO SEPTEMBER 2018
FIRST TERM

Theme	Content	suggestive Activities	Learning Outcomes
Food	<p><u>CH 2 Components of food</u></p> <ul style="list-style-type: none"> ❖ What do different food items contain? ❖ What do various nutrients do for our body? ❖ Balanced diet ❖ Deficiency disease 	<ol style="list-style-type: none"> 1. To identify food items rich in protein, fats and carbohydrates. 2. To test the presence of starch, fats or proteins in the given food items. 3. To study the diseases caused due to the deficiency of various vitamins or minerals. <p style="text-align: center;">And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5 	<ul style="list-style-type: none"> • Explores plants and animals as food sources. • Identifies food ingredients (Chappati has atta and water) • Investigation (Are carbohydrates only plant source?) • Perform activities (make hypothesis and perform activities to test it). • Records and analyses data (observation for the presence of nutrients) • Relates processes with cause (Deficiency diseases with diet). • Awareness and values imbibed (minimizing wastage of food) • Applies learning of scientific concepts (selecting food items for balanced diet).
Material	<p><u>CH – 3 Fibre To Fabric</u></p> <ul style="list-style-type: none"> ❖ Variety in fabrics ❖ Fibre ❖ Some plant fibres ❖ Spinning cotton yarn 	<ol style="list-style-type: none"> 1. To collect different pieces of cloth from a tailor's shop and group them as cotton, silk, woolen and synthetic. 2. To make a thread from cotton ball. 	<ul style="list-style-type: none"> • Explores plant fibres (cotton, jute). • Identifies and differentiates fibres • Investigation (what is clothing made up of? Why do we wear cotton clothes during summer)

	❖ Yarn to fabric	3. To demonstrate the weaving of cloth using coloured paper strips. And ❖ Activities suggested in Pragati-5	<ul style="list-style-type: none"> • Identifies fabric by activities (water absorbing capacities, by burning, etc.). • Explains processing of plant fibres • Draws conclusion that plant fibres have more water absorbing capacity
Material	<p><u>CH – 5</u> Separation of substances Methods of separation</p> <ul style="list-style-type: none"> ❖ Hand Picking ❖ Threshing, ❖ Winnowing, ❖ Sieving, ❖ Sedimentation, ❖ Decantation, ❖ Filtration and ❖ Evaporation 	<p>1. To hand pick different items from a given mixture.</p> <p>2. To prepare saturated solution of common salt.</p> <p>And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5 	<ul style="list-style-type: none"> • Explores materials on the basis of physical properties (soft, hard, transparency, appearance, soluble) • Identifies materials by doing activities (dissolving or immersing in water) • Differentiates materials on the basis of physical properties. • Applies learning of scientific concept.
The world of living	<p><u>CH – 7 Getting to know plants</u></p> <ul style="list-style-type: none"> ❖ Herbs, shrubs and trees ❖ Stem ❖ Leaf ❖ Root ❖ Flower 	<p>1. To identify herbs, shrubs and trees from your school garden.</p> <p>2. To study the venation in leaves of different plants</p> <p>And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5 	<ul style="list-style-type: none"> • Identifies (parts of plants) on the basis of position and structure. • Classifies plants (herbs, shrubs, trees) • Differentiates (tap and fibrous roots, parallel or reticulate venation) • Observation of roots, stems, leaves and flowers. • Draws diagram of roots, leaves and flowers.
Natural Resources	<u>CH – 14 Water</u>	<p>1. To make a chart on water cycle.</p> <p>2. To discuss the strategies of water</p>	<ul style="list-style-type: none"> • Explores water (natural resource) with focus on components of water cycle, loss of water

	<ul style="list-style-type: none"> ❖ How much water do we use? ❖ Where do we get water from? ❖ Water cycle ❖ Back to the oceans ❖ What if it rains heavily? ❖ What happens if it does not ❖ Rain for a long period? ❖ How can we conserve water? ❖ Rainwater harvesting 	<p>conservation by making groups of students.</p> <p>3. To make a model chart / project on rain water harvesting .</p> <p style="text-align: center;">And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5 	<p>by plants and rain water harvesting</p> <ul style="list-style-type: none"> • Investigation (what will happen if it does not rain or rains heavily?) • Draw and explain the chart of water cycle. • Applies learning of scientific concepts in day to day life (finding ways to cope with heavy rains • Awareness and values imbibed (minimizing wastage of water), responds critically to issues like water conservation, storing of rain water
September 2018	REVISION FOR MID – TERM EXAMINATION		

OCTOBER 2018 TO FEBRUARY 2019
[(Second term)COMMON ANNUAL EXAMINATIONS]

Theme	Content	Activities	Learning Outcomes
The world of living	<p><u>CH-8 Body Movement:</u></p> <ul style="list-style-type: none"> ❖ Human body and its movements ❖ “Gait of animals” 	<ol style="list-style-type: none"> 1. To study the human skeleton. 2. list of all the joints after studying them in human skeleton. 3. To study the motion of animals around us e.g earthworm. <p style="text-align: center;">And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5 	<ul style="list-style-type: none"> • Explain the movement in animals and human beings. • Explain and draw the types of joints • To know the function of skeleton and joints in human beings.

	<p><u>CH – 9 Living organisms and their surroundings</u></p> <ul style="list-style-type: none"> ❖ Organisms and the surroundings where they live ❖ Habitat and adaptation ❖ A journey through different habitats ❖ Characteristics of the living beings 	<ol style="list-style-type: none"> 1. Germination of seed. 2. To know about plants and animals found in different surroundings like forests, desert, sea, to know about plant. 3. To study different animals of water and land .eg. Animals living in forest, desert and ocean. <p>And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5 	<ul style="list-style-type: none"> • Relates adaptation of plants and animals with their habitats. • Classifies the component of habitat as biotic and abiotic
Natural Phenomenon	<p><u>CH – 11 Light Shadows and Reflection</u></p> <ul style="list-style-type: none"> ❖ Transparent, opaque and translucent objects ❖ What exactly are shadows? ❖ A pinhole camera ❖ Mirrors and reflections 	<ol style="list-style-type: none"> 1. To study transparent, opaque and translucent objects with examples. 2. To make a model of pin hole camera. <p>And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5. 	<ul style="list-style-type: none"> • Constructs model using materials from surroundings and explains their working. e.g. - Pinhole camera, Periscope. • Explain phenomenon of formation of shadows, reflection of light from plane mirror.
How Things Work	<p><u>CH – 12 Electricity and circuit</u></p> <ul style="list-style-type: none"> ❖ Electric cell ❖ A bulb connected to an electric cell ❖ An electric circuit ❖ Electric switch ❖ Electric conductors and insulators. 	<ol style="list-style-type: none"> 1. To study open and closed circuit. 2. To identify conductors and insulators from daily life with the help of an electric circuit. <p>And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5. 	<ul style="list-style-type: none"> • Explain and draw open and closed circuit. • Identify conductor and insulator from daily life.

How Things Work	<u>CH – 13 Fun with Magnets</u> <ul style="list-style-type: none"> ❖ Magnetic and non-magnetic materials ❖ Poles of magnet ❖ Finding directions ❖ Make your own magnet 	<ol style="list-style-type: none"> 1. To study the properties of magnet. 2. To differentiate between magnetic and non-magnetic substances. <p style="text-align: center;">And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5 	<ul style="list-style-type: none"> • Investigation (Does a freely suspended magnet align in a particular direction) • Use of compass needle for finding directions.
Natural Resources	<u>CH – 15 Air Around us</u> <ul style="list-style-type: none"> ❖ Is air present everywhere around us? ❖ What is air made up of? ❖ how does oxygen become available to animals and plants living in water and soil? ❖ How is the oxygen in the atmosphere replaced? 	<ol style="list-style-type: none"> 1. To prepare different types of Firkis. 2. To show that O₂ is present in air and helps in burning. <p style="text-align: center;">And</p> <ul style="list-style-type: none"> ❖ Activities suggested in Pragati-5. 	<ul style="list-style-type: none"> • Explain the variation in composition of air. • Explain about the harmful effects of smoke and dust.
Material	<u>CH – 3 Fibre to Fabric</u> <ul style="list-style-type: none"> ❖ Variety in fabrics ❖ Fibre ❖ Some plant fibres ❖ Spinning cotton yarn ❖ Yarn to fabric 	<p style="text-align: center;">Same as in first term Mid - Term Examination</p>	
February 2019- Revision for Common Annual School Examination 2018-19			