

	March	April	May/June	June
Content	*THE SOLAR SYSTEM -MY FAMILY	*HUMAN-BODY -PEOPLE WHO HELP US	* PLANT-LIFE -MEANS OF TRANSPORT - MEANS OF COMMUNICATION	*EXPLORING MOON
Learning Outcomes	<p>*Acquires knowledge about the solar system and its planets and about Earth's atmosphere.</p> <p>*Differentiates between Rotation and Revolution.</p> <p>Activity:</p> <p>*Making head bands showing the solar system.</p> <p>*Role Play</p> <p>Assessment: Pen – paper test, ,HOTS , , Flow Charts, diagrams</p> <p>EVS-SST#</p> <ul style="list-style-type: none"> - Observes and identifies relationships with and among family members. - Describes for the kind of roles of family members, influences (traits/features/habits/practices), need for living together through oral/written/other activities.Establishes linkages between joint and nuclear families. <p>Activity:</p> <p>Role-play/PPT/VIDEO LESSON.</p> <p>Assessment:</p> <ul style="list-style-type: none"> - Worksheet based on chapter. -Flow-chart - Value based questions /text-book exercises. 	<p>*Identifies different organs with their functions.</p> <p>*Illustrates different organ systems along with their functions.</p> <p>Activity:</p> <p>*Chart making/ model making</p> <p>Acquiresknowledgeaboutthesolarsystemandits planetsandaboutEarth'satmosphere.</p> <p>*DifferentiatesbetweenRotationandRevolution</p> <p>.</p> <p>Activity:</p> <p>*Makingheadbandsshowingthesolarsystem.</p> <p>*RolePlay</p> <p>Assessment:Pen– papertest,,HOTS,,FlowCharts,diagrams</p> <p>Assessment: Pen – paper test, worksheet,HOTs , reasoning questions, Flow Charts, diagrams</p> <p>EVS-SST#</p> <ul style="list-style-type: none"> - Observes the people doing different kinds of work in our surroundings. Acquires understanding and identifies different works and jobs and persons associated with them. - Cultivates a habit of greeting our helpers and thanking them for their work. <p>Observesandidentifiesrelationshipswithandamongfamilymembers.</p> <p>-</p> <p>Describesforthekindofrolesoffamilymembers,influences(traits/features/habits/practices),needfor livingtogetherthroughoral/written/otheractivities.Establisheslinkagesbetweenjointandnuclear families.</p> <p>Activity::SST</p> <p>Role-play/PPT/VIDEOLESSON.</p> <p>Assessment:SST</p> <ul style="list-style-type: none"> -Worksheetbasedonchapter. -Flow-chart -Valuebasedquestions/text-bookexercises 	<p>* Describes different types of plants and their importance.</p> <p>*Classifies different parts of plants with their functions (introduction to photosynthesis</p> <p>*Differentiates between fibrous and taproot systems.</p> <p>Activity:</p> <p>* To demonstrate the root systems in plants.</p> <p>* Video demonstration.</p> <p>Assessment: Pen – paper test, ,HOTS , reasoning questions, Flow Charts, diagrams</p> <p>EVS-SST#</p> <ul style="list-style-type: none"> - Recognizes/identifies the different modes of transport along with their English and Hindi names. - Describes about its operation whether on land, water or air. - Generates awareness among the children to follow the traffic rules. - Identifies different sign/symbol language used in ancient times. - Use the sign language to communicate. <p>- Explores about modern means of communication along with the information about their inventors.</p> <p>Activity::SST</p> <ul style="list-style-type: none"> - Model-Making activity - (Making model of anyone means of transport-out of waste materials at home.) -Makingown alphabet using pictures and symbols -Developing a device through which we can communicate (voluntary) <p>Assessment#SST</p> <ul style="list-style-type: none"> -Worksheetbasedonchapter. -Flow-chart -Valuebasedquestions/text-bookexercises 	<p>*Acquires knowledge about different phases of moon</p> <p>* Describes the space and its journey.</p> <p>Activity:</p> <p>*Chart making</p> <p>*Search work</p> <p>Assessment: Pen – paper test, ,HOTS , reasoning questions, Flow Charts, diagrams</p>
Internal	<p>Notebook Maintenance (C.W./H.W)</p> <p>Model/project</p> <p>Main Books: My World My Earth</p>			

Final Term

	July/August	September	October / November
Content	<p>*WATER AND WEATHER *OURHOME OUR COUNTRY-SHELTER *THE EARTH</p>	<p>*ANIMAL LIFE *MAPS AND GLOBES</p>	<p>*BIRDS -Revision Syllabus Chapters- Maps and Globes, THE Earth and Our Country India.</p>
Learning Outcomes	<p>*Describes the different states of water and water cycle. * Enlisting various factors affecting weather. *Understands the Occurrence of different seasons depending on the weather conditions. Activity: *Making a weather bulletin.</p> <p>* Story Writing (*Integration with English Assessment: Pen – paper test,HOTs , reasoning questions, Flow Chart.</p> <p>EVS-SST#</p> <ul style="list-style-type: none"> - Identifies the need for shelter. - Enlist different kinds of shelter found at different places. - Sensitize about the need of cleanliness of their shelters and surrounding. And decorating it to look beautiful. - Identifies different kinds of diversity(landforms/ neighboring countries) -Co-relate the occurrence about interesting facts about the earth. -Identifies and locate states and capitals. -Acquire awareness about the national symbols. <p>Activity:SST - Class-room cleanliness week Model-making (Any one kind of shelter using waste material.)</p> <p>-Collect and arrange the cut-out shapes of all the planets to paste and create a solar system in chart paper.</p> <p>Colouring it to make wall-hanging for a class.</p> <p>Collect / draw and make flash cards of our national symbols .</p> <p>Assessment:SST</p> <p>Pen – paper test, ,HOTs, Flow Charts, diagrams and reasoning questions</p>	<p>* Identifiespet, wild and domestic animals. *Classifies animals on the basis of breathing, movement and eating habits. * Comprehends the methods of reproduction in animals. Activity: * Chart making / collage making Assessment: Pen – paper test,HOTs , reasoning questions, Flow Charts, diagrams</p> <p>EVS-SST#</p> <ul style="list-style-type: none"> - Locate the places on map. - Able to identify direction, location of places in simple maps <p>Activity: - Preparing map to show school and its surroundings using various signs and symbols.</p> <p>Assessment:SST</p> <p>Pen– papertest,,HOTs,FlowCharts,diagramsandreasoning questions</p>	<p>*Acquires Knowledge about the different body parts of birds and migratory bird. *Classifies the wings and feathers of a bird. *Identifies of the various types of beaks, feet, nest and claws of birds. Activity: *Chart making / model making *Search work. Assessment: Pen – paper test, ,HOTs , reasoning questions, Flow Charts, diagrams</p>
Internal	<p>Notebook Maintenance (C.W./H.W) Model/project Main Books: My World My Earth</p>		