



	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
<b>Content</b>	*Green Plants *How Plants Survive	*Animals and their Young Ones *How Animals Survive	*Food: Our Basic Need * Digestion and Role of Microbes	*Keeping Safe
<b>Learning Outcomes</b>	<b>Students will be able to:</b> -Understand the structure of a leaf -Elicit the process of making food in plants -Classify some amazingly different organisms  -Explore plants growing in different areas -Illustrate adaptation in plants -Identify some unusual plants	<b>Students will be able to:</b> -Identify and differentiate between egg laying animals and animals that gives birth to young ones -Describe the structure of an egg -Distinguish between the life cycles of some animals  -Analyze the different features of animals suitable to their adaptations with respect to habitat, food, protection and behavior -Recognise animals in danger.	<b>Students will be able to:</b> -Recognize various components of food and their functions -Analyse a balance diet -Apply their knowledge for using different methods of food preservation  -Recognize different sets, number and types of teeth in humans -Describe a digestive system and process of digestion. -Describe and differentiate about different types of microbes	<b>Students will be able to:</b> -Implement safety measures at home and outside home -Create awareness about first aid
<b>Skills</b>	<b>Knowledge/ Understanding/ Application/ Analysis/ Evaluation/ Create</b>	<b>Knowledge/ Understanding/ Application/ Analysis/ Evaluation/ Create</b>	<b>Knowledge/ Understanding/ Application/ Analysis/ Evaluation/ Create</b>	<b>Knowledge/ Understanding/ Application/ Analysis/ Evaluation/ Create</b>
<b>Activities</b>	<b>Competency Skill based activities/Experiential learning Activities Lab Activities</b> *To test the presence of starch in green leaves / potatoes . *To test that chlorophyll is necessary for photosynthesis *To show that fungi grow on decaying material *Visit to a nature park  <b>(Integration of Subjects- Value Education, Art and SST)</b>	<b>Competency Skill based activities/Experiential learning Activities</b> *Model on life cycle of animals *Search work on animals Students will observe the animals in their surroundings. Make a list of all egg -laying animals and animals that give birth to their babies. Collect pictures of those animals from old newspapers or magazines.  <b>(Integration of Subjects- English, Value Education, Art and IT)</b>	<b>Competency Skill based activities/ Experiential learning Activities</b> *Collect information regarding food preservation methods done at home *Prepare a balanced diet chart containing all healthy nutrients *Report on home remedies for stomachache/ toothache  <b>(Integrated with Value Education and Art)</b>	<b>Competency Skill based activities/ Experiential learning Activities</b> -Make a list of emergency phone numbers - Prepare the first aid box  <b>(Integrated with Art and Value Education)</b>
<b>Assessments</b>	Pen – paper test, Observation, Diagrams, Report, Tabular information, Concept map, HOTs, Reasoning questions, Search work, Model, Quiz, Value based questions, C.W and H.W			
	Main Book: Cambridge Science Voyage Publisher: Cambridge University Press			



	<b>August/September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>Content</b>	*Clothes We Wear  *Solid, Liquid and Gases	*Force, Work and Energy  *The Solar System	*Keeping Our Earth Clean	*Air ,Water and Weather
<b>Learning Outcomes</b>	<b>Students will be able to:</b> -Describe the importance of clothes -Contrast between natural and synthetic fibres -Illustrate the clothes we use in our everyday life -Identify and examine the states of matter -Analyze changing states of matter and describe solute, solvent and solution.	<b>Students will be able to:</b> -Identify the types of forces -Illustrate about the simple machines -Classify different sources of energy -Explore about the eight planets and the sun - Understand about satellites ,stars and constellations -Demonstrate rotation and revolution of earth.	<b>Students will be able to:</b> -Differentiate between air, water and land pollution. -Analyze the effect of human activities and follow steps to avoid pollution in everyday life -Apply reduce, reuse and recycle in daily life	<b>Students will be able to:</b> Students will be able to : -Illustrate formation of sea breeze and land breeze -Recognise/ Identify the different states of water -Describe the steps to make water fit for drinking.
<b>Skills</b>	<b>Knowledge/ Understanding/ Application/ Analysis/ Evaluation/ Create</b>	<b>Knowledge/ Understanding/ Application/ Analysis/ Evaluation/ Create</b>	<b>Knowledge/ Understanding/ Application/ Analysis/ Evaluation/ Create</b>	<b>Knowledge/ Understanding/ Application/ Analysis/ Evaluation/ Create</b>
<b>Activities</b>	<b>Competency Skill based activities/Experiential learning Activities</b> *Drawing a design that supports "Save the trees campaign" <b>*Visit to a cottage industry</b> *Observe different cloth material and collect information about it *Experiment on changing states of matter  <b>(Integrated with Art, Value Education and IT)</b>	<b>Competency Skill based activities/Experiential learning Activities</b> *Design a simple machine *Model on rotation and revolution  <b>(Integrated with Art, Physical Education, Value Education, IT and SST)</b>	<b>Competency skill based activities/Experiential learning Activities</b>  *Slogan writing on 'Saving the Earth' *Research on the types of fuel  <b>(Integrated with Art, Value Education, English and IT)</b>	<b>Competency Skill based activities/ Experiential learning Activities</b> *Water cycle model  <b>(Integrated with Art and IT)</b>
<b>Assessments</b>	<b>Pen – paper test, Worksheet, HOTS, Reasoning questions, Flow Charts and diagrams, Tabular information, Concept maps, Science Quiz, Search work, Value based questions, C.W and H.W</b>			
	<b>Main Book: Cambridge Science Voyage Publisher: Cambridge University Press</b>			