

SUBJECT: SCIENCE		ARMY PUBLIC SCHOOL, CHENNAI		ANNUAL LESSON PLAN - 2025	
		-2026			
CLASS : 6		SEC: A,B,C,D		TEACHER'S NAME: SEEMA MATHEW	
MONTH	NO. OF WORKING DAYS	TOPIC(With Sub-Topics)	NO.OF PERIODS	LEARNING OBJECTIVE	ACTIVITIES
MONTH	TOTAL NUMBER OF WORKING DAYS	TOPIC AND SUB TOPICS	NUMBER OF PERIODS REQUIRED	LEARNING OBJECTIVES	ACTIVITY
APRIL	14	<b>BRIDGE COURSE</b> *Movement in Organisms and its types *Solubility of substances *Characteristics of living and non-living things *Separation of substances *Sprouting of seeds\Germination *Land forms and water bodies around me *Temperature and its measurement *Space and stars <b>1.The Wonderful World of Science</b> Definition for science Scientific method <b>2.Diversity in the Living World</b> *Types of plants *Leaf venation and its types *Types of roots *Types of seeds *Classification of animals based on their habitat *Adaptations pf animals and plants	16	*Distinguish between herbs,shrubs and trees *Categorize the plants found in the garden into herbs,shrubs and trees *Define motion *Demonstrate the various types of motion *Define solubility *Distinguish between living and non-living things *Classify the objects found around them into living and non-living *Demonstrate the method of filtration,seiving ,sedimentation and decantation *Preparation of sprouts *Locate the various land forms and water bodies in map of India *Measure the body temperature Analyze the parts of a plant and their function *Compare the roots of different plants in order to classify them into tap roots and fibrous roots. *Compare the features of Herbs, Shrubs & Trees in order to classify them considering their physical features / appearance *Recognize patterns on leaves of different plants in order to classify them into reticulate venation and parallel venation. *Examine the stems of different plants and design an activity to demonstrate water conduction through stem (from roots). *Demonstrate the process of transpiration in order to describe the functions of the leaf. *Illustrate the structure of a (typical) flower with at least 6 labelling & elaborate on each (Labelling)	*Nature walk(Visit to the school Gaarden) *Role play(Motion and its types) *Experimentation on solubility of substances *Demonstration on filtration *Map work(Land forms and water bodies) *Visit to schools herbal garden. Exploration and classification of plants. *Showing two different types of roots. *Demonstration of conduction of water through stem. *Collection of leaves having different types of venation for tracing



JUNE	<p>15 <b>Ch2:Diversity in the Living World (Contd)</b>          Grouping of Animals          Habitat and adaptation          *Types of organisms on the basis of habitat          *Components of a habitat          *Adaptations of organisms in different habitats</p> <p><b>Ch-3 Mindful Eating:A path to a healthy body</b>          Nutrients in food</p> <p>* Composition of some food items</p> <p>* Balanced diet</p> <p>* Deficiency diseases          *Test for Starch ,proteins and fats in given food samples</p>	(10+5)	<p>Summarize the key features of living organisms that contribute to their survival in their habitats.</p> <p>*Differentiate between terrestrial &amp; aquatic habitats based on abiotic factors.</p> <p>*Devise an experiment to show the importance of abiotic factors for the growth &amp; sustenance of life on earth</p> <p>*Identify the function of different physical feature that assist inhabitants to survive in harsh conditions.</p> <p>*Explore various adaptive features of different organisms in their habitats. *Acquire the skill of testing the main food nutrients.</p> <p>*Explain the function of each nutrient in order to discuss the importance of nutrients in good health.</p> <p>*Hypothesize consequences of eliminating any one major nutrients in order to make a healthy food choice.</p> <p>*Explain the importance of balanced diet.</p> <p>*Design a balance diet plan in order to provide body sufficient nutrients it need to function properly</p> <p>*Develop healthy food habits.</p>	<p>*A journey through different habitat through ppt. and videos.          Showing migratory birds and fishes.</p> <p>*Preparing a diet chart to provide balance diet to a 12 yr old child. The diet chart will include food items which are not expensive and are commonly available in our area.</p> <p>*Demonstration of starch and protein test on food sample.</p> <p>*Testing the food usually eaten by cattle or a pet to find out which nutrients are present in animal food.</p>					
JULY	<p>18 <b>4.Exploring Magnets</b>          *Magnets and its types          *Discovery of magnet          *Natural and artificial magnets          *Magnetic and Non- magnetic substances          *Poles of a magnet          *Properties of a magnet  <b>PT 1 IN JULY MAXIMUM MARKS - 40</b></p>	10	<p>*Outline the events responsible for the discovery of natural magnets.</p> <p>*Classify given substances as magnetic &amp; non-magnetic based on their ability to be attracted by magnets.</p> <p>*Suggest an activity to determine the poles of a magnet.</p> <p>*Create a set up using magnet in order to find the direction.</p> <p>*Make a magnet in order to demonstrate how artificial magnets can be created.</p> <p>*Make a magnet in order to demonstrate how artificial magnets can be created.</p> <p>*Analyse what happens when two magnets are placed together in order to conclude the property of magnet.</p> <p>*Identify properties of given items and select a property that would help them easily separate the items from each other.</p> <p>*Examine the solubility of salt in water in certain conditions in order *differentiate the solution as saturated and unsaturated.</p> <p>*Explain how multiple processes can be employed when the mixture has a soluble and insoluble component</p> <p>*Outline methods that can be adapted from everyday life situations such as separation of husk from grains, separation of fine sand from coarse sand</p>	<p>*Showing different shapes and sizes of artificial magnets.</p> <p>*Demonstrating properties of magnets.</p> <p>*Demonstration of working of magnetic crane.</p> <p>*Activity showing magnetization of iron bar.</p>					



AUGUST	21	<p><b>5.Measurement of Length and Motion</b></p> <ul style="list-style-type: none"> <li>*Need to measurement</li> <li>*What is measurement</li> <li>*Need for standard unit of measurement</li> <li>*Introduction to motion and its types</li> <li>*Describing position of an object</li> <li>*Rest and Motion</li> </ul> <p><b>6.Materials Around Us</b></p> <ul style="list-style-type: none"> <li>* Classification of objects and its significance</li> <li>* Properties of materials</li> <li>* Space and volume</li> </ul>	21	<ul style="list-style-type: none"> <li>*Construct a device by choosing appropriate materials in-order to measure length of given objects.</li> <li>*Hypothesize reasons for utilisation/usage of Standard units of measurement.</li> <li>*Summarize the rules associated with the measurement of length.</li> <li>*Identify to find any errors associated with finding measurements using standard measurement devices.</li> <li>*Compare the measurement of length for an object using a scientific instrument and a non scientific instrument in order to differentiate between standard and non-standard units of measurement. *Distinguish between rest and motion in order to classify objects as in motion or at rest.</li> <li>*Find out the similarities and differences between the two objects based on the types of motion.</li> </ul> <p>*List the objects around us in order to analyse the materials they are made up of.</p>	<ul style="list-style-type: none"> <li>*Learning correct measurement of length of the school table with precaution avoiding errors.</li> <li>*Measurement of length of a curved line using a thread</li> </ul>					
SEPTEMBER	22	<p><b>6.Materials Around Us(Contd)</b></p> <ul style="list-style-type: none"> <li>* Properties of materials</li> <li>* Space and volume</li> <li>*Matter</li> </ul> <p><b>REVISION</b> <b>HALF -YEARLY EXAMINATION</b></p>	10	<ul style="list-style-type: none"> <li>*Examine the materials by compressing or scratching them in order to categorize them as hard and soft material</li> <li>*Observe the solubility of the object when added to water in order to categorize them as soluble and insoluble materials.</li> <li>*Investigation of various objects to classify them based on whether the object sinks or floats in water.</li> </ul>	<ul style="list-style-type: none"> <li>*From a large collection of materials present in classroom or home, making groups of objects having different properties like transparency, solubility in water and other properties</li> </ul>					
OCTOBER	14	<p><b>7.Temperature and its Measurement</b></p> <ul style="list-style-type: none"> <li>*Temperature</li> <li>*Scales of measuring temperature</li> <li>*Types of thermometers</li> <li>*Precautions to be taken while using thermometers</li> </ul>	14	<ul style="list-style-type: none"> <li>*Define temperature</li> <li>Measure temperature using different temperature scale</li> <li>Distinguish between laboratory thermometer and digital thermometer</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration on determination of melting and boiling point of water using a laboratory thermometer</li> <li>Measuring the body temperature of students and recording in a tabular format</li> </ul>					
NOVEMBER	22	<p><b>8.A journey through States of Water</b></p> <ul style="list-style-type: none"> <li>*States of Water</li> <li>*Conversion of states of water</li> <li>*Evaporation and cooling effect</li> </ul> <p><b>9.Methods of Separation in Everyday life</b></p> <ul style="list-style-type: none"> <li>*Basic principle and procedure for methods of separation like handpicking,threshing,winnowing, sieving,evaporation and filtration</li> </ul>	(11+11)	<ul style="list-style-type: none"> <li>Distinguish between sedimentation and decantation Understand the basic principles behind sieving,filtration and evaporation</li> <li>Distinguish between the three states of water</li> <li>Differentiate between evaporation and condensation</li> <li>List out the factors affecting evaporation</li> <li>Apply the cooling effect of evaporation in daily life situations like storing vegetables fresh and edible Sketch out the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>*Virtual Visit to a dairy and reporting about the processes used to separate cream from milk.</li> <li>*Demonstration of process of Loading in the classroom.</li> <li>*Showing activity of magnetic separation.</li> <li>*Demonstration of process of filtration using filter paper.</li> </ul>					
DECEMBER	22	<p><b>10.Living Creatures:Exploring their Characteristics</b></p> <ul style="list-style-type: none"> <li>Characteristics of living and nonliving things</li> <li>Essential conditions for seed germination.</li> <li>Life cycle of a bean plant.</li> <li>Life cycle of a mosquito.</li> <li>Life cycle of frog</li> </ul> <p><b>PT 2 IN JULY MAXIMUM MARKS - 40</b></p>	11	<ul style="list-style-type: none"> <li>Distinguish between living and nonliving things</li> <li>Categorize objects around them into living and nonliving</li> <li>Sketch out various stages in the germination of a plant</li> <li>List out the factors affecting the germination of a seed</li> <li>Sketch out the parts of a seed and its types</li> <li>Sketch out the various stages in the life cycle of a mosquito and frog</li> </ul>	<ul style="list-style-type: none"> <li>Experiment and observation on germination of bean seed</li> </ul>					









