

DIRECTORATE OF EDUCATION, GNCT of Delhi
ANNUAL SYLLABUS (2024-25)

CLASS: 6, SUBJECT: SCIENCE

Theme	Content and its mapping with previous classes	Suggestive Learning Outcomes	Suggested Activities
Food	<p><i>Class-V</i></p> <p><u>CH-5: Seeds and Seeds</u></p> <ul style="list-style-type: none"> • Seeds used for food and spices. • Food items we use in our daily life and countries from where they came from. <p><i>Class-VI</i></p> <p><u>CH-1: Components Of Food</u></p>	<p>The learners will be able to :</p> <ul style="list-style-type: none"> • Investigate the Plant and Animal sources of food. • Conduct simple investigations to test the presence of carbohydrates, proteins and fats in different food items. • Analyze food items on the basis of nutrients present in them. • Apply learning of scientific concepts in day to day life for selecting food for balanced diet. • Describe the importance of balanced diet and relate deficiency diseases with lack of nutrients (deficiency diseases). 	<ul style="list-style-type: none"> • To identify food items rich in protein, fats and carbohydrates. • To test the presence of starch, fats or proteins in the given food items . • To study the diseases caused due to the deficiency of various vitamins or minerals <p><i>Class-V</i></p> <ul style="list-style-type: none"> ❖ Worksheets no.03, 52,142, 145 <p><i>Class-VI</i></p> <ul style="list-style-type: none"> ❖ Worksheets no. 10-17, 22-25
How Things Work	<p><i>Class-VI</i></p> <p><u>CH – 9: Electricity And Circuits</u></p>	<ul style="list-style-type: none"> • Explain and draw diagram of open and closed circuit. • Define and Identify conductor and insulator from daily life. 	<ul style="list-style-type: none"> • To study open and closed circuit. • To identify conductors and insulators from daily life with the help of an electric circuit. <p><i>Class-VI</i></p> <ul style="list-style-type: none"> ❖ Worksheets no. 18-21
	<p><i>Class-VI</i></p> <p><u>CH – 10: Fun With Magnets</u></p>	<ul style="list-style-type: none"> • Identify and distinguish between magnetic and non magnetic materials. • Identify the poles of different types of magnet. • Explain the properties of Magnet. • Explain the working of a magnetic compass. 	<ul style="list-style-type: none"> • To study the effect of magnet by hanging a paper clip in the air. • To magnetise a magnetic material. • To find directions by using magnetic compass. • To know how to preserve magnets. • Experience the attraction and repulsion by a magnet.

- The above mentioned syllabus must be completed by September 13, 2024.
- Revision of syllabus for Mid Term Examination.

MID TERM EXAMINATION

Theme	Content and its mapping with previous classes	Suggestive Learning Outcomes	Suggested Activities
Natural Phenomenon	<p><i>Class-VI</i> <u>CH – 8: Light, Shadows And Reflections</u></p>	<p>The learners:</p> <ul style="list-style-type: none"> • Relate process with reason by conducting simple activity to show that light travels in a straight line. • Identify and classify transparent, translucent and opaque objects on the basis of the passage of light through them. <p>Differentiate between an image and a shadow.</p>	<ul style="list-style-type: none"> • To study transparent, opaque and translucent objects with examples. • To make a model of pin hole camera. <p><i>Class-VI</i></p> <ul style="list-style-type: none"> • Worksheets no 32-38
The World of the Living	<p><i>Class-IV</i> <u>CH- 4: The Story Of Amrita</u></p> <ul style="list-style-type: none"> • Plants and animals found in the desert. <p><u>CH- 11: The valley of flowers</u></p> <ul style="list-style-type: none"> • Different flowers and their uses <p><u>CH- 19 : Abdul In The Garden</u></p> <ul style="list-style-type: none"> • Roots- Types, functions. <p><i>Class-V</i> <u>CH -5: Seeds And Seeds</u></p> <ul style="list-style-type: none"> • Different types of plants <p><i>Class-VI</i> <u>CH-4: Getting To Know Plants</u></p>	<p>The learners:</p> <ul style="list-style-type: none"> • Classify plants into herbs, shrubs and trees. • Identify types of leaf venation in different kinds of leaves. • Differentiate between tap and fibrous roots by giving examples. • Describe the functions of stem, root and leaf. • Identify different parts of a flower and draw its labeled diagram. 	<ul style="list-style-type: none"> • To identify herbs, shrubs and trees from your school garden. • To study the venation in leaves of different plants. <p><i>Class-IV</i></p> <ul style="list-style-type: none"> ❖ Worksheets no. 22,27,33,137, 142,145 <p><i>Class-V</i></p> <ul style="list-style-type: none"> ❖ Worksheets no.140 <p><i>Class-VI</i></p> <ul style="list-style-type: none"> ❖ Worksheets no. 26-31
The World of the Living	<p><i>Class-IV</i> <u>CH-16 : A Busy Month</u></p> <ul style="list-style-type: none"> • Birds, their food, teeth/ beaks, claws, their nests, material used to make the nests. 	<p>The learners:</p> <ul style="list-style-type: none"> • Differentiate between living and non living things on the basis of characteristics of life. 	<ul style="list-style-type: none"> • Germination of seed. • To know about plants and animals found in different surroundings like forests, desert, sea, • To study different animals of water and land.

	<p><i>Class-V</i> <u>CH-1: Super Senses</u></p> <ul style="list-style-type: none"> • Eyes and Nose and their significance for different organisms.; Significance of hearing, sleeping pattern of different animals. • Tiger and its features, Protected areas for animals. <p><u>CH-13: A Shelter So High</u></p> <ul style="list-style-type: none"> • Cold regions in India • Types of shelter in different areas. • Things that vary from place to place like : Food habits. Living conditions. Climate. Clothes. Language etc. <p><i>Class-VI</i> <u>CH – 6: The Living Organisms: Characteristics And Habitats.</u></p>	<ul style="list-style-type: none"> • Classify the biotic and abiotic component of a habitat. • Establish the relationship of plants and animals with their habitats. 	<p><i>Class-IV</i> ❖ Worksheets no. 25,39,45,50</p> <p><i>Class-V</i> ❖ Worksheets no. 22,27,30,33, 117</p> <p><i>Class-VI</i> ❖ Worksheets no. 39-46</p>
Natural Resources	<u>CH – 11: Air Around Us</u>	<p>The learners:</p> <ul style="list-style-type: none"> • Explain the properties of components of air and their percentage. • Prove that water and soil have air in it. • Explain the use of oxygen cylinder by mountaineers. • Describe the causes of air pollution. • Apply learning of scientific concepts in day to day life for various activities like prevention of air pollution etc. 	<ul style="list-style-type: none"> • To prepare different types of Firkis. (fig.15.1) • To show that O₂ is present in air and helps in burning. (Fig 15.6) • To show that air is present everywhere. (fig.15.4) • To show that air is dissolved in water and soil. (fig.15.10 and 15.11) • To show that nothing is empty. (fig.15.4) <p>*Figures mentioned here are of NCERT book.</p>
<p>Note:-</p> <ul style="list-style-type: none"> ➤ The whole syllabus must be completed by 31 January, 2025; ➤ Annual examination will be based on entire annual syllabus. ➤ Revision of entire syllabus for Annual Examination. 			
<p>Annual Exam 2025</p>			

Note: The above said syllabus is for assessment purpose only and remaining topics/chapters may be taught as Subject Learning Enrichment.