DIRECTORATE OF EDUCATION, GNCT of Delhi
ANNUAL SYLLABUS (2026-27)

CLASS: 6, SUBJECT: SCIENCE

BOOK: CURIOSITY

Science Education aims to achieve Scientific understanding of the natural and physical world; Capacities for scientific inquiry; Understanding the evolution of scientific knowledge; Interdisciplinary understanding between science and other curricular areas; Understanding of the relationship between Science, Technology and, Society; Scientific temper and Creativity.

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of the Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources.

In the Middle Stage, Science is taught using integrated approach. This integrated approach develops fundamental capacities related to the disciplines of Biology, Chemistry, Physics, and Earth Science while the use of connections across them helps students appreciate the interrelations between these subjects and make sense of their observations and experiences.

At all Stages, along with conceptual understanding, the capacities of scientific inquiry are developed as age appropriate. These concepts and capacities are chosen both from a disciplinary perspective and in terms of what is useful and necessary in their everyday lives. Students thereby understand the world around them with increasing depth, explore scientific questions at different levels through discussion and experimentation, and learn to communicate this understanding in different ways.

The Learning Standards (Curricular Goals and Competencies) for Science as an integrated curricular area, in alignment with the National Curriculum Framework 2023 are as follows:

Curricular Goals	Competencies
CG-1: Explores the world of matter and its constituents, properties, and behaviour	C-1.1 Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes C-1.3 Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)

Curricular Goals	Competencies
CG-2: Explores the physical world in scientific and mathematical terms	C-2.1 Describes one-dimensional motion (uniform, non-uniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity C-2.3 Describes the properties of a magnet (natural and artificial; Earth as a magnet) C-2.4 Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope) C-2.5 Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images/photographs, and explains their role in navigation, calendars, and

	other phenomena (phases of the moon, eclipse, life on earth)
CG-3: Explores the living world in scientific terms	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms) C-3.2 Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
CG-4: Understands the components of health, hygiene,	C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on

and well-being	health C-4.2 Examines different dimensions of diversity of food — sources, nutrients, climatic conditions, diets C-4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns
CG-5: Understands the interface of Science, Technology, and Society	C-5.1 Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites) as well as some of the harmful uses of science in history C-5.2 Shares views on news and articles related to the impact that Science/Technology and society have on each other
CG-6: Explores the nature and processes of	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent

Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems) C-6.2 Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (through observation of the natural environment, design of simple experiments, or use of simple scientific instruments)
CG-7: Communicates questions, observations, and conclusions related to Science	C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation C-7.2 Designs and builds simple models to demonstrate scientific concepts C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations
CG-8: Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	
CG-9: Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge	C-9.1 States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding appropriate to the developmental stage C-9.2 States questions related to matters in the curriculum for which current scientific understanding is well-recognised to be inadequate

It is important to note that the Curricular Goals are interdependent, and not separate curricular pieces of study.

(Reference: National Curriculum Framework for School Education – 2023.)

THEME	CONTENT	SUGGESTIVE LEARNING OUTCOMES	ACTIVITIES
Natural Phenomena	***Ch-1:The Wonderful World of Science**	The learner • Relates scientific thinking to everyday activities, demonstrating how science influences daily life. • Identifies and applies the steps of the scientific method, including observation, hypothesis formation, experimentation, and analysis. • Develops a habit of asking questions and thinking critically about natural phenomena.	**1:** Write about a daily life problem you tried to solve and the steps you took to find the solution. **2:** Describe a situation from daily life where someone behaves or thinks like a scientist. **3:** Write a "Why?" question about something around you and explain how you would try to find its answer.
The World of Living	**Ch-2: Diversity in the Living World**	• Understands the concept of biodiversity and recognize its significance. • Identifies adaptations in plants and animals that help them survive in different environments. • Understands the impact of habitat destruction on biodiversity and ways to conserve it.	**2.1:** Conduct a nature walk to observe and record different plants, animals, and weather conditions. **2.2:** Think of one plant and one animal you appreciate and draw them . **2.3:** Collect pictures of plants and animals and group them based on common features. **2.4:** Observe plants and group them as

			herbs, shrubs, or trees based on height and stem features. **2.5:** Collect and compare leaves to observe differences in shape and venation. **2.6:** Uproot small herbs carefully and observe different types of roots. **2.7:** Observe leaf venation and roots of plants and analyse the relationship between them. **2.8:** Soak chickpea and maize seeds and compare their cotyledons. **2.9:** Observe animals and record their movement and body parts used for movement. **2.10:** Compare plants and animals found in different regions such as deserts, mountains, oceans, and forests.

Food	**Ch- 3: Mindful Eating: A Path to a Healthy Body**	• Identifies different food components and their role in maintaining health. • Recognizes the importance of a balanced diet and the impact of nutrient deficiencies. • Compares traditional and modern cooking practices and their influence on food choices. • Understands the significance of consuming locally grown and seasonal foods for health and environmental sustainability.	**3.1:** List different food items you eat in a day and identify their ingredients. **3.2:** Identify which ingredients in food come from plants and which come from animals. **3.3:** Observe common plant foods and identify the plant parts we eat (root, stem, leaf, flower, fruit, seed). **3.4:** Observe animals and classify them based on their food habits. **3.5:** Group animals as herbivores, carnivores, and omnivores based on what they eat. **3.6:** Observe different food items and identify sources of nutrients in them. **3.7:** Compare different meals and identify which ones are balanced diets. **3.8:** Prepare a simple balanced meal plan using different types of food. **3.9:** Discuss the importance of eating a variety of foods for good health.
How Things Work	**Ch- 4: Exploring Magnets**	• Identifies and classifies materials as magnetic and non-magnetic based on their attraction to a magnet. • Understands the concept of magnetic poles and observes that like poles repel while unlike poles attract.	**4.1:** Test various objects with a magnet to identify magnetic and non-magnetic materials. **4.2:** Spread iron filings over a bar magnet to observe that they stick mostly to its two poles. **4.3:** Suspend a bar magnet freely to see that

		• Explores how magnets help in finding directions using a freely suspended magnet or a magnetic compass. • Recognizes the practical applications of magnets in daily life, such as in toys, tools, and navigation.	it always comes to rest in the north-south direction. **4.4:** Create your own magnet by rubbing a needle with a bar magnet and use it to make a simple compass. **4.5:** Bring two bar magnets close to each other to observe that like poles repel and unlike poles attract. **4.6:** Observe how a magnetic compass needle deflects when a bar magnet is brought near it. **4.7:** Place non-magnetic materials like wood or glass between a magnet and a compass to see if they block magnetic force.
Moving things , People and Ideas	**Ch- 5: Measurement of Length and Motion**	• Understands the need for standard units of measurement and identify SI units for length. • Differentiates between linear, circular, and oscillatory motion with real-life examples. • Apply appropriate measuring tools and techniques to measure different types of objects and distances. • Recognize the role of reference points in determining motion and position.	**5.1:** Measure the lengths of common objects like a pen or eraser using a metre scale. **5.2:** Observe and categorize things around you as either "objects in motion" or "objects at rest". **5.3:** Drop an eraser from a height to observe its straight-line (linear) motion. **5.4:** Tie a stone to a thread and whirl it to observe circular motion. **5.5:** Suspend a stone from a thread and pull it to observe to-and-fro (oscillatory) motion. **5.6:** Observe the to-and-fro movement of a metal strip to study oscillatory motion. **5.7:** Identify and classify different types of motion (linear, circular, or oscillatory) in various examples.

Materials	**Ch- 6: Materials Around Us**	• Identifies various materials used in daily life and recognize their properties. • Classifies objects based on common properties such as appearance, hardness, transparency, and solubility. • Understands the relationship between the properties of a material and its suitability for specific uses. • Explores the concept of matter by recognizing that all materials have mass and occupy space.	**6.1:** Identify various objects found in your surroundings and determine the specific materials used to make them. **6.2:** Group a collection of common objects based on shared properties such as their shape, color, or the material they are made of. **6.3:** Explore and list the different types of materials that can be used to manufacture a single object, like a tumbler. **6.4:** Drop different types of balls from a fixed height to compare their bouncing levels and understand material-specific uses. **6.5:** Touch and feel various everyday objects to classify them as either hard or soft based on their compressibility. **6.6:** Classify a provided list of objects into transparent, translucent, or opaque categories based on how much light passes through them. **6.7:** Mix different substances like sugar, salt, and sand in water to observe which ones dissolve and which remain insoluble. **6.8:** Compare the heaviness of identical cups filled with different materials to understand the property of mass.

Natural Resources	**Ch-11: Nature's Treasure**	• Recognizes the importance of natural resources such as air, water, soil, forests, and sunlight in sustaining life. • Understands the difference between renewable and non-renewable resources and the need for their conservation. • Identifies the role of forests in maintaining biodiversity and supporting ecosystems. • Explores the impact of human activities on natural resources, including deforestation, pollution, and resource depletion. • Develops an awareness of conservation practices such as rainwater harvesting, reducing pollution, and sustainable resource use.	**11.1:** Perform a breathing exercise by taking deep breaths and holding them to experience how our body needs oxygen. **11.2:** Make and decorate a **firki** (paper pinwheel) to observe how moving air (wind) makes it rotate. **11.3:** Identify daily activities where water is wasted and suggest practical ways to reduce that wastage. **11.4:** Investigate different soil samples to observe their color, texture, and the materials like sand or insects they contain. **11.5:** Conduct a survey in your neighbourhood to identify different types of vehicles and the fuels they use. **11.6:** List various daily activities and identify the natural resources that are used directly or indirectly for each.
➢ **The above mentioned syllabus must be completed by September 05 , 2026.** ➢ **Revision of syllabus for Mid Term Examination.**			
MID TERM EXAMINATION			

THEME	CONTENT	SUGGESTIVE LEARNING OUTCOMES	ACTIVITIES
How Things Work	**Ch-7: Temperature and its Measurement**	• Differentiates between hot and cold objects based on the concept of temperature. • Understands the function and importance of thermometers in measuring temperature. • Identifies different types of thermometers (clinical, laboratory, infrared) and their uses. • Applies proper techniques to measure body and environmental temperature accurately.	**7.1:** Compare the sensation of touch by dipping hands in warm, tap, and ice-cold water to see if our senses are reliable. **7.2:** Use a laboratory thermometer to measure the temperature of water in different containers. **7.3:** Observe the markings on a laboratory thermometer to identify its range and the value of its smallest division. **7.4:** Measure and compare the body temperatures of several friends using a digital thermometer. **7.5:** Record the temperature of water at regular intervals while it is being heated to observe the rise in temperature. **7.6:** Measure the temperature of water as it cools down over time and plot the readings. **7.7:** Monitor and record the maximum and minimum temperatures of your surroundings for a week.
Natural Resources	**Ch-8:A Journey through States of Water**	• Identifies the three states of water (solid, liquid, gas) and explains the processes of melting, evaporation, condensation, and freezing. • Observes and describes the conditions that affect evaporation, such as temperature,	**8.1:** Observe an ice cube melting in a cup to see the transition from solid to liquid. **8.2:** Observe the change in the state of water when it is kept in the freezer of a refrigerator. **8.3:** Heat water in a beaker and observe the formation of steam to understand evaporation.

		surface area, and wind speed. • Understands the water cycle and its role in maintaining Earth's water balance. • Explains the concept of humidity and its impact on daily life, including weather and climate.	**8.4:** Hold a cold metal plate over steam to observe water droplets forming through condensation. **8.5:** Observe how wet clothes dry in the sun or under a fan to study the process of drying. **8.6:** Compare the drying time of two identical wet cloth pieces, one kept in the sun and another in the shade. **8.7:** Compare the rate of evaporation of water from a wide-mouthed plate and a narrow-mouthed bottle. **8.8:** Observe the appearance of water droplets on the outer surface of a glass containing ice-cold water. **8.9:** Heat some water in a vessel and cover it with a lid to observe the water droplets on the inner side of the lid. **8.10:** Observe the formation of dew on leaves or grass on a cold morning. **8.11:** Create a simple water cycle model using a plastic bag, some water, and sunlight.
Materials	**Ch- 9: Methods of Separation in Everyday Life**	• Identifies different methods of separating substances based on their physical properties such as size, weight, solubility, and magnetism. • Understands the applications of handpicking, winnowing, sieving, sedimentation, decantation, filtration, evaporation, and magnetic separation in daily life.	**9.1** Rub roasted peanuts between your palms and blow air to see how the light husks separate from the nuts. **9.2:** Observe the process of threshing and try to separate grains from stalks by beating them against a hard surface. **9.3:** Separate a mixture of dry sand with

		• Analyzes how different separation techniques are used in food processing, agriculture, and water purification. • Develops problem-solving skills by selecting the appropriate method for separating given mixtures.	sawdust or powdered dry leaves by dropping it from a height in the wind (Winnowing). **9.**4: Use a sieve to separate pebbles and stones from sand or flour from bran to see how size differences allow separation. **9.5 -** Use a magnet to identify and separate magnetic materials like iron filings from a mixture of sand or sawdust. **9.6:**Perform sedimentation, decantation, and filtration to separate insoluble substances like mud or tea leaves from a liquid.
The World of the Living	**Ch-10:Living Creatures: Exploring their Characteristics**	• Differentiates between living and non-living things based on essential characteristics such as movement, growth, respiration, reproduction, and response to stimuli. • Understands the importance of nutrition, respiration, and excretion in maintaining life processes. • Explores the concept of seed germination and identify the necessary conditions for plant growth. • Recognizes the stages in the life cycles of different organisms, including plants, mosquitoes, and frogs.	**10.1:** List various objects in your surroundings and classify them as living or non-living based on your current understanding. **10.2 :** Observe a variety of seeds like moong, wheat, and kidney beans to see if they show signs of life while stored. **10.3:** Soak seeds in water and observe the process of germination to see how a new plant begins to grow. **10.4 :** Measure and record the increase in height of a plant or yourself over a period of time to observe growth. **10.5 :**Observe different animals and plants to see how they respond to changes in their surroundings (stimuli). **10.6:** Place a potted plant near a window and observe its direction of growth to see how it responds to light.

Natural Phenomena	**Ch-12: Beyond Earth**	• Identifies stars, constellations, and celestial bodies visible in the night sky and understand their significance in navigation. • Understands the structure of the Solar System, including the Sun, planets, moons, asteroids, and comets. • Recognizes the importance of the Moon as Earth's natural satellite and its role in space exploration. • Explores the concept of galaxies and the Milky Way, understanding our place in the universe.	12.1:Observe the night sky and identify bright stars or constellations, drawing patterns based on star arrangements. 12.2:Locate the Big Dipper and use it to find the Pole Star in the northern sky. 12.3:Track the apparent movement of a constellation like Orion over a few hours and record observations. 12.4:Compare the brightness of planets and stars in the night sky to distinguish between them.
Revision of entire syllabus for Annual Examination Annual Exam 2027			
Note:- ➢ **The whole syllabus must be completed by 30 January, 2027.** ➢ **Annual examination will be based on entire annual syllabus.** ➢ ***Chapter -1: 'The Wonderful World of Science' is non evaluative.**			
Annual Exam 2027			