

**Science & Technology**  
(Class – VI)

Sr. No.	Time Frame	Topic	Subject Matter	Activities / TLM
<b>Unit- I</b> <b>Food</b>				
1.	8 hrs.	Food & Health Science.	<ul style="list-style-type: none"> <li>❖ A general idea about health.</li> <li>❖ Food for health.</li> <li>❖ Source of food.</li> <li>❖ Plant &amp; animal products according to food habits               <ul style="list-style-type: none"> <li>(i) Herbivores,</li> <li>(ii) Carnivores,</li> <li>(iii) Omnivores.</li> </ul> </li> <li>❖ Brief idea about food chains.</li> <li>❖ Components of foods: Carbohydrates, fats, proteins, vitamins, fibres, etc.</li> <li>❖ Balanced diet.</li> <li>❖ Diseases &amp; disabilities due to food deficiencies.</li> <li>❖ Oral &amp; dental hygiene, eye &amp; hair hygiene.</li> <li>❖ Community health.</li> <li>❖ Importance of</li> </ul>	<ul style="list-style-type: none"> <li>❖ Charts, pictures of children suffering from food deficiencies.</li> <li>❖ Prepare a chart showing balanced diet. Compare it with junk food.</li> <li>❖ Visit to a Zoo, list animals around you &amp; classify them on the basis of food habits.</li> <li>❖ Slogans on good health.</li> </ul>

			physical exercises for fitness.	
<b>Unit – II</b>				
<b>Materials</b>				
2.	5 hrs.	(I) Nature of matter.	<ul style="list-style-type: none"> <li>❖ Grouping things on the basis of common properties.</li> <li>❖ Things around us.</li> <li>❖ Different materials.</li> <li>❖ Matter.</li> <li>❖ States of matter.               <ul style="list-style-type: none"> <li>(1) Solid</li> <li>(2) Liquid</li> <li>(3) Gas</li> </ul> </li> <li>❖ Magnetic &amp; diamagnetic substances (brief).</li> <li>❖ Soluble &amp; insoluble substances.</li> <li>❖ An idea about cotton, jute, silk &amp; plastic (polythene).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Collect some objects and then separate them on the basis of different properties.</li> <li>❖ To separate mixture of sand &amp; iron filings with the help of magnet.</li> <li>❖ Discuss about sources &amp; uses of these products. Also give idea about the non biodegradable nature of plastic/ polythene.</li> </ul>
3.	8 hrs	(2) Separation of substances.	<ul style="list-style-type: none"> <li>❖ Mixture – Definition &amp; examples.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Cleaning of dirty water can</li> </ul>

			<ul style="list-style-type: none"> <li>❖ Separation of mixtures by hand picking, threshing, winnowing, sieving, sedimentation &amp; decantation.</li> <li>❖ Filtration &amp; evaporation.</li> <li>❖ Saturated &amp; unsaturated Solutions.</li> </ul>	<p>be shown by the method of filtration.</p> <ul style="list-style-type: none"> <li>❖ At home mother can show the separation of cream from milk.</li> <li>❖ Discuss the routine activities at their home i.e. sieving, decantation, etc.</li> </ul>
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**Unit-III**

**The World of Living**

4.	12 hrs	1. Living World Characteristics and classification	<ul style="list-style-type: none"> <li>❖ Living and non living things and their characteristics.</li> <li>❖ Classification of plants.</li> <li>❖ Herbs, shrubs and trees</li> <li>❖ Flowering and non-flowering plants.</li> <li>❖ Classification of animals.</li> <li>❖ Vertebrates and Invertebrates</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make a table and classify the common things which we see around us as living and non-living</li> <li>❖ Prepare a herbarium with specimens of different plants &amp; their leaves, flowers, etc.</li> <li>❖ Make a list of a few common</li> </ul>
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			<ul style="list-style-type: none"> <li>❖ Microorganisms (harmful and useful)</li> <li>❖ Parasites</li> <li>❖ Importance of plants and animals.</li> </ul>	things used in daily life and with the help of the teacher find out the sources (Plants and animals) from which these are obtained.
5.	8 hrs	2. Cell structure and Function	<ul style="list-style-type: none"> <li>❖ Cells as building blocks. Animal and plant cells.</li> <li>❖ Brief idea about cell, tissue, organ and organ system.</li> </ul>	❖ To show the cells of onion peel with the help of microscope.
6.	6 hrs	3. Animals– Forms and Functions	<ul style="list-style-type: none"> <li>❖ Common animals with their distinctive features, e.g. earth worm, cockroach, snail, fish and birds.</li> </ul>	Show the specimens for familiarization of these animals. Observe the movements of snail, cockroach and earth worm.
<b>Unit - IV</b> <b>Moving Things, People &amp; Ideas</b>				
7.	7 hrs	1. Force and Motion	<p>Motion– meaning and definition, rest and motion, types of motion (Translatory, Rotatory, Oscillatory, Periodic and Repetitive)</p> <ul style="list-style-type: none"> <li>❖ Definition of Force</li> <li>❖ Types of force</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rotatory motion can be shown by a spinning top.</li> <li>❖ Oscillatory motion can be shown through swing or</li> </ul>

			<ul style="list-style-type: none"> <li>❖ Units of force</li> <li>❖ Measurement of force</li> <li>❖ Pressure</li> <li>❖ Measurement of Pressure, Units of Pressure.</li> </ul>	<p>pendulum</p> <ul style="list-style-type: none"> <li>❖ Tug of war can be done to show force.</li> <li>❖ Magnetic force can be shown by magnet and iron nails.</li> <li>❖ Heat is generated by rubbing hands showing friction.</li> </ul>
8.	9 hrs	Work and Energy.	<ul style="list-style-type: none"> <li>❖ General idea about work and energy</li> <li>❖ Measurement of work</li> <li>❖ Simple Machine e.g. Pulley, lever, etc.</li> <li>❖ Types of Energy e.g. Kinetic &amp; Potential, etc.</li> <li>❖ Different forms of energy: heat, wind, sun, electrical nuclear (In brief). Sound energy.</li> <li>❖ Conversion of electrical energy into heat energy and light energy.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mechanical energy can be shown by a stone hurled by a catapult i.e. Gulel.</li> <li>❖ Heat energy can be shown through a burning gas stove</li> <li>❖ When sound falls on our ear drums , it</li> </ul>

				<p>causes them to vibrate; these vibrations are due to sound energy.</p> <ul style="list-style-type: none"> <li>❖ Solar energy can be shown through Solar cooker, Solar geyser, etc.</li> </ul>
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<b>Unit – VI</b> <b>Natural Phenomena</b>				
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9.	8 hrs	Changes Around Us	<ul style="list-style-type: none"> <li>❖ Many changes are taking place around us.</li> <li>❖ Slow and fast, Temporary (Physical) and Permanent (chemical) changes, Periodic &amp; non- periodic changes.</li> <li>❖ Reversible &amp; irreversible changes. Factors affecting changes.</li> <li>❖ Heat, light, contact, pressure, catalyst.</li> <li>❖ Brief idea of Endothermic &amp; Exothermic</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make a list of changes that take place around us.</li> <li>❖ Temporary/Permanent, Slow-fast, reversible-irreversible Periodic- Non periodic changes.</li> <li>❖ Different groups can list different changes.</li> <li>❖ Reversible and irreversible changes can be shown by Ice - water.</li> <li>❖ Burning</li> </ul>
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			Processes	candle.
<b>Unit-VII</b>				
<b>Natural Resources</b>				
10.	9 hrs.	Our Earth and Environment.	<ul style="list-style-type: none"> <li>❖ Structure of the Earth</li> <li>❖ Three layers of earth (In brief)</li> <li>❖ Brief idea about earthquakes, tsunami and cloud bursts</li> <li>❖ Atmosphere—constituents of Air (In brief)</li> <li>❖ Solar system (In brief)</li> <li>❖ Environment :- Biotic &amp; Abiotic components.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Model of solar system .</li> <li>❖ Model of layers of the earth.</li> <li>❖ Role play activity for food chain can be shown.</li> <li>❖ Chart showing constituents of air.</li> </ul>