

DIRECTORATE OF EDUCATION, GNCT OF DELHI
ANNUAL SYLLABUS (2025-26)

CLASS: 6, SUBJECT: SCIENCE

THEME	CONTENT	SUGGESTIVE LEARNING OUTCOMES	SUGGESTIVE ACTIVITIES
Natural Phenomena	*Ch-1: The Wonderful World of Science	<p>The learner</p> <ul style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Describe a real-life situation where you encountered a problem and tried to solve it. List the steps you took to identify and resolve the issue. Write a question starting with "Why" about something you observe in daily life. Outline how you would attempt to find an answer through observation, research, or experimentation. Observe and describe a situation where someone unknowingly followed the scientific method. Form small groups and pick a scientific question related to everyday life. Discuss possible explanations and ways to test them using the scientific method. Other related activities from the chapter
The World of Living	Ch-2: Diversity in the Living World <ul style="list-style-type: none"> ❖ Diversity in Plants and Animals Around Us ❖ How to Group Plants and Animals? 	<ul style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Observe different plants and animals in a nearby park or school garden, noting their features such as leaf shape, flower colour, and movement patterns of animals. Group plants based on characteristics like height, stem type, leaf venation, and root

	<p>❖ Plants and Animals in Different Surroundings</p> <p>Aligned chapters*:</p> <p>Class-IV Ch-16 : A Busy Month</p> <p>❖ Birds, their food, teeth/ beaks, claws, their nests, material used to make the nests.</p> <p>Class-V Ch-1: Super Senses</p> <p>❖ Eyes and Nose and their significance for different organisms.;</p> <p>❖ Significance of hearing, sleeping pattern of different animals.</p> <p>❖ Tiger and its features, Protected areas for animals.</p> <p>Ch-13: A Shelter So High</p> <p>❖ Cold regions in India</p> <p>❖ Types of shelter in different areas.</p> <p>❖ Things that vary from place to place like: Food habits. Living conditions. Climate. Clothes. Language etc.</p>		<p>structure.</p> <ol style="list-style-type: none"> Identify and categorize animals based on their habitats, such as land, water, or both. Discuss and compare adaptations in plants and animals that help them survive in different environments. Other related activities from the chapter <p><i>Class-IV</i> <i>Worksheets no. 25,39,45,50</i></p> <p><i>Class-V</i> <i>Worksheets no.22,27,30,33, 117</i></p> <p><i>Class-VI</i> <i>Worksheets no. 39-46</i></p>
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Food	<p>Ch- 3: Mindful Eating: A Path to a Healthy Body</p> <ul style="list-style-type: none"> ❖ What Do We Eat? ❖ What are the Components of Food? ❖ How to Test Different Components of Food? ❖ Balanced Diet ❖ Millets: Nutrition-rich cereals ❖ Food Miles: From Farm to Our Plate <p>Aligned chapter* Class-V Ch-5: Seeds and Seeds</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. 	<ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. List the food items consumed over a week and compare them with friends to identify similarities and differences. 2. Research and document traditional food items and locally grown crops from different states of India. 3. Create a balanced diet chart for a child, ensuring all essential nutrients are included. 4. Compare the nutritional values of different food products, such as junk food versus traditional healthy foods. 5. Other related activities from the chapter <p><i>Class-V</i> <i>Worksheets no.03, 52,142, 145</i> <i>Class-VI</i> <i>Worksheets no. 10-17, 22-25</i></p>
Moving things , People and Ideas	<p>Ch- 5: Measurement of Length and Motion</p> <ul style="list-style-type: none"> ❖ How do we Measure? ❖ Standard Units ❖ Correct Way of Measuring Length ❖ Measuring the Length of a Curved Line ❖ Describing Position ❖ Moving Things ❖ Types of Motion 	<ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. Use a metre scale to measure the length of different objects like a pencil, notebook, or classroom board. 2. Measure the length of a curved line using a thread and compare it with a flexible measuring tape. 3. Identify and classify different types of motion (linear, circular, oscillatory) in a children's park. 4. Other related activities from the chapter

Material	Ch- 6: Materials Around Us <ul style="list-style-type: none"> ❖ Observing Objects Around Us ❖ How to Group Materials? ❖ What are the different Properties of Materials? ❖ What is Matter? 	<ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. Observe and classify objects as transparent, translucent, or opaque based on how much light passes through them. 2. Mix various substances (salt, sugar, chalk powder, sand, sawdust) in water and record which dissolve and which remain insoluble. 3. Identify materials that can be used to make a tumbler and justify why certain materials are more suitable. 4. Drop different types of balls from a fixed height and observe their bouncing levels to compare material properties. 5. Other related activities from the chapter
Natural Resources	Ch-11: Nature's Treasure <ul style="list-style-type: none"> ❖ Air ❖ Water ❖ Energy from the Sun ❖ Forests ❖ Soil, Rocks and Minerals ❖ Fossil Fuel ❖ Natural Resources- Renewable and Non-renewable 	<ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. Observe and record instances where water is wasted at home or school, and suggest ways to reduce wastage. 2. Discuss the importance of rainwater harvesting and explore traditional methods of water conservation in your region 3. Plan a tree plantation drive in your school or locality and document the process. 4. Investigate sources of air pollution in your area and propose actions to reduce it. 5. Other related activities from the chapter
<p>➤ The above mentioned syllabus must be completed by September 06 ,2025.</p> <p>➤ Revision of syllabus for Mid Term Examination.</p>			

MID TERM EXAMINATION

THEME	CONTENT	SUGGESTIVE LEARNING OUTCOMES	SUGGESTIVE ACTIVITIES
How Things Work	Ch- 4: Exploring Magnets <ul style="list-style-type: none"> ❖ Magnetic and Non-magnetic Materials ❖ Poles of Magnet ❖ Finding Directions ❖ Attraction and Repulsion between Magnets ❖ Fun with Magnets 	<ul style="list-style-type: none"> • 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. • 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. 	<ol style="list-style-type: none"> 1. Collect different objects (plastic, wood, iron, etc.) and test which ones are attracted to a magnet, classifying them as magnetic or non-magnetic. 2. Spread iron filings on a sheet of paper, place a bar magnet over them, and observe how the filings gather at the poles, identifying the strongest magnetic regions. 3. Suspend a bar magnet freely using a thread, rotate it, and observe how it always aligns in the north-south direction, demonstrating Earth's magnetic influence. 4. Use a magnetic compass to locate directions and compare it with the alignment of a freely suspended magnet. 5. Bring two bar magnets close to each other and observe attraction and repulsion based on pole alignment, understanding the interaction of magnetic forces. 6. Other related activities from the chapter
How Things Work	Ch-7: Temperature and its Measurement <ul style="list-style-type: none"> ❖ Hot or Cold? ❖ Temperature ❖ Measuring Temperature 	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Compare the sense of touch and actual temperature measurement by dipping one hand in warm water and the other in cold water, then placing both hands in lukewarm

		<p>(clinical, laboratory, infrared) and their uses.</p> <ul style="list-style-type: none"> • Applies proper techniques to measure body and environmental temperature accurately. 	<p>water to observe the difference in perception.</p> <ol style="list-style-type: none"> 2. Measure body temperature using a digital clinical thermometer, record readings for multiple individuals, and compare variations in temperature. 3. Observe and record the temperature of warm water using a laboratory thermometer, ensuring correct handling and reading techniques. 4. Track and analyze daily weather temperatures by recording maximum and minimum air temperatures for ten consecutive days and identifying patterns. 5. Other related activities from the chapter
Natural Resources	<p>Ch-8:A Journey through States of Water</p> <ul style="list-style-type: none"> ❖ Investigating Water's Disappearing Act ❖ Another Mystery ❖ What are the different States of Water? ❖ How can We change the States of Water? ❖ How can Water be Evaporated Faster or Slower? ❖ Cooling Effect ❖ How do Clouds give us Rain? 	<ul style="list-style-type: none"> • 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, 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. 	<ol style="list-style-type: none"> 1. Observe an ice cube melting at room temperature and record the changes in its state over time. 2. Place a glass of ice cold water in a humid environment and observe the formation of water droplets on its outer surface to understand condensation. 3. Compare the evaporation rate of water by placing equal amounts in a bottle cap and a plate, noting the effect of surface area on evaporation. 4. Conduct a simple experiment to demonstrate the water cycle by heating water in a closed container and observing condensation on the lid. 5. Other related activities from the chapter

Material	<p>Ch- 9: Methods of Separation in Everyday Life</p> <ul style="list-style-type: none"> ❖ Handpicking ❖ Threshing ❖ Winnowing ❖ Evaporation ❖ Sedimentation ❖ Decantation ❖ Filtration ❖ Churning ❖ Magnetic Separation 	<ul style="list-style-type: none"> • 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. • 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. 	<ol style="list-style-type: none"> 1. Separate small stones from grains using handpicking and observe how physical differences like size and shape help in separation. 2. Perform winnowing by tossing a mixture of husk and grains in the air to see how wind separates the lighter husk from the heavier grains. 3. Filter muddy water using a cloth, sieve, or filter paper to observe how impurities are removed. 4. Use a magnet to separate iron filings from a mixture of sand and iron to explore the concept of magnetic separation. 5. Other related activities from the chapter
The World of Living	<p>Ch-10: Living Creatures: Exploring their Characteristics</p> <ul style="list-style-type: none"> ❖ What Sets the Living Apart from the Non-living? ❖ Essential Conditions for Germination of a Seed ❖ Growth and Movement in Plants ❖ Life Cycle of a Plant ❖ Life Cycle of Animals- mosquito, frog <p>Aligned chapters*: Class-IV Ch- 4: The Story Of Amrita</p> <ul style="list-style-type: none"> ❖ Plants and animals found in the desert. <p>Ch- 11: The valley of flowers</p>	<ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. Observe and list objects in the surroundings, classify them as living or non-living, and justify the classification based on their characteristics. 2. Sow seeds in different conditions (with/without water, light, or air) and record observations to understand the factors affecting germination. 3. Observe and compare the movement of plants (such as climbers and touch-sensitive plants) with the movement of animals. 4. Study the life cycle of a mosquito or frog or any other insect by observing water bodies, identifying different stages, and documenting changes over time. 5. Other related activities from the chapter <p><i>Class-IV</i></p>

	<ul style="list-style-type: none"> ❖ Different flowers and their uses <p>Ch- 19 : Abdul In The Garden</p> <ul style="list-style-type: none"> ❖ Roots- Types, functions <p>Class-V</p> <p>Ch -5: Seeds And Seeds</p> <ul style="list-style-type: none"> ❖ Different types of plants 		<p><i>Worksheets no. 22,27,33,137,142,145</i></p> <p><i>Class-V</i></p> <p><i>Worksheets no.140</i></p> <p><i>Class-VI</i></p> <p><i>Worksheets no. 26-31</i></p>
Natural Phenomena	<p>Ch-12: Beyond Earth</p> <ul style="list-style-type: none"> ❖ Stars and Constellations ❖ Night Sky Watching ❖ Our Solar System ❖ The Milky Way Galaxy ❖ The Universe 	<ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. Observe the night sky and identify bright stars or constellations, drawing patterns based on star arrangements. 2. Locate the Big Dipper and use it to find the Pole Star in the northern sky. 3. Track the apparent movement of a constellation like Orion over a few hours and record observations. 4. Compare the brightness of planets and stars in the night sky to distinguish between them. 5. Create a model of the Solar System using household materials to understand planetary positions and orbits. 6. Other related activities from the chapter
<p>Note:-</p> <ul style="list-style-type: none"> ➤ The whole syllabus must be completed by 31 January, 2026. ➤ Annual examination will be based on entire annual syllabus. ➤ Revision of entire syllabus for Annual Examination. ➤ *Chapter -1: ‘The Wonderful World of Science’ is non evaluative. ➤ The previous class chapters* are aligned for concept clarity. 			
Annual Exam 2026			