

Subject:-EVS

Class V

SNo	Month	Theme and Sub Theme as per Syllabus	Lesson	Key concepts / issues of Syllabus	Suggested Activities	Expected Learning Outcome	Suggested resources	values	periods
1	Apr	<u>Theme 1</u> - Family and friends <u>Sub theme 1.3</u> - Animals	1. Super senses	Sense Organs; Comparison with humans-activities such as eating, sleeping etc	<p>How animals find their food?</p> <p>Observation of animals to</p> <ul style="list-style-type: none"> - Find if they also hear .speak, see, and smell, eat, sleep? -to study their response to sound ,food ,and other stimuli -Comparison of sense organs of animals with human beings. -Initiating discussion after watching visual clip of animals and birds -Discussion about the super senses of animals 	<ul style="list-style-type: none"> - understand how animals are able to find their food. -Identify different senses and know that animals too have different senses. -develop recording skills. 	<p>Information about animals and their senses from encyclopedia</p> <p>Narratives about animals' e g ants, bees. Etc.</p> <p>Childs daily life experience</p> <p>Visual Clips of animals and Birds</p>	Sensitize children to the amazing world of animals	11

				<p><u>-Activities for sound, smell, touch and sight.</u></p> <p>-Activity of guessing who clapped by closing both eyes and then by closing one ear and both eyes.</p> <p>-Dropping a coin into the cup from a height with one eye open and with both eyes open. Other similar activity.</p> <p><u>Blindfolding activities</u></p> <p>-guessing the substances given in the jar by smelling.</p> <p>- Touch and feel hands of a person .Then take off blindfold feel and guess whose hand was touched.</p> <p>-Touch ,feel and guess objects in the box</p> <p>-fix nose on the picture of the clown by touching and feeling</p> <p>.-Draw letters or numbers on the back of a child with fingers .Guess</p> <p>(ii) Dropping sugar to observe the ants behaviour</p> <p>-activity to show super</p>	<p>-Appreciate the super senses in animals</p> <p>-Observe and discover the facts about animals' behaviour</p> <p>-develop Map pointing skills</p> <p>-Protect the environment as plants and animals are our natural resources</p>	<p>Materials for conducting activities e g coin ,cup,</p> <p>Food items, jar Soil ,honey</p> <p>picture of clown etc .</p>	<p>Do not tease animals. Protection of wild life</p> <p>Animals too have a right to live.</p> <p>Integrated with English Unit 10 Malu Bhalu</p> <p>Hindi Unit 14 'Bagh Aaya Uss Raat' and Unit 15 'Bishan Ki Dilleri'</p>	
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Plasticine ,cutouts of eyes and ears

				<p>sense of smell in ants[tunnel formation] using glass jar ,honey and moist soil</p> <p>(iii) Visual Clip on-Birds with eyes in front/on either side of the head, animals whose ears are bigger than ours and whose ears can be seen, Alarm calls given by animals to warn about dangers.</p> <p>-Bird watchers club – watching birds ,putting grains and water for birds</p> <p>-activity of making plasticine models of birds and animals and placing cutouts of eyes/ears on correct position of the head</p> <p>(iv)Map work- National park and their locations Why is the tiger in danger?</p> <p>(vi) Discussion on threat to tigers and some other animals</p> <p>-conducting class play 'save the tiger</p> <p>-preparation of masks of animals</p> <p>'What we take from animals?</p> <p>-Listing and drawing of items made from</p>		<p>Map of India showing National Parks and their locations</p> <p>Script of play</p> <p>Films/pictures about animals</p> <p>.Excerpts from Man eaters of Kumaon by Corbett</p> <p>Pictures and information about products obtained from animals</p> <p>Narratives about preferences in taste ,smells, colours in different cultural context</p>	
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				<p>without stereotyping) , Protection of wild life; Animal products used by us . selling of animal parts .</p>	<p>animal products</p> <p>-Discussion .reading and poster making activity with a message to save wild life Art and craft- Making a paper dog</p> <p>Observation, discussion about</p> <p>-a friends likes / dislikes</p> <p>-Smells you don't like</p> <p>-Class survey about children's favourite colour/ food etc</p>				
		<p>Theme 1 – Family and friends Sub theme 1.3- Animals</p>	<p>2.A Snake Charmer's story</p>	<p>Communities dependent upon animals ;hunters restricted to smaller spaces; changing patterns of wild and domestic animals To be sensitive about cruelty</p>	<p>❖ People who depend on animals</p> <p>Discussion on</p> <p>-People whose livelihood depends on animals To be sensitive about cruelty to animals</p> <p>-people teasing/ troubling animals in the zoo and other places -People keeping the snakes for livelihood -Why do we need snakes? -Conduct survey about people who keep</p>	<p>Children will be able to know about people who catch/ trap/ hunt/ entertain using animals ?They will also find out about</p> <p>--Culture and tradition of snake charmers .</p> <p>-Understand that snakes are friends of</p>	<p>Library resources ,movies ,stories and narratives about animals and their caretaker</p> <p>Internet, Visual Clips</p> <p>- Laboratory Resources</p> <p>Survey in the neighbourhood</p> <p>Different musical Instruments</p>	<p>Caring attitude for pets, birds & Animals</p> <p>Integrated with Maths Unit 1 The Fish Tale</p>	<p>11</p>

				<p>to animals To realize that people who depend on animals are not necessarily cruel to them .</p>	<p>animals for their livelihood</p> <p>-Visual Clips on mouth parts, size, shape, poisonous and non-poisonous snakes</p> <p>-movies related to animal and its caretaker</p> <p>-Different windblown musical instruments. Also those used in snake dance Art and Craft</p> <p>-drawing People who depend on animals.</p> <p>-Making snake puppet</p>	<p>farmers</p> <p>-develop skills of Reporting</p> <p>Identify, differentiate the poisonous snakes from non-poisonous snakes depending on the size, colour and patches on the skin</p> <p>-Draw identify and appreciate the musical instruments</p> <p>-Develop craft skills.</p> <p>--Develop love towards animals</p>	Material for making puppets		
2	May & June	<u>Theme 2 Food</u>	3. FROM TASTING TO DIGESTING	<p>Tasting food; chapatti /rice becomes sweeter on chewing, digestion</p>	<p>❖ How do we taste food?</p> <p>- tasting activity Different food items will be given to taste and smell.</p> <p>- Blindfold activity: to identify food items only by touch and smell</p> <p>Our mouth tastes and even digests food</p>	<p>- Identify the food by taste and smell</p> <p>- Identify and mark the areas of taste such as sweet, sour, bitter and salty,</p>	Samples of food items, Picture of tongue with different taste regions ,format of survey sheet	<p>Avoid wastage of food .</p> <p>value of proper diet</p>	13

				<p>begins in the mouth;</p> <p>-draw Parts of a tongue and mark different taste regions.</p> <p>-chewing activity-count number of chews needed before swallowing food. Identify and classify foods that need</p> <p>-lots of chewing</p> <p>-Don't need chewing</p> <p>-Need some chewing</p> <p>-Tooth Survey about number of teeth filled and missing</p>	<p>-develop drawing skills.</p>		
				<p>What happens to the food we eat?</p> <p>- Visual Clip on digestive system and the path of food</p> <p>-model of digestive system -activity to show passage of food using chart of digestive system, nail, magnet and bread piece</p>	<p>Children will be able to know what happens to the food we eat</p> <p>- To find the change in the taste and understanding the importance of saliva in the process of digestion</p> <p>-develop Drawing skills</p> <p>-understand that Digestive system and digestive juices help in the process of digestion.</p>	<p>Visual Clip of passage of food , Plasticine Magnet ,nail ,piece of bread ,picture of digestive system etc for passage of food</p> <p>Sharing experiences /story of someone on glucose drip</p> <p>Materials for ORS</p> <p>Discussion with a doctor or a nurse</p> <p>Visit to nearby hospital if possible</p>	

				<p>glucose is a sugar</p> <p>What is glucose? Why do we give glucose to patients?</p> <p>- Discussion on glucose drip- if possible a visit to near by hospital</p> <p>-activity of preparing ORS</p> <p>-need of energy giving food and problems faced by not taking proper food</p> <p>-Arrange community lunch-including different categories of food.</p> <p>-preparing simple healthy dishes like salad with sprouted seeds ,vegetable sandwiches etc</p> <p>-collecting recipes for healthy food which does not require cooking</p> <p>Collection of pictures related to natural calamities; discussion on effects</p>	<p>-Identify parts of digestive system.</p> <p>-Discover the fact that glucose drip gives strength without eating.</p> <p>-Understanding the need of taking proper food</p> <p>- Concept of eating proper food</p>	<p>Print material on different calamities TV news bulletins etc</p> <p>Slogans on healthy food</p>	<p>Integrated with English Unit 1 Wonderful Waste</p>	
			<p>Hunger, famine (as both a natural and man made phenomenon); grain being spoilt in storage; nutrition deficiencies</p>					

3	Jul	<p><u>Theme 2 –Food</u></p> <p><u>When food gets spoilt</u></p>	<p>4. Mangoes Round the Year</p>	<p>Spoilage and wastage of food; Preservation of food ,drying and pickling.</p>	<p>❖ Spoilage and wastage of food. Which food spoil sooner than others ?</p> <p>- List out the food items that can get spoilt in short/ long period</p> <p>How does food spoil ?</p> <p>How do we know that food is spoilt ?</p> <p>- bread mould investigation to find out what conditions encourage mould to grow on bread by placing a piece of bread in different places .</p> <p>- Reading the information given on the pack i.e. date of mfg, date of expiry etc.</p> <p>Why do we need to preserve food?</p> <p>- List out the things/food items prepared from ripe/unripe mangoes -things prepared by drying</p> <p>- Steps involved in the preparation of mamidi tandra, pickles, papad,</p>	<p>- Differentiate the food items that can get spoilt in short/ long period</p> <p>- Application of knowledge, observation, recording, analyzing, drawing conclusion</p> <p>- Take necessary precautions in storage of food</p> <p>- Find out food preservation techniques and know about the things and steps involved</p> <p>- Application of methods to preserve the food</p>	<p>Samples of food items</p> <p>Piece of bread ,format of investigation sheet Food wrappers,</p> <p>Invite parent/someone from community for making pickle ,pappad etc</p> <p>Pictures of food items</p> <p>News paper clippings of advertisements of preserved food items</p> <p>Childs daily life experiences</p>	<p>Don't waste food</p>	11
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					<p>badiyan</p> <p>What can we do to prevent food from getting spoilt ?</p> <p>-Storage, preservation of food items -list of preserved food being sold in the market -Draw/ paste pictures/ collect wrappers of preserved food</p> <p>What do we do to keep it fresh during travel ?</p> <p>-list of food items carried while traveling</p>				
		<p>Theme 1 – Family and friends Sub theme 1.4 Plants</p>	<p>5. Seeds & Seeds</p>	<p>Seed germination ,root and shoot axis , baby plant ,storage of food in the seed ,</p>	<p>❖ Growing plants</p> <p>To study parts of a seed after soaking beans in water</p> <p>-List out the things that are soaked in water before cooking</p> <p>Study germination of some seeds How does a plant grow from a seed ?</p> <p>-Planting seed and recording observations each child to be given three different kinds of seeds eg corn ,bean and radish (with</p>	<p>-To know the reasons from mother, grand mother “Why soaking of some food items is required?” -develop skills in recording</p> <p>-Observe the seed coat bursting, emerging of radical and plumule recording the height of the plant</p>	<p>Soaked seeds different varieties of edible seeds eg rajma ,coriander, three different varieties of seeds ,observation sheet</p> <p>pictures of Different varieties of seeds</p> <p>Picture of Pitcher plant (internet) Encyclopedia</p> <p>Collection of different types of seeds</p> <p>Visual Clips to show dispersal of seeds</p> <p>Songs and Poems related to seeds</p>	<p>Develops scientific attitude Of logical enquiry</p>	12

				<p>different types of leaves) Experiment to determine conditions suitable for germination(air and water) -preparing and maintaining a small garden in the school -Inviting the school gardener -collecting poems related to trees</p> <p>seed dispersal</p> <p>-Group activity- collecting and classifying seeds according to their size</p> <p>-classifying Seeds as spices, pulses and cereals etc</p> <p>- Method of sprouting</p> <p>Where does the seed come from ?Have you seen seeds that fly/stick to your clothes /drift in the water ? Dispersal of seeds through related pictures and showing seeds</p> <p>plants from different countries Water ,manure</p> <p>Art and Craft plant collage using plant materials like leaves twigs etc,</p>	<p>Inquisitive and differentiate, record the observations</p> <p>- Team work</p> <p>Classify the seed into cereals, pulses, spices and seeds give oil.</p> <p>-Observation, application to know “why doctors suggest to eat sprouted pulses</p> <p>- Observe the seeds have hooks, thorns, wings and hair . - Identify mode of dispersal</p> <p>- appreciate and develop drawing skills</p>	<p>Materials for model making</p>		
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				<p>,air for plants; Insectivorous plants eg pitcher plant, venus fly trap; basic idea of food chain/web</p> <p>plant part rubbing using crayons and items from nature like bark ,leaf ,petals etc</p> <p>leaf print using paint ,leaves etc</p> <p>Plants that have come from far</p> <p>-talk about plants from different countries -sing song from Chakmak –Alu ,mirchi ,chaiji, Kaun kahan se se aye ji</p> <p>Discussion on -Insects eating plants -Food for plants -Making a model of a food chain /web</p>					
4.	.Aug	Theme 3 -Water	6. Every Drops Counts	<p>Estimate s of distance measurement; changes in sources and water availability over time; community service especiall</p>	<p>❖ Water from where in earlier times? Interview- grandparents ,parents ,neighbors to find out from where and how far they got water what are underground wells/baolis what is a 'piaao' Listing and classification of water bodies -Listing festivals related to water -collecting poems</p>	<p>Children will be able to know changes in sources and water availability over time -To know about 'piaao'</p> <p>–community service especially for long distance travelers</p> <p>- To identify the methods of</p>	<p>Family Members Narrations by elders Local Knowledge Childs daily life experiences</p>	<p>Conserve water,</p> <p>Integrated with Hindi Unit 17 'Chothi se Hamare Nadhi'</p>	13

				<p>y for long distance travelers Sources for irrigation ; different quantities of water for different crops; Different methods of lifting water; use of a water wheel</p> <p>related to water</p> <p>Survey Different sources of water and water arrangements in your locality</p> <p>Identification Reading a water bill pots of different materials used to store water</p> <p>Discussion -Reasons for shortage of water- by showing picture -Difficulties due to water problems in some areas -Rain water harvesting</p> <p>Model making -of a step well -water wheel</p> <p>Water for growing crops</p> <p>-Sources for irrigation of crops</p> <p>Lifting of water</p> <p>Different ways of lifting water</p> <p>Slogans / Posters about the usage of water. -poems and newspaper clippings related to water</p> <p>Map pointing of location of Uzbekistan</p>	<p>saving water</p> <p>- Understanding consequences and avoid wastage of water</p> <p>-know from where do farmers get water to grow crops</p> <p>- Develop Map pointing skills</p>	<p>sample of water bill</p> <p>pictures , materials for making model.</p> <p>Library resources Slogans on usage of water Poems and news paper clippings related to water</p> <p>World map</p>		
			7. Experi					

		<p>Theme 3 – Water</p> <p>What floats , sinks or mixes ?</p>	<p>ments with Water</p>	<p>Basic observations and classification related to floatation and solubility in water; oil and water are liquids that do not mix; basic concepts about liquids; litre as unit of measurement of volume</p>	<p>❖ Classification of things around to see which float ,which sink and which mix with water</p> <p>Hands –on activity to observe solubility in water , floatation</p> <p>- List out things that float/sink in water by showing experiments</p> <p>Objects float in salt water</p> <p>-To make an egg float in salt water using an egg ,water ,salt (about 6 tablespoon) and a tall drinking glass</p> <p>-Substances that are soluble/insoluble in water</p> <p>-dissolving sugar cubes at different heats using ice and equal amount of water and counting the number of sugar cubes that dissolve in water of different temperature .</p> <p>-Science evaporation experiment using transparent glass /plastic container ,water ,marker ,record sheet. The container is</p>	<p>- to conduct Basic observation and classification related to floatation and solubility in water.</p> <p>-Identify the objects that float and sink in water.</p> <p>-Develop scientific attitude</p> <p>- Understand the term soluble/insoluble</p> <p>- Experimenting , recording the observation discussion and interpretation</p> <p>-Concept of evaporation three forms of water</p>	<p>Transparent container ,cork , plastic ball ,metal ball , spoon etc</p> <p>Egg ,water ,salt ,glass</p> <p>Various materials to experiment with eg sugar, salt, sand, oil etc Story of the donkey and the salt/cotton bag</p> <p>Sugar cubes ,water ,ice ,container Transparent container ,water ,marker ,record sheet Glass ,coins ,water ,liquids</p> <p>Library Resources</p>	<p>Building a scientific attitude of logical enquiry</p> <p>Integrated with Hindi Unit 16 ‘Paani re Paani’ And Maths Unit 14 ‘How Big How Heavy’</p>	<p>11</p>
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					<p>to be filled with 3/4th water and level is to be marked with a marker .This has to be observed for many days .The level of water has to be recorded every day .a graph can also be made .</p> <p>-Dandi March</p> <p>Coins and water experiment using glass ,water ,coins ,liquids of different thickness eg oil ,juice etc .How many coins each liquid can hold before spilling is to be tested</p> <p>- setting up a water filter</p>				
		<p>Theme 3 -Water</p> <p>Stagnant and flowing water</p>	<p>8. A Treat For Mosquitoes</p>	<p>Stagnant and flowing water; mosquitoes and malaria</p>	<p>❖ Mosquitoes and malaria</p> <p>Is there any stagnant water in your locality ?</p> <p>Survey around the school building</p> <p>-Observe mosquito larva in the stagnant water using hand lens</p> <p>Do you find more mosquitoes in stagnant water? Is</p>	<p>.</p> <p>-Keep the surroundings neat and clean</p> <p>- Observe stages of mosquito life cycle</p> <p>- Discover the facts</p>	<p>Survey of different parts of the school</p> <p>Survey sheet , Hand lenses</p> <p>Newspaper clippings of preventive measures to be taken for malaria</p>	<p>Cleanliness is important for health.</p> <p>Health is wealth.</p>	11

				<p>there any way to reduce the mosquitoes in water? Have you heard of malaria? In which season do you find more people getting ill with malaria?</p> <p>Discussion</p> <p>-Signs/ Symptoms of malaria and its prevention</p> <p>-Spraying disinfectants/kerosene near the pools of water to stop breeding of mosquitoes</p> <p>-Writing letter to the municipal authorities about the unhygienic surroundings in your area</p> <p>- Asks the child to get any clinical report, read and analyse the report</p> <p>Visual Clips</p> <p>-Diseases spread through house flies (Visual Clips to be shown)</p> <p>-List out the food item rich in iron</p> <p>-Conduct quiz about the diseases, symptoms, scientists</p>	<p>-learn that Pits and puddles should be covered with mud/ kerosene /disinfectant</p> <p>- now information given by Reading a Pathology report</p> <p>-identify diseases spread by mosquitoes / house flies</p> <p>-To know and appreciate the contribution of the scientists.</p>	<p>Interaction with a community doctor</p> <p>Envelope ,inland letter</p> <p>sample of blood test report</p> <p>library resources</p>		
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					and their discoveries and inventions. -preparing a poster to create awareness about malaria				
5	Sep	<u>Theme 5</u> - Travel	9. Up You Go	Mountains, expeditions and the spirit of adventure; some idea of training for high altitude; national flag	<p>❖ Mountains Map work</p> <p>-Uttarakhand, Uttarkashi</p> <p>- Mark highest peaks and five mountains in the India map</p> <p>- Discussion on the duties of a class monitor and leadership qualities</p> <p>Expeditions and the spirit of adventure</p> <p>Visual Clips on</p> <p>- adventurous activities</p> <p>-tools needed for climbing</p> <p>-Mountain ,peak ,valley ,glacier etc</p> <p>Some idea of training for high altitude Discussion</p> <p>Have you seen or been to a high mountain ? How and why do you think people make such difficult trips ? How do you think they</p>	<p>-Map pointing skills</p> <p>-Observation skills ,</p> <p>-Listening skills, Leading skills</p> <p>-Observation, Identification</p> <p>-Analyse, data collection</p> <p>-drawing skills</p>	<p>. Mapping of Uttarakhand on outline Map of India ,pictures</p> <p>Excerpts from autobiography of Bachendri Pal.</p> <p>Flags of some countries</p> <p>-pictures of persons who climbed the mount Everest</p> <p>Visual Clips on adventurous activities ,tools needed for climbing ,Mountain ,peak ,valley ,glacier etc</p>	<p>Adventure makes us courageous</p> <p>Integrated with English Unit 7 Gullivers Travels And Unit 9 Around the World</p> <p>Hindi Unit 18 'Chunauti Himalay Ki'</p>	8

					train for it ? National Flag -design a flag for your school -Identifying some other flags				
		Theme 5 Travel	10. WALLS TELL STORIES	Heritage building as a source of knowledge about our past; to be able to understand how they were built; materials used come from a variety of places ,skills of the crafts person; some historical personal ities	❖ Oldest buildings Heritage building as a source of knowledge -Visit to a monument/museum Make a report - Drawing pictures or take photographs of the monument in your neighborhood Discussion on -well known monuments that people visit -oldest buildings around your area -the importance of preserving historical monuments -Have you traveled far to see any monument ? To be able to understand how they were built ,places from where the materials came ,skills of craftsperson ,some historical	- observation-Reporting Skills - Appreciates the life style of people in olden days -Historical importance of different places of their visit. Protection of monuments. - Reading map To know the direction in the map	Pictures of monuments CD ,materials for making chart and models Visit to a monument/museum Visual Clip on historical monument Chart /model of a monument	Understand the value of preservation and protection of environment Integrated with Hindi Unit 4 'Nanha Fankaar' And Maths Unit 8 'Mapping your Way'	12

					<p>personalities</p> <p>-Visual Clip on historical monument</p> <p>-Making a Chart /model of a monument</p> <p>- Reading the map of Golconda fort . Learns the direction</p>				
		<p>Theme 5 – Travel</p> <p>Ride on a space craft</p>	<p>11. Sunita in Space</p>	<p>The sky in the day and night</p> <p>Basic exposure to the aerial view of the earth and what India looks like from there</p>	<p>❖ Basic exposure to the aerial view of the earth and what India looks like from there</p> <p>-Observation from a terrace to draw its aerial view</p> <p>- Reading globe, location of places on the globe</p> <p>-Imagine yourself in a space craft giving an interview to the PM about what you see from there</p> <p>-Map pointing of AP and neighboring countries of India</p> <p>Experiment to show the gravitational pull</p> <p>discussion</p> <p>-about the experiences in the space.</p> <p>-Have you heard of people traveling in a space craft ?</p>	<p>-To know earth looks like a globe</p> <p>-Observation, map reading skills</p> <p>-understanding the hard work put in by the astronauts to achieve their goals.</p> <p>-Observation, recording and conclusions</p>	<p>Globe, Map of India,</p> <p>Ball to show force of gravity</p> <p>materials for making chart and model</p> <p>Visual Clip on women achievers</p> <p>Chart/model of space craft</p> <p>Investigation sheet for observing the 'night sky'</p>	<p>Respect for women achievers</p>	<p>12</p>

					<p>- Visual Clip on women achievers</p> <p>-reading of photographs</p> <p>Making Chart/model of space craft</p> <p>The sky in the day and night</p> <p>What all do you see in the sky –at day time? And at night? How many of the things you see in the sky are man made?</p> <p>-investigation ‘night sky’</p>				
6	Oct	Theme 5 – Travel	12. WHAT IF IT FINISHES	<p>Fuels used in vehicles; fuel is costly , non renewable resource</p>	<p>Fuels used in vehicles</p> <p>-List out different vehicles and the fuel used . find out the present rates of a litre of different fuels like petrol ,diesel ,CNG etc</p> <p>Discussion on</p> <p>-Do all vehicles need petrol to run on?</p> <p>-What other fuels do you know that are used for vehicles e.g. trains ,tractor etc.</p> <p>-Do all vehicles run an equal distance on a litre of fuel?</p> <p>Other purposes for which petroleum is</p>	<p>-Observe, collect data</p> <p>- develop skill of Identification</p> <p>- Critical thinking</p> <p>-Identify the causes and effects of pollution</p>	<p>Survey of different vehicles ,fuels used and their rates</p> <p>Pictures of means of transport</p> <p>Pictures of petroleum products</p> <p>Mapping of Oil fields</p> <p>poems and songs about trains/cars etc</p> <p>bar graph</p> <p>Library and Internet Resources for Pollution</p>	<p>Avoid pollution,</p> <p>Say no to poly bags,</p> <p>Conserve oil</p> <p>Integrated with Maths Unit 12 Smart Charts</p>	8

					<p>used</p> <ul style="list-style-type: none"> -the formation of petroleum -by products of petroleum -Air and noise pollution and diseases caused <p>- Map recording of the states where oil fields are there. Fuel is a costly ,non renewable resource</p> <p>-Group activity of making poster and writing slogans on 'save fuel'</p> <p>-Reading a bar graph on the change in use of fuel over the years</p>	<p>-Actively participate in Team activities</p>	<p>Slogans on Save Fuel</p>		
		<p>Theme 4 - Shelter</p>	<p>13. A SHELTER SO HIGH</p>	<p>Variations in shelter; regional difference ,difference due to climate and materials available, economic</p>	<p>❖ Variation in shelter Why different houses Discussion on -why do you have different kinds of houses in different places ?(regional difference,difference due to climate and materials available ,economic status , etc) -Different houses in the same place ? Map work</p>	<p>- Listen, express opinions, reason</p> <p>- Learn map and map pointing skills</p> <p>-Observe, draw conclusions</p>	<p>Pictures of different houses</p> <p>-mapping of States enroute toLadakh</p> <p>excerpts from autobiography of Bachendri Pal</p>	<p>Appreciates regional differences</p>	<p>8</p>

				<p>c status etc</p> <p>Mark the states we come across while traveling from Mumbai to Ladakh and their capitals -maintaining a travel diary of any journey undertaken</p> <p>Visual Clip on high mountain tribes clothing, way of living, food habits etc. Investigation 'weather' Making models of houses Collection of materials used for making houses in different places Drawing /collecting flags of different countries -preparing a collage using different materials</p>		<p>Material for making model -flags of some countries</p> <p>Visual Clip on high mountain tribes</p>		
7	Nov	Theme 4 - Shelter	14. WHEN THE EARTH SHOOK	<p>Disaster and trauma of losing one's home; community help; hospitals, police stations, ambulance, shelters,</p> <p>❖ Disaster and trauma of losing one's home Collect pictures and news paper clippings and make an album on different natural calamities - Mock drill if there is an earthquake Community help Find out names of organizations that extend help during</p>	<p>-observation , collection, Organizing , sharing, working together</p> <p>-develop awareness, prepare for the real life situations</p>	<p>Newspaper clippings</p> <p>Telephone Directory for Emergency numbers</p> <p>TV News bulletin- Report on Calamity</p> <p>Model of seismometer and a first aid box.</p>	<p>values Co-operation ,sharing and helping others</p>	10

				<p>fire station, first aid</p> <p>natural calamity eg address and the phone numbers of fire station, near by hospital, ambulance, police station.</p> <p>Discussion –Times of emergency Have you heard of houses being damaged by floods /earthquake /fires /storms? What would it have felt like? Who are the people who come to help? Where can we look for help? Who runs such organization? What can you do to help others before the doctor comes?</p> <p>-Discussion on do's and don'ts during earthquake</p> <p>Model -designing a seismometer.</p> <p>-Preparing a first aid box.</p> <p>Report writing -any natural calamity</p>	<p>-Collect information</p> <p>-listening, develops sensitivity</p> <p>- Alertness</p> <p>-Collecting data, enquiring skills</p>			
	Theme 1 – Family and friends Sub theme 1.2- Work	15. BLOW HOT, BLOW COLD	<p>Our breathing- estimate of different rates; chest expansion</p>	<p>❖ Our breathing- observation</p> <p>-Activity of breathing in and out and observing the difference</p> <p>-Blowing air on the</p>	<p>.</p> <p>-Draw conclusions by doing activities</p>	<p>Funnel and tube for making stethoscope,</p> <p>-material for making model of wind mill</p> <p>Different musical</p>	<p>Developing scientific attitude of logical enquiry</p>	7

		and play		<p>on and contracti on in the child's body while inhaling and exhaling ; my breath-hot and humid; tacit understa nding of cooling by blowing and helping a fire to burn</p> <p>mirror, glass, palm , spectacles and observing</p> <p>-Activities on blowing air to warm and cool</p> <p>-counting heartbeat and breathing rate</p> <p>-inviting a doctor</p> <p>-Making and using a stethoscope</p> <p>Discussion</p> <p>How many times do you breathe in a minute –on sitting still ,just after a run ?How do you blow to make something cold ?Do you also blow to keep a fire going ?</p> <p>-Making a model of wind mill</p> <p>-Making a paper whistle, paper snake</p> <p>-Classifying the musical instruments into ones that make sound by blowing air ,percussion instruments</p>	<p>-Reason, learn by doing</p> <p>-develop skill</p> <p>- classify</p> <p>Craft</p>	Instruments		
8	Dece	Theme	16.	Dignity	❖ Clean work-	- conducting a	-Inviting school helpers like	9

	mber	1 – Family and friends Sub theme 1.2- Work and play	WHO WILL DO THIS WORK	of labour Dependence of society on such essential services Choice of work as a societal value	dirty work ? -Talk with people and collect information on jobs people don't like to do. -List ten different types of work that people do for you .-Categorize which work is seen as dirty and what work is seen as clean Discuss -jobs we like to do and don't like to do -What would happen if there were no one to clean our streets/our home /clear the garbage ? -Imagine and draw things used to make your work easy -Find out about Gandhiji, other Social reformers	Survey:- . collection of information -Developing good questioning skills and expression -Identify, develop sensitivity towards social issues -Develop Imagination, creative thinking	gardener ,sweeper etc Narratives and stories Extract from Gandhi's Autobiography	Respecting people who help us in society To develop proper attitude towards ones self and fellow beings Dignity of labour Sensitivity towards social issues	
		Theme 1 – Family and friends Sub theme 1.2- Work and play	17. ACROSS THE WALL	Types of games / sports, importance of team spirit in games, gender stereoty	❖ Types of games and sports - Make a list of indoor and outdoor games. Stick the pictures in the chart/scrap book -demonstration of	.- Identify and differentiate	Library resources on different Stadiums,different games and sports –Scrap Book of some national and international players -Visual Clip on woman achievers in different fields	value of games and taking turns, fairness	12

				<p>ping. Some idea of other countries and national teams</p> <p>Gender, class stereotyping in play. Local and traditional martial art forms / games. Changing patterns of local games</p>	<p>games like basket ball ,relay race etc</p> <p>-visuals of some common games and sports</p> <p>-pictures of stadiums in your city and country</p> <p>-common wealth games</p> <p>-collect pictures of famous athletes and players. Make a scrap book.</p> <p>Gender stereotyping</p> <p>Discussion on the games that are played on the gender bias</p> <p>debate –should games for boys and girls be different?</p> <p>-Visual Clip on woman achievers in different fields</p> <p>-Seminar on giving equal opportunities to girls at home and outside</p> <p>Team games-your heroes</p> <p>-List of Games and sports played as a team</p> <p>-Discuss importance of team spirit in games</p> <p>-Some popular national</p>	<p>- Communicate, listen, reason, critically think</p> <p>-Develop sensitivity and mutual respect</p> <p>-Observe and identify appreciate. Develop leadership qualities</p>	<p>and team Games</p> <p>-</p> <p>News paper clippings of different Sports Events</p> <p>photographs of local games/traditional martial arts eg boat race ,Nat ,acrobat</p>	<p>Sensitivity towards gender issues,</p> <p>Building team spirit, hard work and perseverance</p> <p>Integrated with Hindi Unit 5 'Jahan Chah Wahan Rah'</p>	
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					<p>and international teams Local games /martial arts Discuss What are the local games /martial arts of your area ?What are the new games in your area that were not played earlier ?</p> <p>Changing nature of leisure What do you do in the evening for leisure ? What if there is no T V ?</p>				
9.	Jan	Theme 1 – Family and friends Sub theme 1.1 - Relationships	18. NO PLACE FOR US	<p>Shifts in habitation. Migration /transfer s/ demolition displacement associated difficulties</p> <p>Shifts in habitation-migration /transfers /demolition</p> <p>-Enacting the lesson</p> <p>-Draw a picture about a village scene and city scene.</p> <p>Displacement associated difficulties Discuss about</p> <p>-the difficulties faced by the people and their children who are displaced</p> <p>-Have you always lived</p>	<p>❖ Shifts in habitation-migration /transfers /demolition</p> <p>-Enacting the lesson</p> <p>-Draw a picture about a village scene and city scene.</p> <p>Displacement associated difficulties Discuss about</p> <p>-the difficulties faced by the people and their children who are displaced</p> <p>-Have you always lived</p>	<p>-Develop dramatization skills</p> <p>-Drawing skill, imagination</p> <p>-Communicate, express, understand the problems faced while changing places</p> <p>-Map pointing skill, reading atlas</p>	<p>Picture of village and city Map of India –Dams</p> <p>Talking to /interviewing people who have come on transfer</p>	<p>Understand s dealing with change</p> <p>Concern for justice and equality,</p> <p>Sensitive towards problem faced by the urban and rural poor</p>	8

				<p>at the place you now live in ? If not ,where does your family come from ?</p> <p>Debate Are all people benefited from the dams built in the name of development ?</p> <p>Map Work</p> <p>-Map pointing on major dams built on the rivers of India.Also locate the states</p> <p>-Visual clips on dams</p>					
		Theme 2 -Food	19. A SEED TELLS FARMER'S STORY	<p>Different types of farmers. Hardships faced by subsistence farming, including seasonal migration. Need for irrigation, fertilizers. Changing food habits, changing crops</p>	<p>❖ Discuss</p> <p>-changes in agricultural practices.</p> <p>-How do farmers get the seeds they plant every year?</p> <p>Debate on Whether the changes in agricultural practices have been beneficial? Growing food</p> <p>Discuss How do we grow food ?What are the tools used for preparing the field ,cutting and harvesting ,cutting and cooking different vegetables ?</p> <p>A field trip to a near</p>	<p>-identify different food items made from the same grain</p> <p>- differentiate and compare changes in agricultural practice over the years.</p> <p>-develop Sequential thinking skill, organizing skills,</p> <p>-To know about the technologies, process and method involved in the journey of the seed</p>	<p>food items made from the same grain eg wheat</p> <p>Visit to a field</p>	<p>Dealing with change</p> <p>Understand the hazards due to over use of insecticide and pesticide</p>	11

				<p>grown in some areas Different food habits in different places /cultures</p> <p>by farm if possible]and report -preparing a small kitchen garden</p> <p>-arrange the pictures in order to show the journey of the seed from the field to the plate Different things made from the same grain like wheat or rice</p> <p>-Crossword puzzle on cereals</p> <p>-Preparing manure from waste</p> <p>-compost pit</p> <p>-vermi composting Tools used by farmers</p> <p>-drawing ,writing names and pasting pictures of water wheel sprinkler etc</p>		<p>Talking to elders Drawings and pictures of tools used in different processes</p> <p>Crossword puzzle on cereals</p> <p>pictures</p>		
	Theme 1 – Family and	20. WHOSE FORESTS?	Tribal life; effects of de	<p>❖ Exploring from parents</p> <p>-Places where there</p>	Children will be able to Understand the	Library and Internet Resources on forests ,problems associated with	Develops respect for the environme	11

		<p>friends Sub theme 1.4 Plants</p>	<p>forestation; communities dependent on forest products eg bamboo products etc People's movements to protect their forests. Public / private ownership of trees /forests</p>	<p>were trees /forests earlier but now there are none</p> <p>-Why were the trees cut and what is there today ?</p> <p>Forest and forest people</p> <p>Debate on the need and problems associated deforestation. Collect relevant reports.</p> <p>Discussion on</p> <p>-Interdependence of plants , animals and human beings</p> <p>-effects of de forestation Tribal life -</p> <p>- Right to forest Act -Jharkhand Jungle Bachao Andolan</p> <p>- Chipko Movement</p> <p>- Vanmahotsav</p> <p>-jhum farming</p> <p>- Visual Clip on Cheraw dance</p> <p>-communities dependent on forest products eg bamboo products</p>	<p>uses of the forests and life style of people</p> <p>-Listen, communicate, collect information, express their views</p> <p>- destruction of forest and protect the environment</p> <p>-Understand rules and regulations</p> <p>-Appreciate various dance forms of India</p>	<p>deforestation</p> <p>Story of Chipko movement Celebration of Vanmahotsav</p> <p>Visual Clip on Cheraw dance</p> <p>collection of forest products</p> <p>Map of India(political) To show forests and north eastern states</p>	<p>nt and learn about Interdependence of animals and plants Integrated with Hindi 'Hum Kya Ugate Hain'</p>	
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					<p>-Collect the products of forests and paste them in a chart</p> <p>-Role play-contractor and forest people</p> <p>-Making a list of common resources</p> <p>Map Work</p> <p>-reading map of dense and less dense forest</p> <p>-Mark north eastern states with their capital in India political map[seven sister states]</p> <p>Poster making</p> <p>-Save Trees Survey and identify any Green Belt in your area -forming a club (e g the green warriors) to create awareness about importance of trees</p>	<p>-Identify the distribution of the forests in India</p>	<p>Survey of neighbourhood to identify green belts</p> <p>Slogans on Save Trees</p>		
10	Feb	Theme 1 – Family and friends	21. LIKE FATHER LIKE DAUGHTER	Idea about several generations	<p>❖ Family Tree</p> <p>-Write names of all your family members along with their ages</p>	<p>Children will be able to</p> <p>-Observe, Identify and</p>	<p>Inter Net</p> <p>Library Resources (encyclopedia)</p>	Understand the role of family members and to	8

		Sub theme 1.1 - Relationships	TER	<p>Basic idea of measurement-of height; Observing and appreciating qualities and skills of relatives ; observing infants</p>	<p>.How many generations have you been able to get details about</p> <p>-Tabulate the habits and traits of different families</p> <p>-drawing people in the family</p> <p>-photographing them and making an album</p> <p>-Writing exercise about an infant they have observed</p> <p>Discussion on twins and Identical twins</p> <p>Collect information about pulse polio and measures taken by the Government of to eradicate it.</p> <p>-Immunization schedule of a child</p> <p>How our identity is shaped by traits we inherit from our family and opportunities we get from our environment</p> <p>Story about Gregor Johan Mendal</p> <p>Collecting information about the diseases inherited to the next generation</p>	<p>Tabulate the traits of family members</p> <p>.</p> <p>-Develop awareness, collect information and data.</p> <p>-Develop scientific attitude</p> <p>-Identify different genetic diseases.</p>	<p>Family Members</p> <p>Narrations by elders about family members when they were young</p> <p>Newspaper clippings for Advertisements on Pulse Polio</p> <p>Inviting a doctor to know about immunization schedule of a child</p>	<p>Respect them .</p> <p>To make optimum use of the opportunities we get from our environment</p>	
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		<p>Theme 1 – Family and friends</p> <p>Sub theme 1.1 - Relationships</p>	<p>22. ON THE MOVE AGAIN</p>	<p>Shifts in habitation- migration/ transfers / demolition displacement associated difficulties</p>	<p>❖ Discussion on -child labour,</p> <p>-difficulties faced by labourers</p> <p>-Different kinds of farmers .Do all farmers own their land ?</p> <p>-Hardships faced by seasonal migration</p> <p>-Borrowing money, loans, debts etc</p> <p>Role play</p> <p>- Enact as money lender / agent / landless farmers in a small skit</p> <p>Show visuals on various methods of irrigation in the fields (Water wheel ,sprinkler etc)</p> <p>-Newspaper cuttings on related issues and discussion with the students</p> <p>- Different kinds of farming methods</p>	<p>-Observe and understand problems faced,</p> <p>-Be Aware of facilities given by Government for education</p> <p>- Understand value of money and be aware of the value of saving</p> <p>-Identify irrigation methods,</p> <p>-develop classification and tabulation skills</p>	<p>Talking to some workers/labourers/children working in shops etc</p> <p>Pictures and visuals on various methods of irrigation</p> <p>Newspaper Reports,various govt schemes like NREGA(National Rural Employment Guarantee Act) etc</p> <p>Library and Internet Resources on various Farming methods and gardening/farming tools</p>	<p>dealing with change and self reliance</p> <p>Values hard work</p>	7
	Mar	Revision			Portion -October to February lessons				