

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS – VI
SUBJECT – SCIENCE

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1.	The Wonderful World of Science	1. What is Science?	1.1 Nature and process of science 1.2 Why science matters	July Day 1	July	Mystery Box: Bring a sealed box with a hidden object (bell/sponge). Students shake, tilt, and listen to predict what is inside. Purpose: Introduces observation, hypothesis, and inference.	1. Inquiry-Based Learning 2. Think-Pair-Share 3. Use of ICT (Technology)	CG-6 Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	C-6.1 Illustrates how scientific knowledge and ideas have changed over time and identifies scientific values inherent across the evolution of scientific knowledge. C-6.2 Formulates questions using scientific terminology and collects data as evidence through observation or simple experiments.	Learner will be able to describe science as a process of observing, questioning, and investigating the world around them.	
1.	The Wonderful World of Science	1. What is Science?	1.3 Scientific method: Step by step	Day 2		Ask & Answer: Teacher asks 'Why?' about common phenomena (Why is the sky blue? Why do leaves fall?). Students discuss and attempt answers. Purpose: Encourages questioning and reasoning.	1. Inquiry-Based Learning 2. Think-Pair-Share	CG-6 Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	C-6.2 Formulates questions using scientific terminology and collects data as evidence through observation or simple experiments.	Learner will be able to follow the steps of the scientific method — observe, question, hypothesize, test, and conclude.	
1.	The Wonderful World of Science	2. Science in Daily Life	Activity 1.1, 1.2 and 1.3	Day 3		Daily Discovery: Students write one science-related observation from home (steam from tea, shadow length at different times). Purpose: Connects science to real life.	1. Hands-on Science 2. Use of ICT (Technology)	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-7.3 Represents real world events and relationships through diagrams and simple mathematical representations.	Learner will be able to connect scientific concepts with everyday experiences and communicate observations accurately.	
1.	The Wonderful World of Science		Class Notes	Day 4 Day 5			Written work with the help of I-Board				
2.	Diversity in the Living World	1. Diversity in Plants and Animals	1.1 Nature walk and observation 1.2 Grouping plants by features	July Day 1	July	Living World Bingo: Teacher calls out organism names; students mark their bingo card. Purpose: Introduces biodiversity and observation skills.	1. Inquiry-Based Learning 2. Discovery Approach 3. Use of ICT (Technology)	CG-3 Explores the living world in scientific terms.	C-3.1 Describes the diversity of living things observed in natural surroundings (insects, earthworms, birds, mammals, reptiles, fungi), including at a smaller scale (microscopic organisms). C-3.3 Analyses patterns of relationships between living	Learner will be able to observe and describe the diversity of plants and animals in the local environment.	

									organisms and their environments in terms of dependence on and response to each other.		
2.	Diversity in the Living World	2. Grouping Living Things	Activity 2.1, 2.2, 2.3, 2.4 2.1 Classifying by observable features	Day 2		Classify It: Bring leaves of different shapes to class. Students group them by size, shape, and edge (smooth/serrated). Purpose: Develops classification skills.	1. Inquiry-Based Learning 2. Hands-on Science	CG-3 Explores the living world in scientific terms.	C-3.1 Describes diversity of living things observed in natural surroundings (insects, earthworms, birds, mammals, reptiles, fungi), including at a smaller scale (microscopic organisms). C-3.2 Distinguishes the characteristics of living organisms (nutrition, growth, respiration, reproduction, excretion, cellular organisation) from non-living things.	Learner will be able to classify living organisms based on observable characteristics and explain their distinguishing features.	
2.	Diversity in the Living World	3. Microorganisms	3.1 Organisms too small to see 3.2 Useful and harmful microbes	Day 3		Invisible World Riddle: 'I am alive but you cannot see me without a tool. I can make bread rise or make you sick. What am I?' Purpose: Introduces concept of microorganisms.	1. Explanation with Textbook 2. Entab Videos 3. Hands-on Science	CG-3 Explores the living world in scientific terms.	C-3.1 Describes diversity of living things observed in natural surroundings (insects, earthworms, birds, mammals, reptiles, fungi), including at a smaller scale (microscopic organisms). C-3.2 Distinguishes characteristics of living organisms from non-living things.	Learner will be able to identify microorganisms as living things and describe their beneficial and harmful roles.	
2.	Diversity in the Living World		Lab Activity (Observe specimens in nature/microscope)	Day 4			Hands-on Science and visit to Biology Lab	CG-3 Explores the living world in scientific terms.	C-3.1 Describes diversity of living things observed in natural surroundings (insects, earthworms, birds, mammals, reptiles, fungi), including at a smaller scale (microscopic organisms). C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other.	Learner will be able to observe and record diversity of organisms using available tools.	
2.	Diversity in the Living World		Class Notes Buffer Days if Required	Day 5 Day 6			Written work with the help of I-Board				
3.	Mindful Eating: A Path to a Healthy Body	1. What Do We Eat?	Activity 3.1, 3.2 1.1 Food components and nutrients	August Day 1	August	Healthy or not? Teacher names a food item; students thumb up for healthy, thumbs down for unhealthy. Purpose: Introduces concept of nutrition and food choices.	1. Explanation with Textbook 2. Entab Videos 3. Use of ICT (Technology)	CG-4 Understands the components of health, hygiene, and well-being.	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 health. C-4.2 Examines different dimensions of diversity of food,	Learner will be able to identify food components (carbohydrates, proteins, fats, vitamins, minerals) and explain their role in maintaining health.	

									sources, nutrients, climatic conditions, diets.		
3.	Mindful Eating: A Path to a Healthy Body	2. Why Is a Balanced Diet Important?	Activity 3.3, 3.4 2.1 Malnutrition and deficiency diseases	Day 2		Plate Design: Students draw their ideal balanced meal plate and label the nutrient groups. Purpose: Reinforces understanding of a balanced diet.	1. Inquiry-Based Learning 2. Think-Pair-Share	CG-4 Understands the components of health, hygiene, and well-being.	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 health. C-4.2 Examines different dimensions of diversity of food, sources, nutrients, climatic conditions, diets.	Learner will be able to analyse a meal for nutritional balance and identify effects of poor diet on health.	
3.	Mindful Eating: A Path to a Healthy Body	3. Safe Food Practices	3.1 Food preservation 3.2 Hygiene in food preparation	Day 3		Food Safety Game: Teacher describes steps in food handling; students stand if the step is hygienic, sit if unhygienic. Purpose: Highlights importance of food safety.	1. Explanation with Textbook 2. Entab Videos	CG-4 Understands the components of health, hygiene, and well-being.	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 health. C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns.	Learner will be able to describe safe food practices and explain methods of food preservation.	
3.	Mindful Eating: A Path to a Healthy Body		Class Notes Buffer Days if Required	Day 4 Day 5			Written work with the help of I-Board				
4.	Exploring Magnets	1. What Is a Magnet?	Activity 4.1, 4.2 1.1 Properties of magnets 1.2 Poles and attraction/repulsion	August Day 1	August	North or South? Give each student two bar magnets (labeled). Ask them to find poles that attract and poles that repel. Purpose: Introduces magnetic poles and their interactions.	1. Hands-on Science 2. Inquiry-Based Learning 3. Use of ICT (Technology)	CG-2 Explores the physical world in scientific and mathematical terms.	C-2.3 Describes the properties of a magnet (natural and artificial; Earth as a magnet). C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity.	Learner will be able to describe properties of magnets including attraction, repulsion, and the concept of magnetic poles.	
4.	Exploring Magnets	2. Magnetic and Non-Magnetic Materials	Activity 4.3, 4.4 2.1 Testing materials with a magnet	Day 2		Magnetic or Not? Students test various objects (pin, eraser, coin, pencil) with a magnet and record observations in a table. Purpose: Develops inquiry skills through testing.	1. Hands-on Science 2. Discovery Approach	CG-2 Explores the physical world in scientific and mathematical terms.	C-2.3 Describes properties of magnets. 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	Learner will be able to classify materials as magnetic or non-magnetic based on experimental observation.	

4.	Exploring Magnets	3. Earth as a Magnet	Activity 4.5, 4.6 3.1 Compass and directions 3.2 Navigation using magnets	Day 3		Direction Game: Using a compass, students identify N/S/E/W in their classroom. Then predict where objects are. Purpose: Connects magnetic properties to real-life navigation.	1. Explanation with Textbook 2. Entab Videos 3. Use of ICT	CG-2 Explores the physical world in scientific and mathematical terms. 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.	C-2.3 Describes properties of a magnet (Earth as a magnet). C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner.	Learner will be able to explain how a compass works and describe the Earth as a giant magnet.
4.	Exploring Magnets		Lab Activity Buffer Days if Required	Day 4 Day 5			Hands-on Science and visit to STEM Lab Written work with I-Board	CG-2 Explores the physical world in scientific and mathematical terms.	C-2.3 Describes the properties of a magnet (natural and artificial; Earth as a magnet)	Learner will be able to conduct experiments with magnets and record observations accurately.
5.	Measurement of Length and Motion	1. Why Do We Measure?	Activity 5.1, 5.2 1.1 Standard and non-standard units 1.2 Importance of accurate measurement	September Day 1	September	Handspan Challenge: Students measure their desk using handspans, then compare results. Discuss why they differ. Purpose: Illustrates the need for standard units of measurement.	1. Inquiry-Based Learning 2. Hands-on Science 3. Think-Pair-Share	CG-1 Explores the world of matter and its constituents, properties, and behaviour. CG-2 Explores the physical world in scientific and mathematical terms.	C-1.3 Explains the importance of measurement and measures physical properties of matter (volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments. C-2.1 Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations.	Learner will be able to explain the need for standard units and use measuring instruments accurately.
5.	Measurement of Length and Motion	2. Motion Around Us	Activity 5.3, 5.4 2.1 Types of motion: linear, circular, oscillatory	Day 2		Motion Mime: Students act out different types of motion — marching (linear), spinning (circular), swinging arms (oscillatory). Purpose: Builds conceptual understanding of types of motion through body movement.	1. Discovery Approach 2. Use of ICT (Technology)	CG-2 Explores the physical world in scientific and mathematical terms.	C-2.1 Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations.	Learner will be able to identify and describe different types of motion with real-life examples.
5.	Measurement of Length and Motion	3. Speed and Distance	3.1 Calculating speed 3.2 Uniform and non-uniform motion	Day 3		Race Track: Mark a 10m track. Students time each other walking, jogging, and running. Calculate speed = distance/time.	1. Hands-on Science 2. Inquiry-Based Learning	CG-2 Explores the physical world in scientific and mathematical terms. CG-7 Communicates	C-2.1 Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic	Learner will be able to calculate speed and represent motion using distance-time data.

						Purpose: Makes the concept of speed concrete and measurable.		questions, observations, and conclusions related to science.	representations. C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations.		
5.	Measurement of Length and Motion		Class Notes Buffer Days if Required	Day 4 Day 5			Written work with the help of I-Board				Assessment As learning
6.	Materials Around Us	1. Observing Objects Around Us	Activity 6.1 1.1 Properties of materials 1.2 Natural and synthetic materials	September Day 1	October	Material Hunt: Students list 5 objects from their bag and classify them by material (plastic, metal, fabric, wood, rubber). Purpose: Begins classification by material properties.	1. Inquiry-Based Learning 2. Hands-on Science 3. Use of ICT (Technology)	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, density, transparent, opaque, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics.	Learner will be able to identify and classify materials based on their observable physical and chemical properties.	
6.	Materials Around Us	2. Metals and Non-Metals	Activity 6.2, 6.3 2.1 Properties: lustre, conductivity, malleability	Day 2		Shine or No Shine? Provide metal (foil), wood, plastic, and rubber pieces. Students check each for shininess, conductivity (simple circuit test). Purpose: Hands-on exploration of metal vs non-metal properties.	1. Hands-on Science 2. Visit to Chemistry Lab	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, density, transparent, opaque, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics.	Learner will be able to distinguish between metals and non-metals based on their physical properties.	
6.	Materials Around Us	3. Acids, Bases and Neutral Substances	Activity 6.4 3.1 Natural indicators 3.2 Uses of acids and bases	Day 3		Turmeric Test: Students dip turmeric paper strips into lemon juice, soap solution, and plain water. Observe colour changes. Purpose: Introduces concept of acids and bases through a safe, low-cost experiment.	1. Hands-on Science 2. Inquiry-Based Learning	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, density, transparent, opaque, 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.	Learner will be able to classify common substances as acidic, basic, or neutral using indicators.	
6.	Materials Around Us		Class Notes Buffer Days if Required	Day 4 Day 5			Written work with the help of I-Board				Assessment For learning
7.	Temperature and its Measurement	1. What Is Temperature?	Activity 7.1 1.1 Difference between heat and temperature 1.2 Reading a thermometer	November Day 1	November	Hot or Cold? Students touch three bowls of water (cold, lukewarm, hot) and record their sense impressions. Then measure with a thermometer. Purpose: Shows that sense organs alone are unreliable; we need instruments.	1. Hands-on Science 2. Inquiry-Based Learning 3. Use of ICT	CG-1 Explores the world of matter and its constituents, properties, and behaviour. CG-2 Explores the physical world in	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-2.1 Describes one-dimensional motion (uniform, nonuniform,	Learner will be able to distinguish between heat and temperature and accurately measure temperature using a thermometer.	

								scientific and mathematical terms.	horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations.		
7.	Temperature and its Measurement	2. Conduction, Convection, Radiation	Activity 7.2, 7.3 2.1 Modes of heat transfer	Day 2		Spoon in Hot Water: Students hold a metal spoon, then a wooden spoon in warm water. Compare which heats up faster. Purpose: Demonstrates conduction and introduces concept of conductors/insulators.	1. Hands-on Science 2. Discovery Approach	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	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)	Learner will be able to describe modes of heat transfer (conduction, convection, radiation) with real-life examples.	
7.	Temperature and its Measurement	3. Temperature in Everyday Life	3.1 Weather, body temperature 3.2 Clinical vs laboratory thermometers	Day 3		Weather Reporter: Students record classroom temperature in the morning and afternoon for a week. Create a simple graph. Purpose: Develops data collection and graphing skills.	1. Project-centred Approach 2. Use of ICT (Technology)	CG-7 Communicates questions, observations, and conclusions related to science.	C-7.3 Represents real-world events through diagrams and simple mathematical representations. 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.	Learner will be able to use thermometers correctly and interpret temperature data in real-life contexts.	
7.	Temperature and its Measurement		Class Notes Buffer Days if Required	Day 4 Day 5			Written work with I-Board				Assessment Of learning
8.	A Journey through States of Water	1. States of Water	Activity 8.1 1.1 Solid, liquid and gaseous states 1.2 Melting and freezing	November Day 1	November	Ice to Water to Steam: Show ice melting in the palm. Ask: 'Where did the ice go? Where does the water go when heated?' Purpose: Introduces state changes of water through a simple observation.	1. Hands-on Science 2. Discovery Approach 3. Use of ICT	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes. C-1.4 Observes and explains phenomena caused due to differences in temperature and density (cooling of things).	Learner will be able to describe the three states of water, explain what happens during state changes, and name the processes involved.	
8.	A Journey through States of Water	2. Evaporation and Condensation	Activity 8.2, 8.3 2.1 Factors affecting evaporation 2.2 Water cycle	Day 2		Wet Handkerchief Test: Wet two identical pieces of cloth. Place one in a breezy spot, one in a still corner. Predict which dries faster. Purpose: Investigates factors affecting evaporation (airflow, surface area).	1. Inquiry-Based Learning 2. Hands-on Science	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes. C-1.4 Observes and explains phenomena caused due to differences in temperature and density (cooling of things).	Learner will be able to explain evaporation and condensation and describe the water cycle.	
8.	A Journey through States of Water	3. Water in Our Lives	3.1 Sources and conservation of water	Day 3		Save the Drop: Students calculate how much water is wasted in a leaking tap (1 drip/sec for 1 day). Discuss	1. Explanation with Textbook	CG-5 Understands the interface of Science,	C-5.1 Illustrates how Science and Technology can help improve the quality of human life (food	Learner will be able to describe the importance of water for living organisms and suggest	

			3.2 Water and living organisms			conservation. Purpose: Connects science to environmental responsibility.	2. Project-centred Approach	Technology, and Society.	security, judicious consumption of resources). C-5.2 Shares views on news and articles related to the impact that Science or Technology and society have on each other.	methods of water conservation.	
8.	A Journey through States of Water		Class Notes Buffer Days if Required	Day 4 Day 5			Written work with the help of I-Board				
9.	Methods of Separation in Everyday Life	1. Why Do We Separate Mixtures?	Introduction Activity 9.1	December Day 1	December	Mix and Separate: Mix sand and iron filings. Students try different methods (magnet, sieve, water) to separate them. Purpose: Introduces the concept and need for separation of mixtures.	1. Hands-on Science 2. Inquiry-Based Learning 3. Use of ICT	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, density, transparent, opaque, 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.	Learner will be able to explain why we separate mixtures and identify appropriate methods for separation.	
9.	Methods of Separation in Everyday Life	2. Methods of Separation	Activity 9.2, 9.3 2.1 Sieving, filtration, evaporation 2.2 Magnetic separation	Day 2		Kitchen Lab: Use a strainer to filter muddy water; evaporate salt water on a plate in sunlight. Discuss which method suits which mixture. Purpose: Connects separation methods to everyday cooking and food processing.	1. Hands-on Science 2. Discovery Approach 3. Visit to Chemistry Lab	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes. C-1.1 Classifies matter based on observable physical (solid, liquid, gas, density, transparent, opaque, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics.	Learner will be able to describe and perform different methods of separation of mixtures.	
9.	Methods of Separation in Everyday Life	3. Separation in Industry	3.1 Distillation and centrifugation 3.2 Applications in daily life	Day 3		Spin the Bottle: Place a mixture of fine chalk powder and water in a bottle; shake vigorously then observe settling. Purpose: Demonstrates sedimentation before discussing centrifugation.	1. Explanation with Textbook 2. Entab Videos	CG-5 Understands the interface of Science, Technology, and Society.	C-5.1 Illustrates how Science and Technology can help improve the quality of human life (food security, judicious consumption of resources). C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes.	Learner will be able to describe industrial separation methods and explain their applications in everyday life.	

9.	Methods of Separation in Everyday Life		Class Notes Buffer Days if Required	Day 4 Day 5			Written work with the help of I-Board				Assessment AS learning
10.	Living Creatures: Exploring their Characteristics	1. What Makes Something Living?	Activity 10.1, 10.2 1.1 Characteristics of living organisms	December Day 1	January	Living or Not? Teacher calls out: tree, cloud, bacteria, fire, river, dog. Students stand for living, sit for non-living, and discuss borderline cases. Purpose: Challenges intuitive understanding and introduces formal criteria for life.	1. Inquiry-Based Learning 2. Think-Pair-Share 3. Use of ICT (Technology)	CG-3 Explores the living world in scientific terms.	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-3.1 Describes the diversity of living things in natural surroundings.	Learner will be able to list the characteristics of living organisms and use them to distinguish living from non-living things.	
10.	Living Creatures: Exploring their Characteristics	2. How Do Living Things Grow?	Activity 10.3 2.1 Nutrition, respiration and excretion 2.2 Growth and reproduction	Day 2		Seedling Observation: Students plant a seed in a cup (previously soaked). Over several days, record growth. Predict what will happen without water/light. Purpose: Makes life processes visible and testable.	1. Project-centred Approach 2. Hands-on Science	CG-3 Explores the living world in scientific terms.	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.	Learner will be able to describe and distinguish the life processes of nutrition, respiration, growth, and reproduction in living organisms.	
10.	Living Creatures: Exploring their Characteristics	3. Response to Stimuli	3.1 Sensitivity in plants and animals 3.2 Tropisms in plants	Day 3		Touch Me Not: Show or demonstrate a sensitive plant (Mimosa). Ask students to predict and then observe its response. Purpose: Demonstrates that even plants respond to stimuli.	1. Hands-on Science 2. Discovery Approach	CG-3 Explores the living world in scientific terms.	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.	Learner will be able to explain how living organisms respond to stimuli and give examples of tropisms in plants.	
10.	Living Creatures: Exploring their Characteristics		Lab Activity Class Notes Buffer Days if Required	Day 4 Day 5 Day 6			Hands-on Science and visit to Biology Lab Written work with I-Board	CG-3 Explores the living world in scientific terms.	C-3.1 Describes the diversity of living things in natural surroundings. 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.	Learner will be able to observe and record life processes in living organisms.	
11.	Nature's Treasures	1. Natural Resources	Activity 11.1 1.1 Renewable and	January Day 1	February	Resource Auction: Give students play money to 'bid' on	1. Concept Mapping	CG-3 Explores the living	C-3.3 Analyses patterns of relationships between living	Learner will be able to classify natural	

			non-renewable resources 1.2 Forests and biodiversity			resources (coal, solar energy, water, trees). Discuss what happens when resources run out. Purpose: Makes concept of resource depletion tangible and thought-provoking.	2. Use of ICT (Technology) 3. Project-centred Approach	world in scientific terms. CG-5 Understands the interface of Science, Technology, and Society.	organisms and their environments. C-3.4 Explains the conditions suitable for sustaining life on Earth. C-5.1 Illustrates how Science and Technology help improve the quality of human life (sustainable development).	resources as renewable or non-renewable and explain the importance of conservation.	
11.	Nature's Treasures	2. Conservation of Resources	Activity 11.2 2.1 Human impact on nature 2.2 Sustainable practices	Day 2		Before and After: Show two images — a healthy forest and a deforested area. Students discuss what changed and why. Purpose: Connects scientific concepts to environmental responsibility.	1. Explanation with Textbook 2. Entab Videos 3. Concept Mapping	CG-5 Understands the interface of Science, Technology, and Society. CG-6 Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	C-5.2 Shares views on articles related to the impact that Science or Technology and society have on each other. C-6.1 Illustrates how scientific knowledge and ideas have changed over time and identifies scientific values inherent across the evolution of scientific knowledge.	Learner will be able to describe the impact of human activities on natural resources and suggest sustainable alternatives.	
11.	Nature's Treasures	3. India's Biodiversity and Heritage	3.1 India as a biodiversity hotspot 3.2 Traditional knowledge and conservation	Day 3		Biodiversity Map: On a blank India map, students mark regions associated with famous plants/animals/ecosystems. Purpose: Builds awareness of India's natural heritage.	1. Concept Mapping 2. Use of ICT (Technology)	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 in order to appreciate that Science is ever evolving and that there are still many unanswered questions.	C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner. C-9.1 States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students.	Learner will be able to describe India's rich biodiversity and explain the importance of traditional conservation knowledge.	

11.	Nature's Treasures		Class Notes Buffer Days if Required	Day 4 Day 5			Written work with the help of I-Board				Assessment AS learning
12.	Beyond Earth	1. The Night Sky	Activity 12.1 1.1 Stars, planets, and constellations 1.2 Observing the sky	February Day 1	March	Star Gazing Simulation: Dim classroom lights. Use a star projector or printed star map. Students identify constellations. Purpose: Sparks curiosity about the universe and introduces celestial observation.	1. Explanation with Textbook 2. Entab Videos 3. Use of ICT (Technology)	CG-2 Explores the physical world in scientific and mathematical terms. CG-9 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.	C-2.5 Observes and identifies celestial objects (stars, planets, satellites, constellations, comets) and explains their role in navigation, calendars, and other phenomena. C-9.1 States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students.	Learner will be able to identify major celestial objects and constellations and explain their significance in navigation and timekeeping.	
12.	Beyond Earth	2. The Solar System	Activity 12.2 2.1 Planets and their features 2.2 Artificial satellites and space exploration	Day 2		Planet Order Rap: Students learn and recite the planet order with a mnemonic: 'My Very Educated Mother Just Served Us Noodles'. Purpose: Makes memorization fun while building astronomical vocabulary.	1. Explanation with Textbook 2. Entab Videos 3. Use of ICT	CG-2 Explores the physical world in scientific and mathematical terms.	C-2.5 Observes and identifies celestial objects (stars, planets, artificial satellites, constellations) and explains phenomena (phases of the moon, eclipse, life on Earth).	Learner will be able to describe the structure of the solar system, name the planets in order, and describe the role of artificial satellites.	
12.	Beyond Earth	3. Space Exploration and India's Contribution	3.1 ISRO and missions 3.2 Life in space	Day 3		Mission Chandrayaan: Show a brief timeline of ISRO missions. Students identify which missions were firsts for India. Purpose: Builds scientific pride and awareness of India's space achievements.	1. Concept Mapping 2. Use of ICT (Technology)	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-5 Understands the interface of Science, Technology, and Society.	C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner. C-5.1 Illustrates how Science and Technology improve quality of human life (applications of artificial satellites).	Learner will be able to describe India's contributions to space science (ISRO missions) and explain how satellites benefit everyday life.	
12.	Beyond Earth		Class Notes Buffer Days if Required	Day 4 Day 5			Written work with the help of I-Board				Assessment of learning