

Cambridge International School, Mohal, Kullu
Curriculum – 2021-22
Environment Study-III
First Term

	March	April	May/June	June
Content	<p>*THE SOLAR SYSTEM</p> <p>-MY FAMILY</p>	<p>*EXPLORING MOON</p> <p>-PEOPLE WHO HELP US</p>	<p>* PLANT-LIFE</p> <p>-MEANS OF TRANSPORT</p> <p>- MEANS OF COMMUNICATION</p>	<p>*HUMAN-BODY</p>
Learning Outcomes	<p>Students will be able to: describe the solar system and its planets and about Earth's atmosphere. *Differentiates between Rotation and Revolution. Activity: *Making head bands showing the solar system. *Role Play * Unscrambling the names of all planets from the given sentence. Assessment: Worksheet, HOTs , Flow Charts, diagrams</p> <p>My Family Students will be able to:</p> <ul style="list-style-type: none"> - Observes and identifies relationships with and among family members. - Describe 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: Role-play/ VIDEO LESSON. Reference link :https://youtu.be/6CCwumqhG8k</p> <p>Assessment:</p> <ul style="list-style-type: none"> - Worksheet based on chapter. - Flow-chart - Value based questions /text-book exercises. 	<p>*Students will be able to: Acquire knowledge about different phases of moon * Describe the space and its journey. Activity: *Chart making *Demonstration of various phases of moon and its orbit by using household objects. Assessment: Pen – paper test, ,HOTs , reasoning questions, Flow Charts, diagrams</p> <p>People Who Help Us Students will be able to:</p> <ul style="list-style-type: none"> - Observe the people doing different kinds of work in our surroundings. Acquires understanding and identifies different works and jobs and persons associated with them. - Cultivate a habit of greeting our helpers and thanking them for their work. <p>Observes and identifies relationships with and among family members. -Describe 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. Activity: Role-play/PPT/VIDEO LESSON.</p>	<p>* Students will be able to: Describe different types of plants and their importance. *Classifies different parts of plants with their functions (introduction to photosynthesis *Differentiate between fibrous and taproot systems. Activity: * To demonstrate the root systems in plants. * Collection of different leaves . Assessment: Pen – paper test, ,HOTs , reasoning questions, Flow Charts, diagrams</p> <p>Means of Transport Students will be able to:</p> <ul style="list-style-type: none"> - Recognize/identify the different modes of transport along with their English and Hindi names. - Describe about its operation whether on land, water or air. - become aware of the traffic rules. - Identify different sign/symbol 	<p>students will be able to:</p> <p>Identify different organs with their functions. *Illustrate different organ systems along with their functions. Activity: *Chart making/ model making * Fun spring yoga exercises *Video Lesson Assessment : Pen – paper test, worksheet, reasoning questions, Flow Charts, diagrams</p>

		<p>Assessment:SST</p> <ul style="list-style-type: none"> - Worksheet based on chapter. -Flow-chart - Value based questions /text-book exercises 	<p>language used in ancient times.</p> <ul style="list-style-type: none"> - Use the sign language to communicate. - Explore about modern means of communication along with the information about their inventors. <p>Activity:</p> <ul style="list-style-type: none"> - Model-Making activity - (Making a model of anyone means transport-out of waste materials at home.) -Making own alphabet using pictures and symbols -Developing a device through which we can communicate <p>Assessment</p> <ul style="list-style-type: none"> - Worksheet based on chapter. -Flow-chart <p>Making own alphabet using pictures and symbols</p> <ul style="list-style-type: none"> - Value based questions /text-book exercises <p>Developing a device through which we can communicate</p>	
<p>Internal Assessment</p>	<p>Regularity in submission of work Model/project Main Book: My World My Earth</p>			

Final Term

	July/August	September	October / November
Content	<p>*WATER AND WEATHER *OUR HOME 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>Students will be able to: Describes the different states of water and water cycle. * Enlisting various factors affecting weather. * Explain the Occurrence of different seasons depending on the weather conditions. Activity: * Making a weather bulletin. * Story Writing * Integration with English * Flowchart Assessment: Flow Charts, diagrams and reasoning questions</p> <p><u>Our Home, The Earth</u> Students will be able to:</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: - Home-cleanliness week <u>Chart/Material pasting on the chart.</u> <u>Students will list out the materials used to build various types of houses and then they can collect samples of them and then paste them on a chart paper or prepare a small model house using waste-materials..</u> Collect / draw and make flash cards of our national symbols . Assessment: Flow Charts, diagrams and reasoning questions</p>	<p>* Students will be able to: Identify pet, wild and domestic animals. * Classify animals on the basis of breathing, movement and eating habits. * Comprehend the methods of reproduction in animals. Activity: * Chart making / collage making Assessment: Online Google Form test</p> <p align="center">Flow Charts, diagrams</p> <p><u>Maps and Globes</u> Students will be able to: - Locate the places on the map. - Able to identify direction, location of places in simple maps</p> <p>Activity - Preparing map to show school and its surroundings using various signs and symbols.</p> <p>Assessment: Online Google Form test, Use of Flow Chart. Flow Charts, diagrams</p>	<p>* Students will be able to: Acquire Knowledge about the different body parts of birds and migratory bird. * Classify the wings and feathers of a bird. * Identify of the various types of beaks, feet, nest and claws of birds. Activity: * Chart making / model making * Search work on types of beaks * Flowchart</p> <p align="center">Assessment: Worksheet</p>
Internal Assessment	<p>Assignment regularity Model/project Main Book: My World My Earth</p>		