FORMAT FOR DESIGNING KPIs:

Annual pedagogical plan (APP) Term 1

CLASS VI SCIENCE

Chapters:- Ch1 Sources of food, Ch2 Components of food , Ch4 Sorting materials into groups ,

Ch5 Separation of substance , Ch7 Living and non living,

Ch13 Electricity and circuits, Ch14 Fun with magnets.

What are the problems?	Compilation of problems	Categorization of Problems (Subjective &Behavioral)
Students face problems in : • Interpretation of various scientific terms in living organisms and their surroundings.Ch-7,Ch-1, Ch-2, • In drawing the diagram . Ch-5,ch-13, ch-14 • Remembering new/difficult scientific terms. Ch-4,ch-5 • Comprehending the language of question paper. • Time management during the examination. • Differentiating between the basic things like different types of joints in body movement, conductors and	Students find problems in: • understanding the language of question paper and time management during exam. (Analyzing) • remembering and interpreting various scientific terms.(Understanding) • drawing diagrams, and in identifying the specimen, colour, odor etc. (Knowledge). • applying the learned concepts to dailylife application.(Application) • Identifying and analyzing the different types of vitamins and their sources and types of joints in body movement. (Analyzing)	**Subjective Problems** : • Students are not able to understand the new scientific concept. • Students are unable to relate concept with day to day life activities. • Students are unable to read and understand language of question paper. • Students are unable to complete question paper on time. **BehavioralProblems :** • Lack of practice of diagrams. • Lack of focus/attention while making observation in laboratory. • Lack of scientific approach. • Lack of interest and concentration in the topic, it takes more time to understand the topic.

insulators, magnetic and non magnetic substances.Ch-13, ch-14, ch-7 • Identification of different vitamins and their sources • Relating the concept with daily life.		

SHEET 2-

CLASS VI SCIENCE

Format For Designing KPI

KPI NAME	KPI DEF. NO	KPI DEFn.	WHERE ARE WE NOW? (scale &description)	KPI GOAL	KPI LIMIT	WHAT WE NEED TO DO?	HOW WILL IT BE ACHIEVED?	KPI MEASUREMENT	REVIEW	KPI REPORTING	KPI ACHIEVEMENT	KPI IMPROVEMENT
Understanding of scientific concept in class VI students .	1	To develop understanding of complex scientific concepts based on components of food, food habits of animals ,states of matter , living and non-living things .	Appr. 50% students are able to observe the concepts but lack in understand the complex scientific concepts such as types of vitamins, food web, common features of living and non living things	60 %	±3	To enable the students to- 1.Understand the different sources of vitamins . 2.Explain the different states of matter such as solid, liquid and gas. 3. Develop a concept map/ mind map of components of food and classification of animals. 4. Develop a reading skill and comprehend the language of book.	• .Classroom discussion and explanation on component of food , balanced diet, and living and non-living things • By video demonstration on different sources of vitamins, food web, states of matter. • • • Through various classroom activities like testing of	• By assignments, pen paper test. • By evaluating their worksheets. • By drawing a concept map explaining classification of animals.	After completion of chapter.	At the end of term 1		

							nutrients, sprouting of seeds, testing of solubility in water. • By giving them homework of book reading and summarize the topic. • By taking regular follow up of reading skill.					
Analytical skill.	2	To improve the performance of students in analyzing and comparing the concept of electricity and circuits conductors and insulators, fun with magnets, living and non living things and developing	Appr.40% students are able to identify and **analyze** the scientific concepts.	50 %	±3	1. Developing the habit of practicing circuit diagrams and increase their creativity. 2. Helping the students to memorize the symbols of electrical components. 3. Comparison between the characteristics of living and non-living things.	• Students will be motivated to do more and more practice of drawing the diagrams in their notebook • Demonstration through black board and chart and daily practice of drawing	• By assignments, pen paper test • By conducting class test after finishing the chapter. • By evaluative their practice sheets.	After completion of chapter.	At the end of the term 1.		

		the time management skill.				4. Helping the students to identify and differentiate magnetic and nonmagnetic substances. 4. We will give individual practice on learning and using of electric circuits in daily life. 5. we will give them practice test to increase their time management skill. 6. Peer learning can be developed.	the symbols through worksheets • By conducting an activity to identify the different magnetic and non magnetic substance present in their classroom and surroundings • By showing the animated video and demonstrate the making of electric circuit in science lab • Conducting competition/quiz by dividing the class in group of 4/5.					

							• By taking regular follow up of practicing skill.					
Application skills in students of class VI	3	To improve the performance of students in applying the learned concepts to day to day life activities.	Appr. 55% of the students are able to apply the learned concepts to day to day life.	65 %	±3	1.Developing the habits of uses of methods of separation of substances. 2. Help the students to use the different ingredients of food to prepare new dishes. 3. Helping the students to use the magnets and magnetic compass to show the direction in their daily life.	• To encourage them to practice the separation of grain's chaff by winnowing method and removing stones from rice by hand picking method. • By conducting an activity to tell what are the ingredients used in today's meal. • Video demonstration on how compass used to show the	• By assignments, pen paper test • By conducting class test after finishing the chapter. • By evaluative their practice sheets	After completion of chapter.	At the end of term 1.		

							directions . • By Conducting competition/quiz by dividing the class in group of 4/5.					