Grade 06 Final Document

Grade 06 curriculum component consists of 40% from grade 05 and 60% from grade 06.

Grade 05

තේමාව	ඉගෙනුම් පල	ක්‍රියාකාරකම	පිටු අංකය	කාලය
6) අපේ ආහාර	වයසට සුදුසු පරිදි උස හා බර පවත්වා ගැනීමේ වැදගත්කම අවබෝධ කර ගෙන කටයුතු කරයි.	01	70	පැය 01
	අප ගන්නා ආහාර උචිත අයුරින් වර්ගීකරණය කරයි	02	71	පැය 01
8) ජලය	තාපයේ අඩු වැඩි වීම අනුව ජලයේ ඇතිවන වෙනස්කම් පිළිබඳ පරීක්ෂා කොට වාර්තා කරයි.	01	90	පැය 01
		02	91	පැය 01
		03	92	පැය 01
	එදිනෙදා පරිහරණය සඳහා අවශ්‍ය ජලය පිරිසිදු කර ගැනීමේ උපකරණ නිර්මාණය කරයි.	07	94	පැය 01
9) වැඩ පහසු කිරීමේ මං	යම් වැඩක් ඉක්මනින් හා පහසුවෙන් නිම කිරීම සඳහා වර්තමානයේ මිනිසුන් යොදා ගන්නා විවිධ ක්‍රම නිරීක්ෂණය කර වාර්තා කරයි.	01	99	පැය 01
	සුමට ලෙස ද්‍රව්‍ය/භාණ්ඩ ස්පර්ෂ වීමට සැලැස්වීමෙන් වැඩ පහසු කර ගන්නා ආකාරය හඳුනාගෙන ප්‍රකාශ කරයි.	02	100	පැය 01
	නිවසේ හා පාසලේ කටයුතු සඳහා සරල යන්ත්‍ර භාවිතා කරමින් වැඩ පහසු කරයි.	03	101	පැය 01
	වැඩ පහසු කිරීමේදී විදුලියෙන්, සුළඟෙන්, ගලා යන ජලයෙන් තල්ලු කිරීම, ඇදීම හා කරකැවීම සිදුවන ආකාර පිළිබඳව අත්හදා බලයි.	04	101	පැය 01
		05	102	පැය 01
		06	103	පැය 01
	වැඩ පහසු කිරීමේදී විදුලියෙන්, සුළඟෙන්, ගලා යන ජලයෙන්, තල්ලු කිරීම, ඇදීම හා කරකැවීම සිදුවන ආකාර පිළිබඳව අත්හදා බලයි.	07	105	පැය 02
	වැඩ පහසු කිරීම සඳහා චුම්භක ශක්තිය යොදා ගත හැකි ආකාර නිර්මාණය කර අත්හදා බලයි.	06	103	පැය 01
	වැඩ පහසු කිරීමේදී විදුලියෙන්, සුළඟෙන්, ගලා යන ජලයෙන් තල්ලු කිරීම, ඇදීම හා කරකැවීම සිදුවන	08	106	පැය 01

	ආකාර පිළිබඳව අත්හදා බලයි.			
11) ගමනාගමනය	මාර්ග සංඥ පද්ධතියක ක්‍රියාකාරිත්වය විදහා දැක්වෙන නිර්මාණවල නියැලෙයි.	06	127	පැය 01
13) අහස හා පොළොව	තම ප්‍රදේශයට ලැබෙන වර්ෂාව පිළිබඳ අවබෝධයෙන් කටයුතු කරයි.	02	141	පැය 03
	චන්ද්‍රයාගේ බලපෑම නිසා පරිසරයේ ඇතිවන වෙනස්කම් හඳුනාගෙන ප්‍රකාශ කරයි.	05	145	පැය 01
	සුළඟින් ඇති ප්‍රයෝජන විමර්ෂනය කර වාර්තා කරයි.	06	145	පැය 01
	සූර්‍යයාගේ , පෘථිවියේ හා චන්ද්‍රයාගේ පිහිටීම, භ්‍රමණය හා පරිභ්‍රමණය ආදර්ශනය කරයි.	07	146	පැය 01
	සඳේ (චන්ද්‍රයාගේ) වෙනස්කම් නිරීක්ෂණය කර වාර්තා කරයි.	08	146	පැය 01
	තරු රටා නිරීක්ෂණය කර වාර්තා කරයි.	09	147	පැය 01
14) අපට කළ හැකි වෙනස්කම්	පවතින අහිතකර තත්වයක් හිතකර තත්වයක් බවට පත් කර ගන්නා ආකාරය පිළිබඳව යෝජනා ඉදිරිපත් කරයි.	05	156	පැය 01

Grade 06

Competency level	Content	Outcomes	Time (periods)	Remarks

1.1. Explores living organisms around us.
 	
1.2 Suggests some criteria to classify organisms.
	Wonders of the living world
	• Organisms living around us
	• Characteristics of organisms
	  • Growth
	  • Reproduction
	  • Movements
	  • Respiration
	  • Nutrition
	• Organisms
	  • Plants
	  • Animals
	  • Microorganisms
	• Differences between plants and animals
	  • Locomotion
	  • Mode of nutrition
	Growth limitations
		• differentiate living from non-living.
		• give examples for living and non-living things.
		• describe the basic features of organisms.
		• classify organisms into three major groups as plants, animals and microorganisms.
		• explain the fundamental differences between plants and animals.
		• use dichotomous keys to classify organisms.
		• interpret and display collected data.
		• accept that all organisms are part and parcel of the environment.
		• show responsibility to have care and conservation for living organisms.
		• appreciate the diversity of living world
			05	Three learning outcomes have been removed.
				The time allocated has been reduced from 15 to 05 periods.

Competency level	Content	Outcomes	Time (periods)	Remarks

2.1 Identifies the diversity of things around us.
2.2. Classifies matter based on their properties.
	Things around us
	• Matter and energy
	• States of matter with relevant examples
	  • Solid
	  • Liquid
	  • Gas
	• Characteristics of three states of matter (qualitative comparison only)
	  • Shape
	  • Volume
	• Applications of matter based on properties
		• identify matter and energy giving suitable examples
		• name solids, liquids and gases as forms of matter
		• distinguish three states of matter with respect to shape and volume
		• identity matter and energy giving suitable examples
		• classify things in the environment as solids, liquids and gases
		• value the usage of matter
			05	Competency level 2.3 has been removed.
				In the content, hardness, malleability, ductility, elastic nature, brittleness, and texture have been removed.
				Three learning outcomes have been removed.
				The time allocated has been reduced from 12 to 05 periods.

2.4. Classifies water based on different criteria. 2.5. Examines properties of water by simple	**Water as a natural resource** • States of water • Ice, water and water vapor • Types of water based on salinity	• name three physical states of water. • describe ground water, precipitation and surface water as sources of water • describe importance of water for the existence of life • insist importance of water for human activities	**05**	In the content, types of water based on availability has been removed. Three learning outcomes have removed. The time allocated has been reduced from 15 to 05 periods. Classification of water based on modes of precipitation has

Competency level	Content	Outcomes	Time (periods)	Remarks
activities. 2.6. Accepts water as a valuable and limited resource.	• Fresh water • Sea water • Brackish water • Importance of water as a natural resource	• classify water based on salinity • accept water as a limited natural resource • appreciate water as a valuable resource		been removed.
3.1. Develops awareness about energy sources and their uses. 3.3. Accepts the importance of sustainable utilization of energy sources.	**Energy in day-to-day life** • Energy does work • Energy sources and theiruses • Sun • Biomass • Fossil fuels • Wind • Hydropower • Sea waves • Tidal waves • Geothermal • Nuclear	• state energy as ability of doing work • identify sun as the main source of energy • give a brief introduction to other sources of energy • describe the uses of energy sources with examples • realize the exhaustibility of energy sources • value the sustainable usage of energy	**03**	Competency level 3.2 has been removed. Three learning outcomes have been removed. The time allocated has been reduced from 10 to 03 periods.
3.4. Illustrates the uses of light by simple activities.	**Light and vision** • How we see • Need of light • From where the light comes	• explain the factors necessary for vision • distinguish luminous and non luminous objects giving examples	**07**	The time allocated has been reduced from 15 to 07 periods. Proposed activities are recommended to

Competency level	Content	Outcomes	Time (periods)	Remarks
3.5. Explains the nature and functions of light using rays and beams. 3.6. Explores various sources of light and the uses of light. 3.7. Suggests possible explanations to show properties of light.	• Luminous objects • Non-luminous objects • Transparent, translucent and opaque media • Properties of light • Beam of light • Ray of light • Rectilinear propagation of light • Uses of light • Sight • Illumination • Signaling • Communication • Medical purposes • Entertainment • Food production in plants	• identify transparent, translucent and opaque media according to the transmission of light • express that the ray as an idealized narrow beam of light • compile a report on uses of light • distinguish the beam of light and a ray of light diagrammatically • conduct simple activities to demonstrate the need of light for vision • build up small set-ups to illustrate certain uses of light • demonstrate a beam of light by simple activities • demonstrate rectilinear propagation of light by simple activities • appreciate the importance of light • accept that light should be used without disturbing others		perform as teacher demonstration.
3.8. Develops the concept ‘sound’ with the help of	**Sound and hearing** • Sound as the sensationreceived by hearing organs/ear	• identify sound as the sensation received by hearing organs/ear • give examples for different sounds existing in the environment	**05**	The time allocated has been reduced from 8 to 05 periods. Proposed activities

Competency level	**Content**	**Outcomes**	**Time (periods)**	**Remarks**

different sounds in the environment
3.9. Describes the principal differences between various types of sound.
	• Sounds in environment
	  • Natural sounds
	  • Artificial sounds
	• Noise and music
		• perform simple activities to experience the varieties of sound
		• distinguish sound in environment as natural and artificial
		• differentiate noise and music by experiencing various sounds
		• construct simple instruments to produce sound
		• enjoy music and natural sounds
		• accept that sound should be used without disturbing others
				are recommended to perform as teacher demonstration.

3.10. Argues a case for a magnetic effect. 3.11. Formulates appropriate methods to show the behaviour of magnets.	**Magnets** • Magnetic effect • Magnetic poles • Attraction/ repulsion	• understand that magnets exert a force on certain substances • identify magnets and their poles • state that like poles repel and unlike poles attract • conducts simple activities to experience the magnetic effect • prepare workable devices to show magnetic effect • test the strength of magnets collected from the surrounding • perform activities to demonstrate attraction and repulsion of magnets • use repulsion to differentiate a magnet	**04**	The time allocated has been reduced from 8 to 04 periods. Use suitable videos to accelerate teaching. Proposed activities are recommended to perform as teacher demonstration.

Competency level	Content	Outcomes	Time (periods)	Remarks
		• from other magnetic substances • identify poles of a magnet using the compass • accept that magnets can be used for joyful activities		

3.12. Identifies sources of electricity from various resources.
3.13. Illustrates circuit diagrams using standard symbols.
3.14. Distinguishes conductors and insulators practically.
	Electricity for comfortable life
	• Electricity for day-to-day life
	• Generating electricity
	• Introduction of electric circuits, their components and their symbols
	  • Wires
	  • Switch
	  • Bulb
	  • Cell/Battery
	  • Ammeter
	• Conductors and insulators
	• Simple electronic and electrical components
		• state, uses of / electricity in day-to-day life
		• state few electricity generating devices
		• identify components in an electric circuit by manipulating them correctly
		• denote components of an electrical circuit by standard symbols
		• name given simple electronic components
		• present information on electricity generating devices
		• conduct simple activities to generate electricity
		• connect and work out simple electric circuits according to the given circuit diagrams
		• identify electrical conductors and insulators by performing simple activities
			08	The time allocated has been reduced from 20 to 08 periods.
				Use suitable videos to accelerate teaching.
				Proposed activities are recommended to perform as teacher demonstration.

Competency level	Content	Outcomes	Time (periods)	Remarks
	• Diodes • LED • Resistors • LDR	• construct simple circuits to demonstrate functions of given electronic components • accept that electrical appliances and electronic components should be handled safely and productively		

3.15. Search for the methods of generating heat.
3.16. Demonstrate the effects of heat.
3.17. Inquires about the instances where effects of heat are experienced in the environment
	Heat and its effects
	• How heat helps life
	• Effects of heat
	  • Raising temperature
	  • Expansion
	  • Change of state
	  • Change of colour
	• Generation of heat
		• list out uses of heat in day-to-day life
		• give examples for effects of heat experienced in the environment
		• perform simple activities to demonstrate the effects of heat
		• conduct simple activities to demonstrate the ways of generating heat
		• accept that heat should be handled safely and productively
		• realize that heat affects the properties of substances and products
			05	The time allocated has been reduced from 08 to 05 periods. Use suitable videos to accelerate teaching.
				Proposed activities are recommended to perform as teacher demonstration.

4.1. Judges interactions among the	**Food – related interactions** • Mode of nutrition	• categorize animals as herbivores, carnivores and omnivores according to their food habits	**05**	Three learning outcomes have been removed. The

Competency level	Content	Outcomes	Time (periods)	Remarks
organisms according to their food habits. 4.2. Categorizes organisms according to their mode of nutrition.	• Herbivorous • Carnivorous • Omnivorous • Food -related interactions • Food chains • Food webs	• understand that all animals directly or indirectly depend on plants for food • describe food chains and food webs as an interactions among plants and animals • identify the hierarchy of food related interactions in nature • develop food chains through observations and experiences • build up food webs using the inter-connections between food chains • highlight food chains in a given food web • accept that each and every organism plays a key role in the balanced environment • act responsibly not to disturb the natural balance of the food webs		time allocated has been reduced from 15 to 05 periods.
4.3. Develops awareness about changes in weather and associated natural disasters.	**Climatic changes** • Weather and climate • Factors determining weather • Rain • Wind • Temperature	• differentiate weather and climate • name some factors that determine weather • list out some natural disasters associated with climatic changes • Construct simple set ups to observe changes in rainfall, wind	**08**	The time allocated has been reduced from 15 to 08 periods. Proposed activities are recommended to perform as teacher demonstration.

Competency level	Content	Outcomes	Time (periods)	Remarks
4.4. Observes factors that determine weather.	• Humidity • Natural disasters associated withclimatic changes • Flood • Cyclone • Drought • Landslide	direction, wind speed and humidity • use simple set ups and standard instruments to observe and record changes in weather • record observed changes in weather for a given period • realize the importance of awareness of weather conditions		