

## Term Wise Syllabus

**Session – 2019-20**

**Class-VI (Pratibha)**

**Subject: Science**

**Term-I (April 2019 To September 2019)**

Theme	Content	Suggestive Learning Outcomes	Suggestive Activities
<b>Food</b>	<p><b>CH-2:Components of food</b></p> <ul style="list-style-type: none"> <li>❖ What do different food items contain?</li> <li>❖ What do various nutrients do for our body?</li> <li>❖ Balanced diet</li> <li>❖ Deficiency disease</li> </ul>	<ul style="list-style-type: none"> <li>• Explores plants and animals as food sources.</li> <li>• Identifies food ingredients (Chappati has atta and water)</li> <li>• Ask questions leading to investigation -Are carbohydrates only plant source?</li> <li>• Perform activities (make hypothesis and perform activities to test it).</li> <li>• Records and analyse data (observation for the presence of nutrients)</li> <li>• Relates processes with cause (Deficiency diseases with diet).</li> <li>• Awareness and values imbibed (minimizing wastage of food)</li> </ul>	<ol style="list-style-type: none"> <li>1. To identify food items rich in protein, fats and carbohydrates.</li> <li>2. To test the presence of starch ,fats or proteins in the given food items .</li> <li>3. To study the diseases caused due to the deficiency of various vitamins or minerals</li> </ol> <p style="text-align: center;"><i>Refer Science Pragati for the activities.</i></p>
<b>Material</b>	<p><b>CH – 3: Fibre to Fabric</b></p> <ul style="list-style-type: none"> <li>❖ Variety in fabrics</li> <li>❖ Fibre</li> <li>❖ Some plant fibres</li> <li>❖ Spinning cotton yarn</li> <li>❖ Yarn to fabric</li> </ul>	<ul style="list-style-type: none"> <li>• Explores plant fibres (cotton, jute).</li> <li>• Identifies and differentiates fibres</li> <li>• Ask questions leading to investigation -what is clothing made up of? Why do we wear cotton clothes during summer.</li> <li>• Explains processing of plant fibres</li> <li>• Draws conclusion that plant fibres have more water absorbing capacity</li> </ul>	<ol style="list-style-type: none"> <li>1. To collect different pieces of cloth from a tailor’s shop and group them as cotton, silk, woolen and synthetic.</li> <li>2. To make a thread from cotton ball.</li> <li>3. To demonstrate the weaving of cloth using coloured paper strips.</li> </ol> <p style="text-align: center;"><i>Refer Science Pragati for the activities.</i></p>
<b>Material</b>	<p><b>CH-5: Separation of Substances</b></p> <p>Methods of separation</p> <ul style="list-style-type: none"> <li>❖ Hand Picking</li> <li>❖ Threshing,</li> <li>❖ Winnowing,</li> <li>❖ Sieving,</li> </ul>	<ul style="list-style-type: none"> <li>• Explores materials on the basis of physical properties (soft, hard, transparency, appearance, soluble)</li> <li>• Identifies materials by doing activities (dissolving or immersing in water)</li> <li>• Differentiates materials on the basis of physical properties.</li> <li>• Applies learning of scientific aptitude in daily life .</li> </ul>	<ol style="list-style-type: none"> <li>1. To hand pick different items from a given mixture.</li> <li>2. To prepare saturated solution of common salt.</li> </ol> <p style="text-align: center;"><i>Refer Science Pragati for the activities.</i></p>

	<ul style="list-style-type: none"> <li>❖ Sedimentation,</li> <li>❖ Decantation,</li> <li>❖ Filtration and</li> <li>❖ Evaporation</li> </ul>		
<b>The world of living</b>	<b>CH-7: Getting to know plants</b> <ul style="list-style-type: none"> <li>❖ Herbs, shrubs and trees</li> <li>❖ Stem</li> <li>❖ Leaf</li> <li>❖ Root</li> <li>❖ Flower</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies (parts of plants) on the basis of their position and structure.</li> <li>• Classifies plants into herbs, shrubs, trees, creepers and climbers.</li> <li>• Differentiate types of roots and venation in leaves.</li> <li>• Draws diagram of roots, leaves and flowers.</li> </ul>	<ol style="list-style-type: none"> <li>1. To identify herbs, shrubs and trees from your school garden.</li> <li>2. To study the venation in leaves of different plants.</li> </ol> <p><i>Refer Science Pragati for the activities.</i></p>
<b>Natural Resources</b>	<b>CH-14: Water</b> <ul style="list-style-type: none"> <li>❖ How much water do we use?</li> <li>❖ Where do we get water from?</li> <li>❖ Water cycle</li> <li>❖ Back to the oceans</li> <li>❖ What if it rains heavily?</li> <li>❖ What happens if it does not rain for a long period?</li> <li>❖ How can we conserve water?</li> <li>❖ Rainwater harvesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores water with focus on components of water cycle, loss of water by plants and rain water harvesting</li> <li>• Ask questions leading to investigation like what will happen if it does not rain or rains heavily?</li> <li>• Draw and explain the chart of water cycle.</li> <li>• Applies learning of scientific concepts in day to day life.</li> <li>• Awareness and values imbibed (minimizing wastage of water), responds critically to issues like water conservation, storing of rain water</li> </ul>	<ol style="list-style-type: none"> <li>1. To make a chart on water cycle.</li> <li>2. To discuss the strategies of water conservation by making groups of students.</li> <li>3. To make a model chart / project on rain water harvesting.</li> </ol> <p><i>Refer Science Pragati for the activities.</i></p>
<ul style="list-style-type: none"> <li>• <b>Revision of Syllabus for Mid-Term Examination-2019</b></li> </ul>			

**Term-II (October 2019 To March 2020)**

Theme	Content	Suggestive Learning Outcomes	Suggestive Activities
<b>The world of living</b>	<b>CH-8: Body Movement</b> <ul style="list-style-type: none"> <li>❖ Human body and its movements</li> <li>❖ “Gait of animals”</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the movement in animals and human beings.</li> <li>• Explain and draw the types of joints</li> <li>• To know the function of skeleton and joints in human beings.</li> </ul>	<ol style="list-style-type: none"> <li>1. To study the human skeleton.</li> <li>2. First of all the joints after studying them in human skeleton.</li> <li>3. To study the motion of animals around us e.g earthworm.</li> </ol> <p><i>Refer Science Pragati for the activities.</i></p>

<b>The world of living</b>	<b>CH – 9: Living organisms and their surroundings</b> ❖ Organisms and the surroundings where they live ❖ Habitat and adaptation ❖ A journey through different habitats ❖ Characteristics of the living beings	<ul style="list-style-type: none"> <li>• Relates adaptation of plants and animals with their habitats.</li> <li>• Classifies the component of habitat as biotic and abiotic.</li> <li>• Classify the organisms on the basis of their observable features.</li> </ul>	<ol style="list-style-type: none"> <li>1. Germination of seed.</li> <li>2. To know about plants and animals found in different surroundings like forests, desert, sea,</li> <li>3. To study different animals of water and land.eg. Animals living in forest, desert and ocean .</li> </ol> <p><i>Refer Science Pragati for the activities.</i></p>
<b>Natural Phenomenon</b>	<b>CH – 11: Light Shadows and Reflection</b> ❖ Transparent, opaque and translucent objects ❖ What exactly are shadows? ❖ A pinhole camera ❖ Mirrors and reflections	<ul style="list-style-type: none"> <li>• Constructs model using materials from surroundings and explains their working. e.g. - Pinhole camera, Periscope.</li> <li>• Explain the process and phenomenon of formation of shadows, reflection of light from plane mirror.</li> </ul>	<ol style="list-style-type: none"> <li>1. To study transparent, opaque and translucent objects with examples.</li> <li>2. To make a model of pin hole camera.</li> </ol> <p><i>Refer Science Pragati for the activities.</i></p>
<b>How Things Work</b>	<b>CH – 12: Electricity and circuit</b> ❖ Electric cell ❖ A bulb connected to an electric cell ❖ An electric circuit ❖ Electric switch ❖ Electric conductors and insulators.	<ul style="list-style-type: none"> <li>• Explain and draw open and closed circuit</li> <li>• Identify conductor and insulator from daily life</li> <li>• Make a switch from the conducting materials</li> </ul>	<ol style="list-style-type: none"> <li>1.To study open and closed circuit.</li> <li>2.To identify conductors and insulators from daily life with the help of an electric circuit.</li> </ol> <p><i>Refer Science Pragati for the activities.</i></p>
<b>How Things Work</b>	<b>CH – 13:Fun with Magnets</b> ❖ Magnetic and non-magnetic materials ❖ Poles of magnet ❖ Finding directions ❖ Make your own magnet	<ul style="list-style-type: none"> <li>• Identify the poles.</li> <li>• To investigate the reason why does a freely suspended magnet align in a particular direction.</li> <li>• Identify the directions with the help of compass needle.</li> <li>• Use the properties of magnets in daily life .</li> </ul>	<ol style="list-style-type: none"> <li>1.To study the properties of magnet.</li> <li>2.To separate the magnetic and non-magnetic substances from a bulk of different types of materials.</li> </ol> <p><i>Refer Science Pragati for the activities.</i></p>

<b>Natural Resources</b>	<b>CH – 15: Air Around us</b> ❖ 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?	<ul style="list-style-type: none"> <li>• Explain the various components of air.</li> <li>• Identify the properties of components of air.</li> <li>• Explain the causes of air pollution. Ask questions leading to investigation</li> </ul>	1. To prepare different types of Firkis. 2. To show that O <sub>2</sub> is present in air and helps in burning. <i>Refer Science Pragati for the activities.</i>
<b>Material</b>	<b>CH – 3: Fibre to Fabric</b> Same as in Mid -Term Examination		
❖ <b>Complete the syllabus by January 2020.</b> ❖ <b>Remaining chapters are for Learning Enrichment, not for assessment.</b> ❖ <b>Revision of Syllabus for Common Annual School Examination(CASE) 2019-20</b>			