

**CHOITHRAM SCHOOL, MANIK BAGH, INDORE**

**ANNUAL CURRICULUM PLAN SESSION 2017 – 2018**

**CLASS: VI**

**SUBJECT: SCIENCE**

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
<b>June(16)</b>	<b>Food and Nutrition</b> Food, from where does it come from? Components of food	<ol style="list-style-type: none"> <li>To understand the importance of food</li> <li>to identify the basic components in different food items and its sources/identification of edible parts of plant</li> <li>To identify the food habits of different animals and classify</li> <li>Appreciate the importance of balanced diet</li> <li>To analyse the cause of different deficiency diseases</li> <li>To apply the learning to</li> </ol>	<ol style="list-style-type: none"> <li>Learner will appreciate the importance of each and every member in his / her surroundings.</li> <li>Learner will learn to empathise and to inculcate the habit of respecting others.</li> <li>Learner will be able to accept that for the survival collaboration is essential.</li> </ol>	<p>Practical work in groups (to test the food items brought by the learners) Students will test the presence of components(starch ,proteins, fats, sugars) of food from the given sample and note the observations</p> <p>To test the presence of starch in a food item, cooked and soft food sample must be taken. To it little amount of water must be added and then 1-2 drops of iodine solution is added. Blackish-blue coloration indicates the presence of starch.</p> <p>Items to be tested are cooked rice, dal, chapatti raw and boiled potato ,banana ,milk ,etc</p> <p>To test the presence of proteins, small quantity of food item must be mashed and little amount of water must be added and shake well. To this, using a dropper,10 drops of solution of caustic soda and 1-2 drops of solution of copper sulphate</p>	<ul style="list-style-type: none"> <li>Students will understand the importance of food as the basic necessity.</li> <li>Learners will appreciate the resources that feed the world and sensitised be to take care of the available resources of food..</li> <li>Students will understand that balanced diet is necessary for good health and will analyse the associated diseases.</li> <li>Students will</li> </ul>	<p>On the basis of experimentation done with the food items to test the presence of nutrients. Rubrics: Experiment, observation and inference.</p> <p>The chapter would be included in PBL</p>

		<p>determine the combination of foods to be consumed</p> <p>To know the importance of cooking</p>		<p>must be added. Purple coloration indicates the presence of proteins.</p> <p>Importance of Cooking.</p> <p>Students will list out the food items that are consumed raw and that are cooked</p>	<p>have evidence based observation and identification of components in representative food item</p> <ul style="list-style-type: none"> <li>• They will be able to handle the chemicals and apparatus precisely.</li> <li>• Development of confidence, that they can take the decisions independently.</li> </ul>	
<b>July (27)</b>	1.fibre to fabric	<p>To enable the students to</p> <ol style="list-style-type: none"> <li>1. Understand the concept of fiber</li> <li>2. Differentiate between natural and synthetic fiber</li> <li>3. Identify different natural and synthetic fibers- such as cotton, jute, polyester and rayon</li> <li>4. Comprehend how cotton fibers are obtained from cotton bolls.</li> <li>5. To know the</li> </ol>	<p>The learners will:</p> <ol style="list-style-type: none"> <li>1. Interpret the reason of finding loose thread at the edges of a fabric.</li> <li>2. Understand why the end of a thread separates into fine threads while putting it into the needle.</li> <li>3. Realize the use of charkha by Gandhiji as a part of independence movement.</li> <li>4. Develop the value</li> </ol>	<p>The teacher will ask the student to conduct the following <b>activities</b>:</p> <ol style="list-style-type: none"> <li>1. Visit a nearby tailoring shop and collect cuttings of fabrics left over after stitching (prior information would be given). On the basis of this activity, they will be asked few questions like: Do you see any loose threads at the edges of the cuttings? Do you feel any difference in the texture of these cuttings?</li> <li>2. With the use of above activity the concept of fiber will be introduced followed</li> </ol>	<p>The students learnt:</p> <ol style="list-style-type: none"> <li>1. The concept of fiber, yarn and fabric.</li> <li>2. The devices used for spinning such as takli and charkha.</li> <li>3. The processing of jute and cotton in industries by handlooms and power looms.</li> <li>4. The value of sensitivity towards environment</li> </ol>	<p>Students will make bags or mat using news paper depicting the weaving patterns. <b>It will be assessed under following heads:</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding</b></li> <li><b>2. Application</b></li> <li><b>3. creativity</b></li> </ol> <p><b>The chapter will be assessed through unit test</b></p>

		<p>devices used for spinning such as takli and charkha.</p> <ol style="list-style-type: none"> <li>Understand how knitting is different from weaving.</li> <li>Apply burning test to differentiate natural and synthetic fibers.</li> </ol>	<p>of sensitivity towards environment through weaving activity by the use of waste stuff.</p> <ol style="list-style-type: none"> <li>Develop skills like experimentation, observation, analysis and will be able to judge between natural and synthetic fibers through burning test activity.</li> </ol>	<p>by yarn and spinning. Students will bring some cotton wool from home and will roll it out into a wick to clarify the concept of yarn.</p> <ol style="list-style-type: none"> <li>Now teacher will introduce natural and synthetic fibers and the same will be tested with the help of burning test activity by the students. For this, students will burn different cuttings of fabrics (used in the above activity) in order to identify and make out a difference between natural and synthetic fibers by the burning smell and their ash.</li> <li>Now the students will be shown a video clip (<a href="https://www.learnnext.com">https://www.learnnext.com</a>) based on the cultivation of jute and cotton along with their processing in industries where they are operated by either handloom or power loom.</li> </ol>	<p>through weaving activity by the use of waste stuff.</p> <ol style="list-style-type: none"> <li>Skills like experimentation, observation, analysis and will be able to judge between natural and synthetic fibers through burning test activity.</li> <li>Why the end of a thread separates into fine threads while putting it into the needle.</li> <li>How knitting is different from weaving.</li> <li>To apply burning test to differentiate natural and synthetic fibers.</li> </ol>	
<b>July</b>	<b>2.</b> sorting materials into groups	<p>To enable the students to</p> <ol style="list-style-type: none"> <li>Know that objects are made up of different materials.</li> <li>Understand that</li> </ol>	<p>The learners will:</p> <ol style="list-style-type: none"> <li>Apply grouping while storing or placing things. E.g. arrangement</li> </ol>	<p>Activity1 The teacher will begin with the play way method. For this, different objects will be placed in a large carton like balls(plastic or leather),</p>	<p>The students learnt:</p> <ol style="list-style-type: none"> <li>Objects are made up of different materials.</li> <li>To appreciate the</li> </ol>	<p>The student will be given an activity to sort the given materials as lustrous, non lustrous, soluble or insoluble, transparent, opaque or translucent and record their</p>

		<p>the choice of a material to make an object depends on its properties</p> <ol style="list-style-type: none"> <li>3. Classify the materials as lustrous/ non lustrous, hard /soft, soluble/insoluble, capable of floating or sinking in water.</li> <li>4. Differentiate between transparent, opaque and translucent objects.</li> <li>5. To divide materials into groups and learn the importance of grouping of materials.</li> </ol>	<p>of similar things in kitchen or books in library.</p> <ol style="list-style-type: none"> <li>2. Learn the importance of keeping and doing things in an ordered way.</li> <li>3. Appreciate the necessity of grouping things in everyday life.</li> <li>4. Interpret the reason for the preference of a particular material over others.</li> </ol>	<p>playing cubes of different color made up of plastic, ruler(plastic or wooden or metallic),pencils(wooden or plastic body) and the students will be asked to separate these objects on the</p> <p>Basis of following points; Shape, color and material here they will be explained that separation of different objects on the basis of their different properties is referred as sorting of materials.</p> <p><b>Activity 2:</b> A classroom activity will be performed with the help of some of the stationary items carried by students everyday like sharpener, ruler, pencil, eraser, pencil box, compass, loose papers, divider, stapler pins, paper pins and a pair of scissors these materials would be asked to sort on the basis of their appearance that is Lustrous or non lustrous.</p> <p><b>Activity 3:</b> An activity based on the determination of hardness of material will be demonstrated by the teacher with the help of metal key, a piece of wood or metal, cotton and sponge.</p> <p><b>Activity 4:</b></p>	<p>necessity of grouping things in everyday life.</p> <ol style="list-style-type: none"> <li>3. To classify the materials as lustrous/ non lustrous, hard /soft, soluble/insoluble, capable of floating or sinking in water.</li> <li>4. To apply grouping while storing or placing things e.g. Arrangement of similar things in kitchen or books in library.</li> <li>5. To differentiate between transparent, opaque and translucent objects.</li> <li>6. To divide materials into groups and learn the importance of grouping of materials.</li> </ol>	<p>observations in the form of a table. It will be assessed under following heads: <b>Observation, identification of materials.</b></p>
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<b>August (21)</b>	<b>1. separation of substances</b>	<p>To enable the students to</p> <ol style="list-style-type: none"> <li>1. Know the need and purpose of separation.</li> <li>2. Understand particles of different sizes.</li> <li>3. Make them aware of methods of separation that they come across in everyday life such as handpicking, sieving, etc.</li> <li>4. Apply methods for the separation of solids from liquids such as sedimentation, decantation and</li> </ol>	<p>The learners will:</p> <ol style="list-style-type: none"> <li>1. Be able to reason the use of different techniques of separation in everyday life like- separation of cream from milk, tea leaves from strainer, stones from rice and pulses, etc.</li> <li>2. Suggest and select the suitable separation method for any mixture.</li> <li>3. Comprehend the large scale application of technique such as filtration for</li> </ol>	<p><b>Activity 1:</b> Student oriented activity: Take a mixture of dry sand and saw dust in a plate and hold it at the shoulder height. Now tilt it slowly and observe in the direction of air.</p> <p><b>Activity 2:</b> Lab activity: to apply the method of sedimentation, decantation and filtration with the help of muddy water. The student will apply these techniques one by one under the guidance of teacher.</p> <p><b>Activity 3:</b></p>	<p>The students learnt:</p> <ol style="list-style-type: none"> <li>1. The need and purpose of separation.</li> <li>2. The methods of separation that they come across in everyday life such as handpicking, sieving, etc.</li> <li>3. To suggest and select the suitable separation method for any mixture.</li> <li>4. The value of extracting and recovering useful things from the non-useful mixture.</li> <li>5. Apply methods for</li> </ol>	<p>A test activity will be given to assess the students. The students will be divided in a group of 4 each. The mixture will comprise of- sand, salt, water and stones. This will apply various separation techniques by the students. It will be assessed under following heads:</p> <ol style="list-style-type: none"> <li>1. Selection of appropriate techniques</li> <li>2. Team work</li> <li>3. concept</li> </ol>

		<p>filtration. Also liquids from liquids like kerosene in water.</p> <ol style="list-style-type: none"> <li>5. Identify conditions where more than one method of separation needs to be applied.</li> <li>6. Experiment that water dissolves different substances in different amount.</li> </ol>	<p>purifying water and cottage cheese preparation.</p> <ol style="list-style-type: none"> <li>4. Illustrate the use of alum (phitkari) in cleaning muddy water.</li> <li>5. Develop the skills of experimentation, observation, and understanding through various activities of separation methods.</li> <li>6. Learn the value of extracting and recovering useful things from the non-useful mixture.</li> </ol>	<p>Explaining Solubility test along with the concept of saturated solution. An activity of solubility will be performed to check the previous knowledge of students. This activity will further proceed with the introduction of a new factor that is temperature to check the saturation level of the solute. Eg- pouring of subsequent amount of salt in water with the increasing temperature and quantity.</p>	<p>the separation of solids from liquids such as sedimentation, decantation and filtration. Also liquids from liquids like kerosene in water.</p> <ol style="list-style-type: none"> <li>6. To comprehend the large scale application of technique such as filtration for purifying water and cottage cheese preparation.</li> <li>7. To illustrate the use of alum (phitkari) in cleaning muddy water.</li> <li>8. The value of extracting and recovering useful things from the non-useful mixture.</li> </ol>	
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	<p><b>2. Electricity and circuits</b></p>	<p>To enable the students to</p> <ol style="list-style-type: none"> <li>1. Be aware of the uses and purposes of electricity.</li> <li>2. Understand the structure of an electric cell, electric bulb.</li> <li>3. Comprehend the concept of an electric circuit</li> <li>4. Investigate the reason of an electric fuse.</li> <li>5. Assemble an electric circuit with an electric cell, bulb,</li> </ol>	<p>The learners will:</p> <ol style="list-style-type: none"> <li>1. Understand how devices like alarm clocks, wrist watches, and cameras work without electricity that is by using chemical cell.</li> <li>2. Interpret the meaning of the danger sign displayed on electric poles.</li> <li>3. Take precaution in handling electric devices.</li> <li>4. Predict the effect</li> </ol>	<p><b>Activity 1</b> An old discarded electric cell is cut open and shown to the students. They will be explained about various components of electric cell. This will be explained through diagram also.</p> <p><b>Activity 2</b> Students will be asked to bring a simple torch bulb from home with prior intimation. The parts of the electric bulb such as metal casing will be explained to them. This will also be clarified through diagram.</p>	<p>The students:</p> <ol style="list-style-type: none"> <li>1. Learnt the uses and purposes of electricity.</li> <li>2. Understood the structure of an electric cell, electric bulb.</li> <li>3. Assembled an electric circuit with an electric cell, bulb, connecting wires and switch.</li> <li>4. Learnt precautions and safety measures</li> </ol>	<p>Make any electric game, device or a simple torch by applying the concept of electric switch. This activity will be assessed on the basis of following rubrics:</p> <ol style="list-style-type: none"> <li><b>1. Description of model</b></li> <li><b>2. Construction</b></li> <li><b>3. Organization</b></li> </ol>

	<p>1. air around us</p>	<p>connecting wires and switch</p> <ol style="list-style-type: none"> <li>6. Explore circuit with the switch in on and off position.</li> <li>7. Learn precautions and safety measures to be followed while handling electricity.</li> </ol> <p>To enable the students to:</p> <ol style="list-style-type: none"> <li>1. Familiarize with the properties of air.</li> <li>2. Test with the activities that air occupies space.</li> <li>3. Know the</li> </ol>	<p>of joining two wires directly.</p> <ol style="list-style-type: none"> <li>5. Be able to make a homemade torch.</li> <li>6. Imbibe the value of safety, precaution and careful handling of electric equipments.</li> </ol> <p>The learners will:</p> <ol style="list-style-type: none"> <li>1. Reason for the rotation of firki and the weather cock.</li> <li>2. be assured that air</li> </ol>	<p><b>Activity 3</b> Students will be asked to bring the circuit material such as electric bulb, wires, and bulb. Then the concept of electric circuit will be introduced followed by making of circuit.</p> <p><b>Activity 4</b> The circuit which was made in activity 3 now will be reconstructed by using safety pins. These pins will work as a switch. The concept of electric switch will be taught through this.</p> <p><b>Activity 5</b> The safety pin used in activity 4 will now be replaced with different materials such as key, eraser, scale, matchstick, iron nail etc. The students will record their observations for the glowing of bulb with the given materials. They will be explained the concept of conductors and insulators.</p> <p><b>Activity 1</b> Insert an inverted plastic/glass bottle in a bucket filled with water first in a straight and then in a tilted position to detect the presence of air in the form of bubbles</p>	<p>to be followed while handling electricity.</p> <ol style="list-style-type: none"> <li>5. Imbibe the value of safety, precaution and careful handling of electric equipments.</li> <li>6. Understood how devices like alarm clocks, wrist watches, and cameras work without electricity that is by using chemical cell.</li> <li>7. Understood the importance of switch in a circuit.</li> </ol> <p>The students learnt:</p> <ol style="list-style-type: none"> <li>1. To apply test for the presence of oxygen to support burning.</li> <li>2. The importance of balance of gases for survival.</li> <li>3. That most of the activities on the earth are possible due to the presence of air.</li> </ol>	<p>Demonstration of burning candle activity by a teacher where a burning candle will be placed in flat plate filled water and then be covered by a glass. The blowing off</p>
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<p style="text-align: center;"><b>September (21)</b></p>		<p>composition of air.</p> <ol style="list-style-type: none"> <li>4. Apply test for the presence of oxygen to support burning.</li> <li>5. To confirm the presence of air in soil.</li> <li>6. Understand the importance of balance of gases for survival.</li> <li>7. Comprehend that most of the activities on the earth are possible due to the presence of air.</li> </ol>	<p>is present everywhere and this can be felt when objects like empty bottle or glass is placed in a bucket full of water in the form of bubbles.</p> <ol style="list-style-type: none"> <li>3. Investigate the reason for blowing off of a burning candle when covered with glass.</li> <li>4. Interpret why some tiny shining particles are seen in a room when sunlight enters the room through a slit.</li> <li>5. Be able to tell why during an incident of fire one is advised to wrap a woolen blanket over a burning object.</li> <li>6. Realize the importance of wearing mask while passing through a dusty crowded area.</li> </ol>	<p><b>Activity 2</b> Demonstration by a teacher to show that the air is dissolved in water. For this a vessel filled with water is placed over a burner. The rising bubbles inside the water of vessel will confirm the same.</p> <p><b>Activity 3</b> Students will collect a dry lump of soil from the school garden in a vessel/small container and would pour water over it. The emergence of bubbles will confirm the presence of air in the soil.</p>	<ol style="list-style-type: none"> <li>4. Why during an incident of fire one is advised to wrap a woolen blanket over a burning object.</li> <li>5. The Reason for the rotation of firki and the weather cock.</li> </ol>	<p>of a candle and the rise in level of water will give the concept of presence of oxygen in air. Same activity will be performed by students and <b>assessed</b> under <b>following heads:</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding</b></li> <li><b>2. Observation</b></li> </ol> <p><b>Analysis</b></p>
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			7. Appreciate the interdependence of living organisms for the exchange of gases.			
	2. water	<p>To enable the students to:</p> <ol style="list-style-type: none"> <li>1. Know the properties, sources and usage of water.</li> <li>2. Make aware about the necessity of water.</li> <li>3. Recapitulate the concept of water cycle.</li> <li>4. Understand the role of transpiration in water cycle and cloud formation.</li> <li>5. Comprehend how water is recharged under the ground.</li> <li>6. Predict the consequence of floods and droughts.</li> </ol>	<p>The learners will:</p> <ol style="list-style-type: none"> <li>1. Be able to estimate the amount of water used by his family in a day.</li> <li>2. Empathized towards the necessity of water in water scarce areas.</li> <li>3. Reason for phenomenon like accumulation of dew drops on the leaves of grass or appearance of fog near ground on winter mornings.</li> <li>4. Show concern for the areas where most of the land is covered with concrete.</li> </ol>	<p>Activity 1</p> <p>Student oriented activity to develop the concept of evaporation. Take two plates filled with water. Place one of its plates in sunlight and the other in shade. Observe the two plates after 15 minutes. The disappearance of water in the plate would clarify the concept of evaporation.</p> <p><b>Activity 2</b></p> <p>Take a glass filled with water and add a few pieces of ice to it. Wait for two minutes and observe the changes on the surface of the glass. This will confirm the process of condensation.</p>	<p>The students learnt:</p> <ol style="list-style-type: none"> <li>1. The properties, sources and usage of water.</li> <li>2. The role of transpiration in water cycle and cloud formation.</li> <li>3. Reason for phenomenon like accumulation of dew drops on the leaves of grass or appearance of fog near ground on winter mornings.</li> <li>4. To estimate the amount of water used by his family in a day.</li> <li>5. How water is recharged under the ground.</li> </ol>	<p>Collect the pictures to floods or droughts from old magazines or newspapers. Paste them in the note book and write about the problems that people would have faced. It will be assessed on the basis of following rubrics:</p> <ol style="list-style-type: none"> <li>1. Purpose</li> <li>2. relevance</li> </ol>

			<p>5. Imbibe the value of conservation of water.</p> <p>6. Suggest the technique of rain water harvesting to conserve water for future use.</p>		<p>6. The technique of rain water harvesting to conserve water for future use.</p>	
<p><b>October (7)</b></p>	<p>Getting to know plants <b>Sub theme</b> Types and Parts of plant Root and shoot system</p>	<p>1. To make them understand the morphological structure and function of root, stem and leaves. 2. To analyze the relationship between 1) types of root system 2) Leaf venation.</p>	<p>1. Imbibe the value of conservation of nature. 2. Show concern for the protection of environment. 3. Reason for the differentiated root system and leaf venation in different plants.</p>	<p>Observing germination of seeds, comparison of tap and fibrous root systems and relating it with leaf venation. Presentation of the topic through PPT.</p>	<p>1. Learnt the morphological structure and function of root, stem and leaves. 2. analyzed the relationship between 1) types of root system 2) Leaf venation. 3. Reason for the differentiated root system and leaf venation in different plants. 4. Imbided the value of conservation of nature.</p>	<p><b>By the dissection of flower and labeling its individual parts.</b> <b>Rubrics: observation and analysis</b></p>
<p><b>November (25)</b></p>	<p><b>1.Theme</b> How do animals move? <b>Sub theme</b> Skeletal system Movement in</p>	<p>1. To them aware about the animal movements. 2. To help them understand the types of joints. 3.To relate the concept of body movement in different categories of</p>	<p>1. To infuse integrated value of animal body and body movements. 2. to develop skills of Knowledge, Observation, Analysis, synthesis. 3. to make them aware about the coordination</p>	<p>Observation of 1.nature 2.model of skeleton 3. animal specimen</p>	<p>1. aware about the animal movements. 2. Understand the types of joints. 3. related the concept of body movement in different categories of animals</p>	<p><b>Practical- showcasing of animal specimen</b> <b>Rubrics: experimentation, observation and analysis.</b></p>

	different animals.	animals	pattern of the animal body.		4.infused integrated value of animal body and body movements 5.developed skills of Knowledge, Observation, Analysis, synthesis.	
	<b>2. Theme</b> Our environment <b>Sub theme</b> Biotic and a biotic components. Habitat of different animals.	1. To give the concept of food chain. 2. To enhance their knowledge regarding environment. 3. To give the concept of food chain, habitat and adaptations of different animals.	<b>1.</b> To compare the adaptations of different animals. <b>2.</b> To develop skills of Awareness, Analytical Skills, Problem Solving, Observational Skills. <b>3.</b> To imbibe aesthetic values.	<b>1. Skit on food chain.</b> <b>2.</b> Natural vegetation and wildlife. Presentation of the topic through PPT.	1. enhanced their knowledge regarding environment. 2. Given the concept of food chain, habitat and adaptations of different animals. 3. Compared the adaptations of different animals. 4. developed skills of Awareness, Analytical Skills, Problem Solving, and Observational Skills. 5. imbibed aesthetic values.	<b>Assessment of their role play through the rubrics: expression, concept development and knowledge.</b>
<b>December (22)</b>	<b>1. Theme</b> Motion and measurement <b>Sub theme</b> Different types of motion SI units	<b>1.</b> To impart the knowledge of different methods of measurement. <b>2.</b> To apply the concepts of measurement in everyday life. <b>3.</b> Know the earlier methods of measurement.	1. To help them analyze different kinds of motions in surrounding. 2. Estimate small distances such as length of pencil. 3. Follow proper precautions while taking reading of scale.	<b>1.</b> Measurement of a curved line. <b>2.</b> Finding the length and width of an object. <b>3.</b> Comparing traditional and modern methods of measurement.	<b>1.</b> analyzed different kinds of motions in surrounding. <b>2.</b> Estimated small distances such as length of pencil. <b>3.</b> Followed proper precautions while taking reading of scale.	<b>The activity of measurement of a curved line can be assessed by applying the rubrics: analysis and synthesis.</b>

					4. applied the concepts of measurement in everyday life	
	<p><b>2. Theme</b> Light, shadow and reflection</p> <p><b>Sub theme</b> Luminous and illuminated objects. Solar and lunar eclipse. Shadow formation Reflection</p>	<p><b>1.</b> To provide them the knowledge of luminous and non luminous objects. <b>2.</b> Explain how pinhole camera works. <b>3. Occurrence of solar and lunar eclipses.</b></p>	<p>1.To apply the concept of pinhole camera. 2.To help them apply the concept of rectilinear propagation of light. 3. To inculcate reasoning ability</p>	<p>1.Discussion and observing shadow formation of various objects. 2. making of pinhole camera.</p>	<p><b>1. understood the occurrence of solar and lunar eclipses</b> <b>2.</b> Applied the concept of pinhole camera. <b>3.</b> Applied the concept of rectilinear propagation of light. <b>4.</b> inculcated reasoning ability</p>	<p><b>Formation of pinhole camera</b> <b>Rubrics: organization and creativity.</b></p>
<p><b>January (25)</b></p>	<p>1.Changes around us</p>	<p><b>1.</b> Different physical and chemical changes <b>2.</b> Students will be able to distinguish between reversible and irreversible changes. <b>3.</b> They would get knowledge about different kinds of changes.</p>	<p><b>1.</b> To make them aware about the changes taking place in the surrounding. <b>2.</b> Students will be able to relate the changes with environment and everyday life.</p>	<p>Various activities to demonstrate reversible and irreversible changes like 1. Folding and unfolding of paper. 2. cutting down of vegetables 3. Cooking and baking of food items. 4. Blowing and bursting of a balloon.</p>	<p><b>1.</b> Distinguish between reversible and irreversible changes. <b>2.</b> They would get knowledge about different kinds of changes. <b>3.developed the skills of</b> Awareness, Analytical Skills, Problem Solving, Observational Skills, Critical Thinking, Creativity,</p>	<p><b>Assessment of activity mentioned by applying rubrics: observation, evaluation and synthesis.</b></p>
	<p><b>2. Theme</b> Garbage in garbage out</p>	<p><b>1.</b> Waste control, recycling of paper and other waste products,</p>	<p><b>1.</b> To sensitize towards the need to manage waste <b>2.</b> To encourage them to</p>	<p>Various activities based on waste management like composting, vermicomposting, making of</p>	<p><b>1. They were</b> encouraged to use recycled paper.</p>	<p><b>Assessment of activity mentioned by applying rubrics: knowledge, observation, synthesis and</b></p>

	<p><b>Sub theme</b> Waste management Bio and non biodegradable wastes.</p>	<p>things that do not rot and things that rot. 2.to differentiate between degradable and non degradable substances. 3. to follow waste management techniques.</p>	<p>use recycled paper. 3.To motivate them to apply three R's of management. 4. Accept the responsibility for the cleanliness of environment.</p>	<p>ecofriendly paper. Discussion on waste management. Making Paper Mache products/ best out of waste.</p>	<p><b>2. Motivated to apply 3 R's of waste management.</b> <b>3. Developed the skills of</b> Awareness, Analytical Skills, Problem Solving, Observational Skills, Critical Thinking, and Creativity.</p>	<p><b>analysis.</b></p>
<p><b>February (23)</b></p>	<p><b>Theme</b> Fun with magnet <b>Sub theme</b> Types of magnet Magnetic compass Poles of a magnet</p>	<p><b>1.</b> Properties of magnet, like poles repel and unlike poles attract each other. <b>2.</b> To provide knowledge of the properties of magnet. <b>3.</b> To differentiate between natural and artificial magnet.</p>	<p><b>1.</b> To synthesis the knowledge of making a temporary magnet. <b>2.</b> Intellectual use of magnets in day to day life.</p>	<p><b>1.</b> Construction of magnetic compass <b>2.</b> Demonstrating how things are attracted by a magnet <b>3.</b> Activity to locate poles of a magnet, activity with iron filings and paper.</p>	<p><b>1.</b> Synthesized the knowledge of making a temporary magnet. <b>2.</b> Knowledge of the properties of magnet. <b>3. Developed the skills of</b> Awareness, Analytical Skills, Problem Solving, Observational Skills, Critical Thinking, and Creativity.</p>	<p><b>Assessment of activity mentioned by applying rubrics: experimentation, synthesis and knowledge.</b></p>