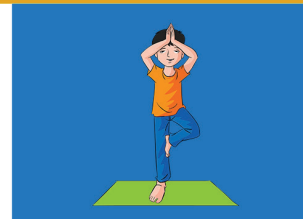
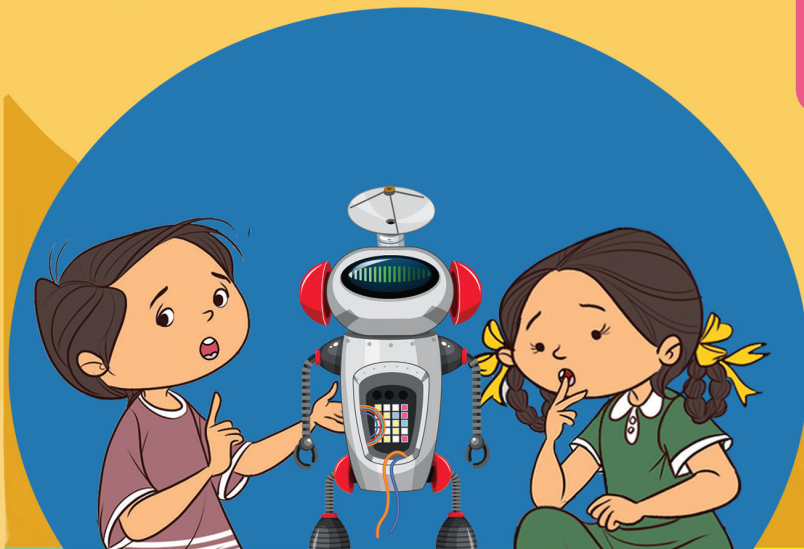


BRIDGE MONTH PROGRAMME



Guidelines

Grade 6



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Guidelines- Grade 6

First Edition

April 2024 Vaisakha 1946

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Research and Training, 2024**

*Printed on 80 GSM paper with NCERT
watermark*

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at

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From the Director's Desk

NCERT welcomes students entering Grade 6, the first grade of Middle Stage, to a new phase of learning and pedagogy. This phase will be joyful, fun-based, contextual, interesting, innovative, discovery-based, inquiry-based, and rooted in toys and games. leading students to learn from their own experiences. This process requires our teachers to engage deeply with the perspectives of National Education Policy, 2020, the National Curricular Framework for School Education, 2023, and forthcoming syllabi and textbooks.

NCERT is introducing new syllabi and textbooks for Grade 6 in all subjects as recommended in NCF-SE, 2023. The transition of students to new syllabi and textbooks requires teachers to introduce all Grade 6 students to new pedagogical approaches as outlined in NCF-SE, 2023 before they begin formal study of the new textbooks. It is in this context, a month-long bridge programme has been proposed to provide students with an experience of activity-based, fun-filled learning, free from curriculum load and the burden of non-comprehension. NCERT has developed a brief guideline for teachers to support the conduct of this bridge-month programme, including detailed activities in subject-specific areas, which are annexed.

This phase is very crucial for transitioning to new curriculum based on the philosophy of NEP 2020. The bridge-month programme is vital for successfully ushering our teachers and students into the new phase of education advocated by NEP 2020 and embodied in NCF-SE 2023. Therefore, it is essential to introduce the bridge-month programme before providing the new textbooks to teachers and students. After successfully conducting the bridge-month programme, the textbooks and other teaching-learning materials will be truly appreciated by all stakeholders.

I urge all the teachers to take ownership of implementing NEP 2020 perspective of education, which is culturally rooted, experience-based and connects everyone on this Earth (*Vasundhara*), following the motto of *Vasudhaiva Kutumbakam*. This bridge-month programme is the first step for the middle stage. Together, we can convey to the entire education fraternity that collaborative and teamwork will bring satisfaction and lead to success in providing all children with the highest quality education.

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

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List of Subject Specific Development Teams is included in the subject-wise Bridge Programme.

Curriculum Transition - Implementing NCF-SE 2023

Bridge Month Programme For Grade 6

Guidelines for Teachers

Context

The National Curriculum Framework for School Education (NCF-SE) 2023 was launched in August 2023. Drawing insights from the National Education Policy 2020 the NCF-SE involves fundamental transformations in what and how students learn—including a more holistic and well-rounded education that is rooted in India, with greater interaction, discussion, and analytical thinking, and with all students learning art, physical education/wellness, and vocational education as part of their curriculum.

Based on the NCF-SE perspectives, new syllabi, and teaching-learning material including textbooks for Grades 3-12 are being brought out. This process has been phased — in the first phase, the syllabus and textbooks will be introduced in the first grade of the Preparatory and Middle Stages each, namely Grades 3 and 6. Subsequently, in the years 2025-2026 and 2026-2027, new syllabi and textbooks for the remaining Grades will be introduced.

The student's transition from Grade 2 to 3 and from Grade 5 to Grade 6 must be smooth. The prerequisite for learning in the new curriculum is to be fulfilled, otherwise, students will suffer from a load of non-comprehension. Moreover, the transition of students from the old curriculum to the new requires support from school heads, teachers, and parents. Therefore, they also need to be oriented on NCF-SE literacy including the advantages of NCF-SE in terms of better and more holistic learning and stress reduction, holistic progress card, and also on school culture and practices.



Curriculum for Grade 6, First Grade of Middle stage

As per the NCF-SE 2023, the Middle Stage expands to include Science (i.e., the study of the physical and natural world) and Social Science (i.e., the study of the human world), and students also get exposure to Vocational Education. Based on the capacities and dispositions in the Preparatory Stage, students engage more formally with knowledge and values in the Middle Stage. Curricular Areas are dealt with as 'forms of understanding' with explicit engagement with paradigmatic theories and conceptual structures that frame each area. The more generic capacities (such as observation and data collection) developed in the Preparatory Stage are now specialised into specific methods of inquiry that are appropriate for each form of understanding. For example, students understand the methods of inquiry in Science and contrast them with the methods of inquiry in History of the Arts. The conventions and protocols of each form of understanding are also introduced in the Middle Stage. Please refer to NCF-SE-2023.

The content in the Middle Stage reflects the engagement with theoretical concepts and the introduction of theories and conceptual frameworks specific to each form of understanding. There is a shift to more abstract ideas and the students are expected to engage with unfamiliar contexts and situations. The textbooks begin to play a central role in mediating the content in the Middle Stage. Both the expansion of Curricular Areas and the engagement with abstract ideas and unfamiliar contexts could be challenging for students. Textbooks with clear expectations and specific learning goals at this stage would support students in entering these forms of understanding in a structured and systematic manner.

Teachers are expected to make a judicious balance of direct instruction and opportunities for exploration and inquiry. As mentioned before, the expansion of content areas and the abstract nature of theories place a heavier cognitive demand on students. The focus on concept development indicates that the Teacher must pay attention to the prior concepts that students might already have and how to use those concepts to bring about active learning. The emphasis is not on accumulating facts, but on becoming fluent in the methods of inquiry within each form of understanding.



Assessments can become more formal and explicit at this stage. The focus of assessments should be on the specific ways of reasoning within each form of understanding and not primarily on the recall of facts. Formal tests and examinations play a role with the expectation that students can process larger chunks of information together for analysis and synthesis. Periodic summative assessments supplement the more frequent formative assessments.

The teaching-learning process is increasingly a formal space allowing for group work and peer interactions. Subject-specific classrooms become effective when equipped with appropriate Teaching-Learning Materials (TLM) and other resources.

In view of the above, the Grade 6 Curriculum includes:

Syllabus and Textbooks for the following subjects—

1. Hindi
2. English
3. Sanskrit
4. Urdu
5. Social Science
6. Science
7. Mathematics
8. Vocational Education
9. Art Education
10. Physical Education & Well Being

The content and pedagogy included in the new syllabi and textbooks based on NCF-SE 2023* expect teachers to be acquainted with the following shifts—

- Shift from content to competencies
- shift from a chapter-centric approach in textbooks to a curricular-centric approach
- shift from assessment of selected abilities to holistic assessment
- Shift from routine teacher-guided activities to fun-based, play-based, discovery-based activities
- Shift from a whole language approach to a balanced literacy approach



- Shift from textbook to textbook + (additional reading material, collection of a variety of teaching-learning material, activity books, etc.)

*NCF-SE 2023 (<https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26>)

For Grade 6, a new time allocation and timetable as suggested for the middle stage in NCF-SE will be implemented to address the needs in every subject area mentioned above, the subject-wise activities in the bridge month need to be conducted corresponding to the specified time allocation. Timetable given in NCF-SE 2023 for the Middle Stage is illustrative and schools can have their timetable as per the timings of the school and time available for one period. The time allocation and illustrative timetable given in NCF-SE 2023 (pg.no. 136-137) are given below for reference —

Curricular Areas	Annual Hours	Annual Periods
R1 + Library	65	97.5
R2	70	105
R3	75	112.5
Mathematics (Maths)	115	172.5
Science	160	240
Social Science (SS)	160	240
Art Education (Art)	100	150
Physical Education (PE)	100	150
Vocational Education (VE)	110	165

Illustrative timetable for the Preparatory Stage (Two working Saturdays)							
Time (hrs)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
830-855	Assembly	Assembly	Assembly	Assembly	Assembly	830-910	TWAU
900-940	R1	R1	R1	R1	R2	915-955	TWAU
945-1025	R1	Library	R1	Library	R2	955-1015	Snack break
1030-1045	Snack break	Snack break	Snack break	Snack break	Snack break	1020-1100	R2
1050-1130	Maths	Maths	R2	Maths	Maths	1105-1145	Art
1135-1205	Maths	Maths	R2	Maths	Maths	1150-1230	PE
1205-1250	Lunch	Lunch	Lunch	Lunch	Lunch	1230-1300	Lunch
1250-1330	TWAU	R2	TWAU	R2	TWAU		
1335-1415	TWAU	R2	TWAU	R2	TWAU		
1420-1500	PE	Art	Art	TWAU	PE		
1505-1545	PE	Art	Art	TWAU	PE		

Illustrative timetable for the Middle Stage (Two working Saturdays)							
Time (hrs)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
830-855	Assembly	Assembly	Assembly	Assembly	Assembly	830-910	Library
900-940	R1	Maths	Maths	Maths	Maths	915-955	Library
945-1025	R2	R2	R1	Maths	R1	955-1015	Snack break
1030-1045	Snack break	Snack break	Snack break	Snack break	Snack break	1020-1100	VE
1050-1130	SS	SS	SS	SS	SS	1105-1145	Art
1135-1205	SS	Science	SS	Science	Science	1150-1230	PE
1205-1250	Lunch	Lunch	Lunch	Lunch	Lunch	1230-1300	Lunch
1250-1330	Science	Art	Science	Art	R2		
1335-1415	Science	Art	Science	Art	R3		
1420-1500	PE	VE	R3	PE	VE		
1505-1545	PE	VE	R3	PE	VE		

Bridge Month

Grade 6 being the first grade of the Middle stage, where the students have just entered after studying the old curriculum including Environmental Studies, they do not have an adequate understanding of Science and Social Science. They are more adapted to a textbook-centric approach. **After students enter Grade 6**, the ideal would be to have a month-long, fun-filled series of games and activities that would allow the students to enjoy, interact, shed their inhibitions, *speak* to other students and teachers, play, and get involved in simple projects (why not a treasure hunt!), etc.

The Purpose

The purpose would be to develop an interactive and playful classroom to set the atmosphere and prepare both teachers and students for the new syllabus and new approach to learning. Subjects are to be seen as interconnected. Some subject-specific suggestions are as follows— it is necessary that they get exposure to learning in a manner that they can enjoy the process of learning, they learn while playing, they learn talking to their peers, and they learn observing the things around for at least one month— which may be called a Bridge Month. This month, all the subjects are to be taught in a fun-based manner, subject-wise examples of which are given below:

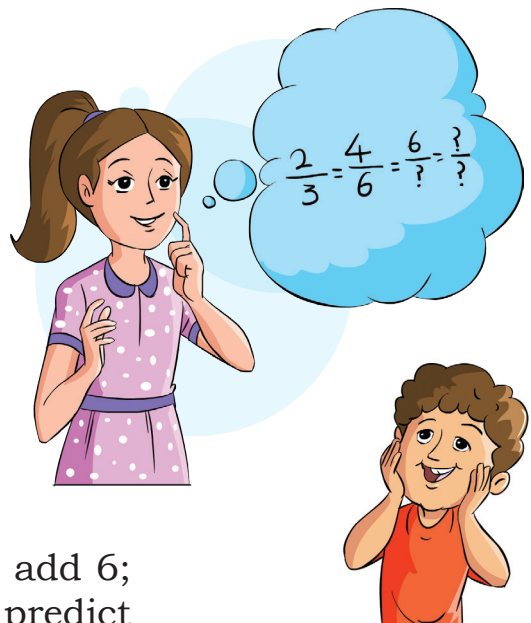
Mathematics

Learning with Fun:

For mathematics, it should be a month of discovery and interaction through games and activities. Specific ideas include:

Magic tricks to perform on each other and at home on families

- (a) Think of a number; multiply it by 2; add 6; take half of the number; subtract 1; I predict



you now have 2! How does it work?

- (b) There are six cards (which can be printed on one sheet of paper and then cut into six pieces) — each has numbers between 1 and 50; ask your friend or family member to think of a number between 1 and 50; shuffle the cards; then, for each card, ask: "Is your number on this card?"; with their six yes/no answers, you can tell them the number they thought of! Why does it work?
- (c) Pick your favourite one-digit number, multiply it by 9, and then multiply 12345679 by that —what happens?
- (d) Pick a three-digit number whose digits are not all the same; reverse and subtract the smaller from the larger; then reverse and add; I predict you get 1089... etc.

Games to play with each other:

- (a) The first player calls a number between 1 and 3 and then each player takes turns adding 1, 2, or 3 to the previous number called; the first player to reach 21 wins. What is the winning strategy? This can be played with a pile of 21 objects also, and each player takes turns taking away 1, 2, or 3 objects; the person to take away the last object wins.
- (b) Try variations, e.g., adding 1 to 10, and the first person to have to say 100 or bigger loses. What are the winning strategies and why do they work?

Puzzles and activities:

- (a) Draw special given shapes without lifting the pencil or retracing, or decide in particular simple cases that it is impossible.
- (b) Matchstick puzzles— move three matchsticks to turn the fish around; move one matchstick to turn the giraffe around, etc.
- (c) Write "The sentence on the other side of this card is true" on one side of a card and write "The sentence on the other side of this card is false" on the other side; which of the two sentences is true or false?
- (d) Is the sentence "This sentence is false" true or false?
- (e) Take the number 142,857, and multiply it by each number from 1



to 6. What do you see?

(f) Play with number patterns (adding odd numbers gives square numbers — why?

1, $1 + 2 + 1$, $1 + 2 + 3 + 2 + 1$, etc. gives square numbers — why?

How do you sum all the numbers from 1 to 100 quickly? etc.)

Science

Lots of fun interactive science experiments, activities, and games with everyday objects, both indoors and outdoors can be tried.

For example, a candle covered by a glass — why does the candle extinguish? candle in water covered by a glass — why does the water level rise? A glass of water covered by thin cardboard — turn over — why does the cardboard stay in place and the water not spill? Focus a ray of light through a magnifying glass to burn a hole on a piece of paper or a fallen leaf — why does that happen? What are the colours coming out of a prism? The colours seen in the sky — the air often acts like a prism; Observe the different kinds of trees and leaves and flowers; Observe different kinds of pebbles outside; some gardening, etc.



D o

Social Science

Engaging activities such as explaining globes and wall maps, talking to elders about history of nearby post office, hospital, a well, visiting to nearby museum, making a report of current news items of own interest will help students to not only expose to social science perspectives but also in smooth transition from grade 5 concepts to the new social science concept in grade 6.

Arts



Fun activities may be conducted to introduce students to the different art forms and their basic techniques and vocabulary, e.g., Movements with Song and Dance to a popular song of the region.



Physical Education

Fun activities may be conducted to introduce students to the different movements used in sports and yoga and the basic vocabulary that is used, e.g., passing the ball, catch and throw in a circle, etc.



Vocational Education

A project that can be done with minimal equipment may be given to students either as a group or individual project — planting flowers is one good option, either outside or in pots, or both. Also, spend time collecting the materials that will be needed for the rest of the year.

Languages

To build a culture of reading, take a trip to the library and have everyone read or take out a book. Read your book or a story or a chapter in it and then tell the story to others in your own words, and why you liked or did not like it. Creative writing exercises — e.g., in Hindi or Urdu: sing the गप्प-शप्प song, and then try making your गप्प-शप्प verses... A national competition could be held for the best / funniest verse(s) composed! In English, can you write a sentence without using the letter "e"? Can you write a sentence that uses all the letters of the alphabet? Can you make a palindromic word or sentence like "Was it a cat I saw?" "Was it a car or a cat I saw?", etc. Interdisciplinary in any language — play 'pictionary' and charades (a word is given to a student that has to be guessed by others; they have to make the others guess it by drawing (or by acting) but without speaking).



Moving towards Grade 6

The syllabus in all the subject areas mentioned above has been developed and is centred around the learning standards as mentioned in the NCF-SE. While preparing the Bridge Month Programme, gaps in learning standards between the present syllabus of Grade 5 and the new Syllabus of Grade 5 have been identified and analysed in the context of the new syllabus of Grade 6. This has provided a clear picture of the prerequisites for learning of the content and pedagogy in Grade 6 with a new curriculum. This Bridge Programme is designed for each subject area focussing on the following points—

1. A brief purpose of the subject (from part C of the NCF-SE 2023)
2. Objectives of Subject-specific Bridge Month
3. Week-wise timetable for the respective subject area as per the illustrative timetable/time allocation given in NCF-SE

4. Week-wise Activity Plan

5. Assessment (Holistic)

The Bridge Programme has been designed in such a way, that it will take care of curricular goals and competencies on which the Grade 6 syllabus is based upon. Therefore, the bridge month for Grade 6 students will be a month which this in the remaining time allocated for one year without putting the burden on children anticipating less time for completing the syllabus.

Subject-wise Bridge Month Programme

S.No.	Subject	Annexure
1.	Mathematics	I
2.	Science	II
3.	Social Science	III
4.	English	IV
5.	Hindi	V
6.	Sanskrit	VI
7.	Urdu	VII
8.	Arts	VIII
9.	Vocational Education	IX
10.	Physical Education and Well-being	X

Activities given in the Bridge Programme for all the subject areas are suggestive. Teachers can design their activities as per the contexts of children, mapping with the competencies given for each of the subject areas. This programme will help the school implement the curricular and pedagogical reforms suggested in NEP 2020 in the Middle Stage starting from Grade 6.



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एन सी ई आर टी
NCERT

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