

VI CLASS (Science)
TERM I (April to September)

	TOPICS TO BE COVERED	MODE OF ASSESSMENT	COMPETENCIES/SKILLS/CONCEPTS TO BE ASSESSED	
	Food: where does it come from?	1. Cross word puzzle 2. Riddles 3. Worksheet includes pictures of animals while eating their food to distinguish herbivore, carnivore and omnivore. Pictorial type 4. Oral quiz	1. Application, recall, mental alertness 2. Deductive reasoning, analysing 3. Holistic approach, opportunity to explore child's experiences. 4. Recall, application, mental alertness, speed	
	Components of food	1. Work sheet-schematic flow chart on balanced diet. 2. Work sheet – deficiency diseases 3. Visual quiz on deficiency diseases.	1. Understanding, documentation of learner's experiences and recall of events. 2. understanding, search for information, articulate ideas 3. Independent thinking, correlation, speed, mental alertness.	
	Fibre to fabric	1. Collection of natural and synthetic fibres 2. Worksheet – crossword puzzle 3. Activity to make yarn from fibre 4. Weaving with paper strips. 5. Collection of information of places where cotton and jute are produced in India.	1. Collaborative skill 2. Recall, correlate, inquisitiveness, mental alertness 3. Scientific skill, inquisitiveness, observation, active participation 4. Creativity, originality, explorative 5. Collection of data	

		<p>4.Worksheet</p> <p>5.Crossword puzzle</p>	<p>application, mental alertness</p> <p>4.search for information, articulate ideas</p> <p>5.Critical thinking ,reasoning</p>	<p>FA I 10</p> <p>FA II 10</p> <p>SA I 20</p> <p>TOTAL 40</p>
	<p>Revision</p> <p>SUMMATIVE</p>	<p>ASSESSMENT I</p> <p>TERM II (Oct to March)</p>		
	<p>Body movements</p>	<p>1.Models to explain the type of bodily motion(joints)</p> <p>2.Observation of movement of animals, aquarium</p> <p>3.observation of skeleton in the lab</p>	<p>1.Inquisitiveness,Exhibits creativity and originality,logical,practical application skill</p> <p>2.Observation,inquisitive approach</p> <p>3. Observation, inquisitive approach, to concretize the ideas</p>	
	<p>Body movements Continued</p>			
	<p>The living organism and their surroundings</p>	<p>1.Video clipping /ppt. of different habitats website</p> <p>2.Germination of seeds- individual activity</p> <p>3.Observation of specimen-cactus, water plants</p> <p>4.Album/scrap book on animals and plants habitats</p> <p>5. Visit to zoo</p>	<p>1.Understand the events taking place, different way of thinking, analyse,organize, interpret</p> <p>2.Creative and original</p> <p>3.Observation and recording the data</p> <p>4. Observation and recording the data, gathering information,organizing,pre sented,information,organi zing,presenting</p> <p>5.observation,inquisitivenes s,observation,critical thinking,analyzing,interpre tation.</p>	
	<p>Motion and measurement</p>	<p>1.Individual activity to measure length and breadth of their table or teacher's table using hand span.</p> <p>2. Find the length of</p>	<p>1.Inquisitiveness,observatio n,analyzing,infering</p> <p>2.motor skills, collaborative</p>	

	<p>Light, shadows and reflection</p>	<p>curved line using thread. 3.Observation of different types of motion 4. Measuring the length of classroom using footsteps and comparing with different students</p> <p>1.Individual activity – shadow formation 2.Shadow formation with hands 3.Model to show linear propagation of light 4.Pin hole camera model /periscope 5.Reflection of light-activity</p>	<p>skill, confident 3.Collection of data ,analyzing, interpreting 4.Active participation, practical skill, opportunity to learn, &share ,application ,calculation</p> <p>1.Confidence,originality, Creativity ,scientific skill 2.Creativity,motor skills, inquisitiveness 3.Motor skill ,creativity,originality 4.Motorskill, ,creativity,originality 5.Observation,recording, analyzing</p>	
	<p>Electricity and circuits</p>	<p>1.Study of electrical components-electric cell,bulb,switch 2.Making of electric circuit 3.Conduction test</p> <p>4.To make a simple switch 5.A game to show how steady your hands are?</p> <p>6. Presentation of an imaginary story /play-suppose there was no electricity for 1 month. How would it affect our day to day activities? FA 3(PEN-PAPER TEST)</p>	<p>1.Holistic approach, opportunity to explore Childs talent 2.practical application skills 3.understanding,logical thinking, good reasoning skill 4.confident,originality, Creativity,practical skill 5.Active participation, motor skills ,</p> <p>6.provides an opportunity to work in groups ,fluent presentation with appropriate gestures,</p>	
	<p>Fun with magnets</p>	<p>1. List out the items having magnets at home. 2.Group activity-to show magnetic and non-magnetic materials 3.Activities on magnetic properties</p> <p>4.Oral quiz</p>	<p>1.Curiosity,observation, recording 2.Inquisitiveness,observatio n,team spirit, active participation 3.Develops positive attitude towards group work, peer learning 4.Recall,application,mental</p>	

		<p>5.Finding the direction of window and entrance of your classroom using compass.</p>	<p>alertness, speed 5.Inquisitiveness,observation,recording,analyzing,infering,drawing conclusion</p>	
	Water	<p>1.List out the activities for which you use water. 2.individual activity-chart on water cycle 3.Model of rain water harvesting 4.Seminar</p>	<p>1.Information gathering, correlating to real life 2.Recall,recollect and correlate 3.Motor skill, practical application skill 4.communication skills,presentation,critical thinking, collaborative skill 5.Accurate recall of events provides insight into emotional ,social and psychological aspects</p>	
	Air	<p>5.slogan writing</p> <p>1.Talk on air pollution</p> <p>2.Activity –individual Making a simple firki and Making a windmill</p> <p>3.Poster making, slogan writing</p>	<p>1.Speaking skill,listening,fluent presentation,confidence,originality 2.Confidence,critical thinking Inquisitiveness,observation, Practical application skill Motor skill, logic 3. Documentation of learners experience and accurate recall of events. Helps to indicate different ways of thinking</p>	
	Garbage in, garbage out	<p>1. Collection of garbage from respective houses and separating them into bio degradable and non biodegradable. 2.Cross word puzzle</p> <p>3.Group activity –making vermicomposting and project report</p> <p>4.Recycling of paper</p> <p>5.Debate on use of plastics</p>	<p>1.Social life skill, active participation ,leadership skill, communication skill, active participation</p> <p>2.Recall,application,mental alertness</p> <p>3.Inquisitiveness, observation, Provides an opportunity to work in groups,explore,collect data,analyse ,interpret, draw conclusion 4. Collaborative skill, information skill 5. Fluent presentation with appropriate gestures.</p>	

	SUMMATIVE	REVISION ASSESSMENT II	II	FA III 10 FA IV 10 SA II 40 TOTAL 60
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