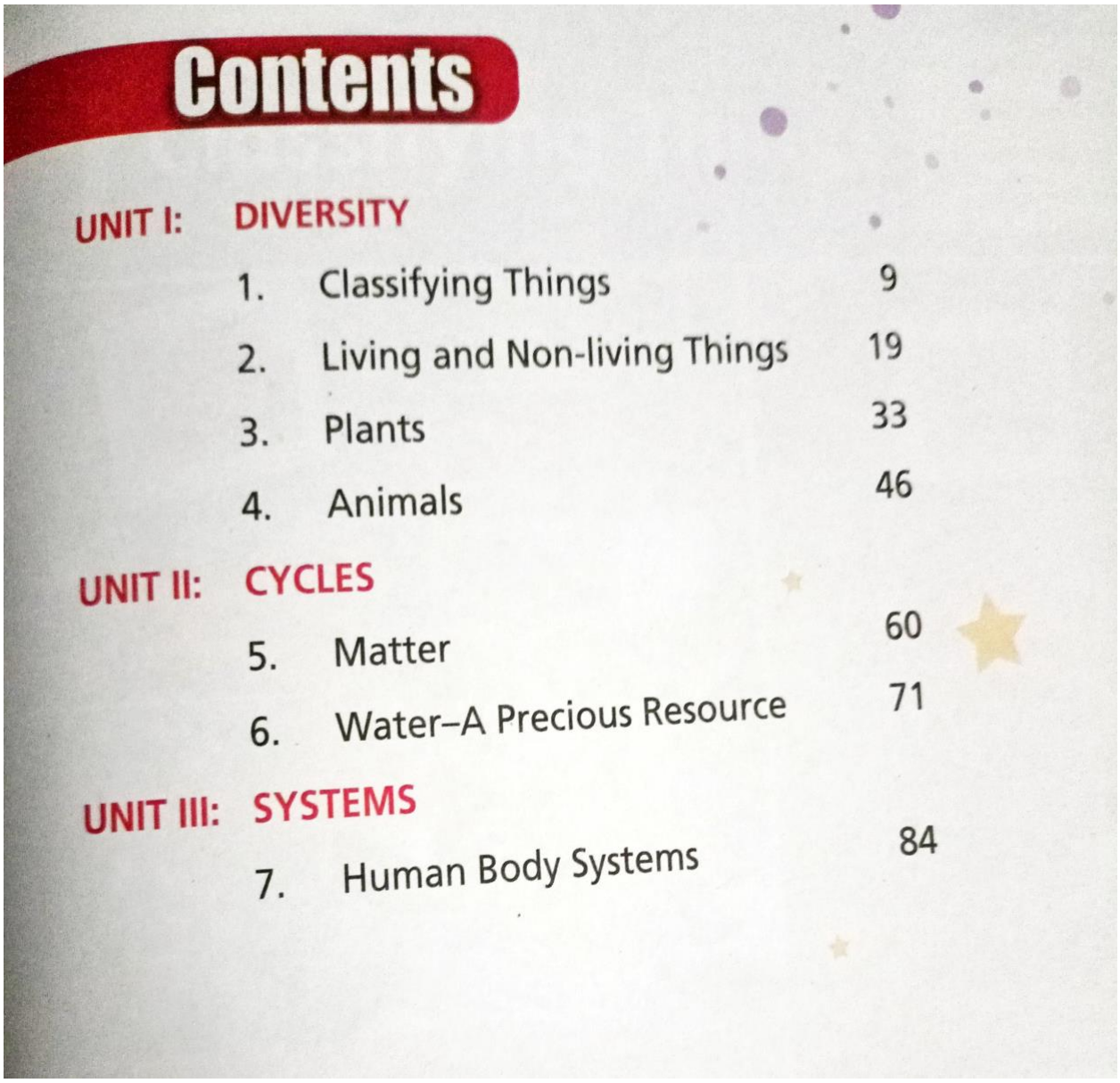
LESSON PLAN (Term-1 & Term-2)

Class 3 Subject- EVS-1 Session:2025-26



Contents

Subject: EVS-1

Class: 3

APRIL

<u>Chapter -1 Classifying Things</u>

Number of days required to complete the topic -8

Learning Outcomes

Knowledge Objective: Recognize that things can be grouped based on common characteristics.

Understanding Objective: Understand what classification means and why it is important.

Application Objective: Group or classify objects based on one or more observable features.

Skill Objective: Develop observation, sorting, and reasoning skills.

Previous Knowledge Testing

Ask questions like:

What things do you see in your classroom?

Can you tell me how toys and books are different?

Teaching Aids

Flashcards of objects (natural/man-made, living/non-living

Actual classroom items (bottle, eraser, leaves, stone, etc.)

Smartboard or pictures for digital sorting activity

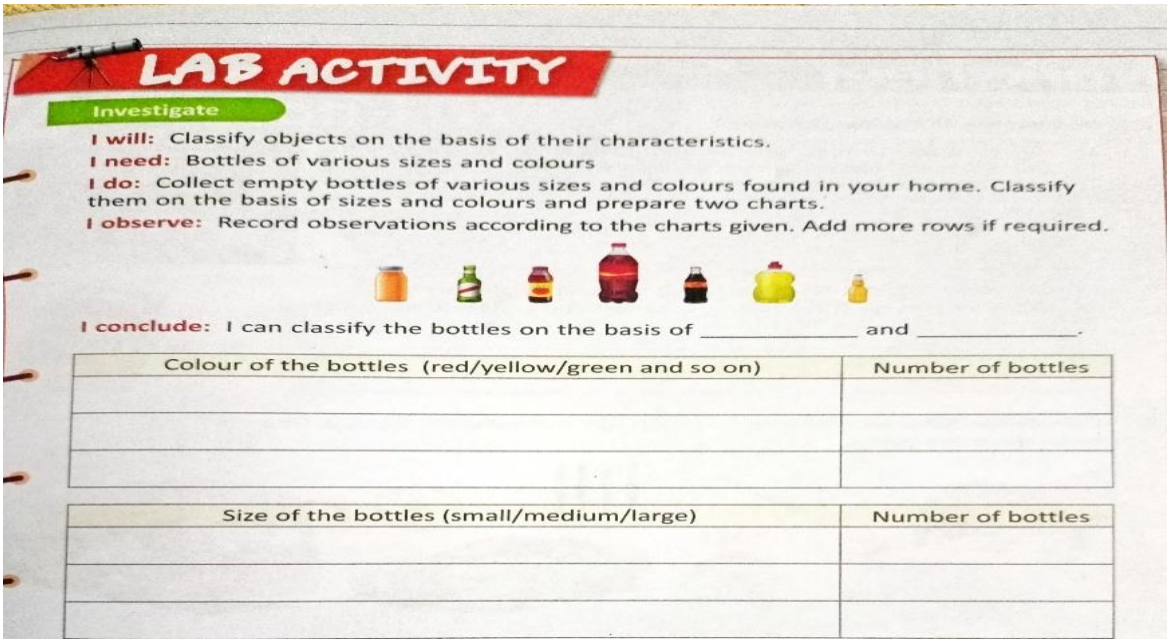
Pedagogical Strategies

Interactive Discussion: Ask students to describe and compare things.

Demonstration: Group items by color, size, or use.

Questioning: “What makes these things similar?” “How can we sort them?”

Pair-Work: Encourage peer sorting tasks to promote cooperation.Story-based Learning: A story of a child sorting



LAB ACTIVITY

Investigate

I will: Classify objects on the basis of their characteristics.
I need: Bottles of various sizes and colours
I do: Collect empty bottles of various sizes and colours found in your home. Classify them on the basis of sizes and colours and prepare two charts.
I observe: Record observations according to the charts given. Add more rows if required.

I conclude: I can classify the bottles on the basis of _____ and _____.

Colour of the bottles (red/yellow/green and so on)	Number of bottles

Size of the bottles (small/medium/large)	Number of bottles

toys at home.**Hands-on Activities**Sorting Game: Give mixed items for students to group (e.g., plastic/metal/natural). In lab activity

Art Integration

Use stickers or paper cut-outs to decorate classification tables.

Interdisciplinary Linkages

Math: Making tables and sets

Language: Describing grouped items using adjectives

Infusion of Life Skills

Encourages organization, teamwork, and logical thinking

Recapitulation Oral quiz: “Can you tell me a group of soft things?”

Rearranging activity: Mix and ask students to reclassify items.

Resources including ICT

Interactive drag-and-drop classification game

Video on how we classify things in real life

Assessment Items

Formative: Observation during group work and discussion

Verbal explanation of their grouping choices

Summative: Match items to groups

Fill in the blank: “We classify things to make them ____ to understand.”

Feedback and Remedial Teaching

Give simpler examples or real objects to touch and observe

Use visuals and verbal cues for ELL or slow learners

Inclusive Practices

Use diverse examples (toys, clothes, tools, etc.)

Encourage every child to participate in sorting and speaking

Full Participation without Discrimination

Pair students to support each other

All contributions are appreciated and respected.

Chapter-2 Living and Non-Living Things

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Identify living and non-living things in the environment.

Understanding Objective: Understand the basic characteristics that differentiate living from non-living things.

Application Objective: Classify objects based on whether they are living or non-living using observations.

Skill Objective: Develop observation, classification, and reasoning skills.

Previous Knowledge Testing

Ask:

Do you have pets at home?

Can a chair move or eat?

What do humans need to stay alive?

Teaching Aids

Pictures showing living and non-living things

Real items or models (plant, toy, stone, clock, etc.)

Smartboard for animations or videos

Pedagogical Strategies

Think-Pair-Share: Ask students to observe and list differences.

Interactive Q&A: Use real or visual objects.

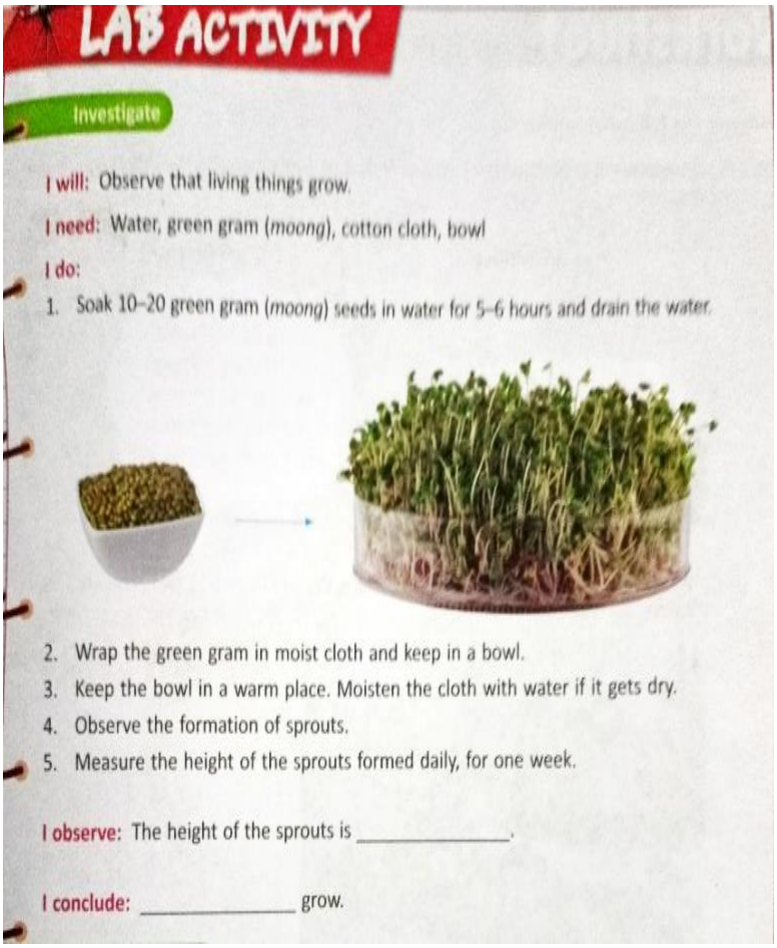
Storytelling: Use a story with both living and non-living characters.,Role-play: Students act like a living thing and a non-living thing.

Hands-on Activities

Object sorting: Give items to classify as living or non-living

Observation activity: Observe a plant over time to note growth

They will grow moong dal to observe living things grow.



LAB ACTIVITY

Investigate

I will: Observe that living things grow.

I need: Water, green gram (*moong*), cotton cloth, bowl

I do:

1. Soak 10–20 green gram (*moong*) seeds in water for 5–6 hours and drain the water.

2. Wrap the green gram in moist cloth and keep in a bowl.
3. Keep the bowl in a warm place. Moisten the cloth with water if it gets dry.
4. Observe the formation of sprouts.
5. Measure the height of the sprouts formed daily, for one week.

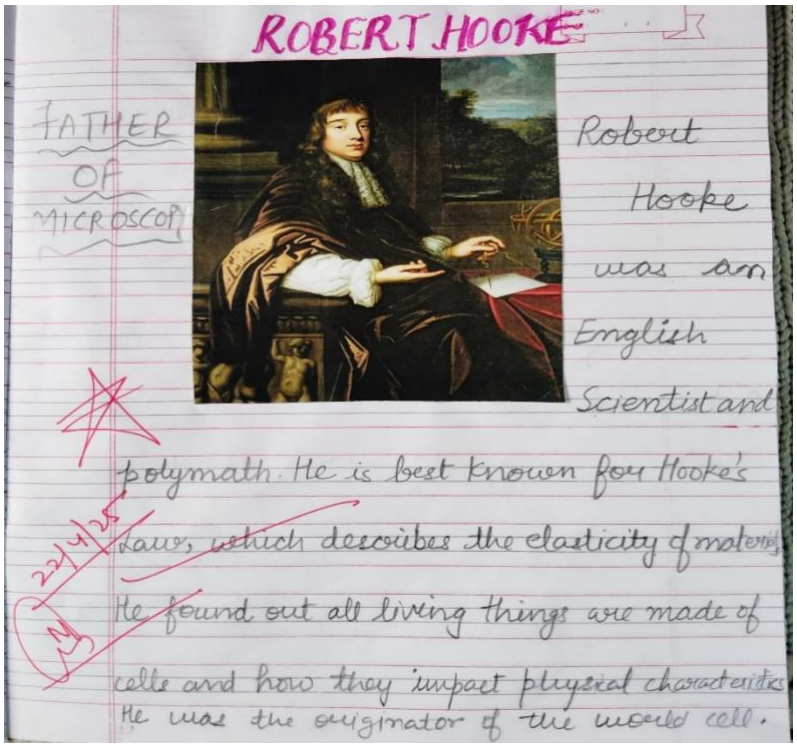
I observe: The height of the sprouts is _____.

I conclude: _____ grow.

Art Integration

Draw or paste pictures of living and non-living things

Draw paste picture of Robert hooke and write two to three lines on him.



Interdisciplinary Linkages

Language: Writing short sentences about living things

Art: Coloring and drawing of living and non-living thing

Infusion of Life Skills

Builds curiosity and observation

Promotes care and empathy for living beings

Encourages logical thinking and sorting

Recapitulation True/False quiz

“Who am I?” guessing game (I can grow and breathe, what am I?)

Rapid fire round on characteristics

Resources including ICT

Short animated video on living vs. non-living

Interactive classification activity on screen

Assessment Items

Formative:

Observation of participation and sorting accuracy

Oral explanation of features

Summative:

MCQs, fill in the blanks, true/false

Identify objects in a picture and label them as living/non-living

Short answer: “Give any two differences between living and non-living things.”

Feedback and Remedial Teaching

Use more real-life examples and pictures

Repeat and revise using actions and games

Use peer support for reinforcement

Inclusive Practices

Mixed group activities

Use visuals, actions, and simple language

Full Participation without Discrimination

Every child gets turns in group activity

Encouragement and support for all learning styles.

MAY

Chapter -3 Plants

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective Students will recall the names and functions of root, stem, leaf, flower, and fruit.

Students will explain the importance of each plant part and how they work together.

Application Objective Students will observe plant parts in their surroundings and identify them in real specimens.

Skill Objective Students will enhance observation, comparison, drawing, and classification skills.

Previous Knowledge Testing Ask: “Have you ever seen a plant closely? What parts can you name?”

Show a picture of a plant and ask students to label what they know.

Teaching Aids

Flashcards or real samples of plant parts,Chart of a plant diagram, Whiteboard and markers,Videos on plant parts (ICT),Real plants/potted plants

Pedagogical Strategies

Inquiry-Based Learning

Discussion and Q&A

Demonstration with real plants

Group and pair work

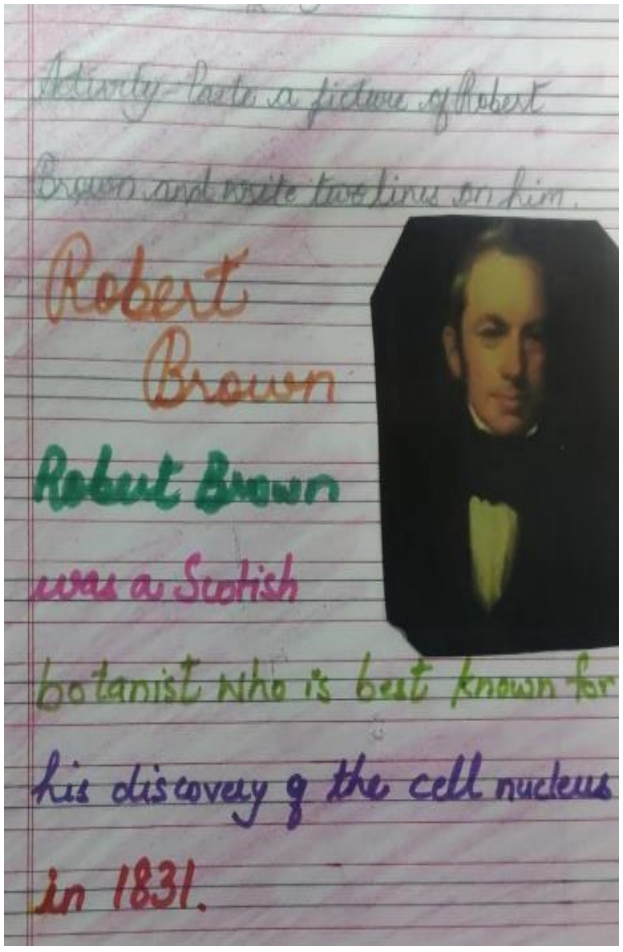
Observation-based learning

Experiential learning

Hands-on Activities

Students will be taken to the school garden and they will observe different stems leaves fruits flowers and roots of the plants ,Leaf rubbing activity to observe veins and structure

Art Integration



Create a leaf collage using real leaves.Draw and color the diagram of a plant. Draw or paste picture of Robert brown and right 2 to 3 lines on him

Interdisciplinary Linkages

Art: Drawing and craft of plant parts

Math: Counting petals, leaves, measuring lengths of par

Technology: Watching animated videos on plants

Infusion of Life Skills

Observation and Critical Thinking: Through real plant inspection

Teamwork: During group activities

Empathy & Responsibility: Caring for plants

Resources Including ICT

YouTube video: "Parts of a Plant and Their Functions"

Smartboard for showing diagrams

Assessment Items

Formative Assessment:

Oral Q&A,Observation of group work,Completion of worksheet

Summative Assessment:

Label the parts of the plant (diagram)

Match plant part with its function

Short answer questions

Feedback and Remedial Teaching

Feedback: Encourage positive reinforcement after each activity. Peer feedback during group task

Use tactile models for learners who need extra support.

Re-teach with simplified language and real-life examples.

Give extra time to complete drawing or labeling tasks.

Chapter-4 Animals

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Students will name and describe different types of animals and their features.

Understanding Objective: Students will understand how body coverings and food habits vary in animals.

Application Objective: Students will group animals based on what they eat and how they move.

Skill Objective: Students will develop observation, classification, and comparison skills.

Previous Knowledge Testing

Ask questions like:

“Do you have a pet at home?”

“Have you seen birds, fish, or snakes?”

“What do these animals eat?”

(Record answers on the board.)

Teaching Aids . Flashcards and pictures of animals

Real feathers, sample fur or shells (if available)

Smartboard or chart

Short videos showing animal movements and diets

Pedagogical Strategies

Interactive discussion

Picture observation

Sorting activity

Storytelling with animal examples

Questioning and class participation

Use of real-life visuals and short videos

Hands-on Activities

Guess the Animal: Show a body covering (like a feather or picture of fur), and ask students to guess the animal.

Animal Movement Imitation Game: Students imitate movements (e.g., hopping like a frog, slithering like a snake).

Art Integration

Draw and color 2 animals that have shells.

Animal mask making Or

Paste picture of a herbivore, carnivore and omnivore.

- 


Carnivore
Omnivore

Interdisciplinary Linkages

Science: Animal classification and body functions

Art: Drawing, collage making

Language: Naming and spelling of animal types

Physical Education: Movement imitation

Infusion of Life Skills

Empathy: Caring for animals and respecting all living beings

Observation and critical thinking: During sorting and comparison activities

Teamwork: Working in pairs/groups during games and activities

Resources Including ICT

Digital flashcards

Smart class modules in Animals life

Assessment Items

Formative Assessment

Oral Q&A during class

Completion of group sorting and sticking activity

Summative Assessment

Match animals to their body coverings

Categorize animals by what they eat

Label parts animals use to move (e.g., legs, fins, wings)

Full Participation Without Discrimination

Ensure every child is involved in at least one activity

Use inclusive language (e.g., "our friends", "let's work together")

Encourage equal turns and praise every effort

JULY

Chapter -5 Matter

Number of days required to complete topic -12

Learning Outcomes

Knowledge Objective Students will define matter, mass, and volume.

Understanding Objective Students will understand that matter is anything that has mass and takes up space.

Application Objective Students will classify examples from daily life into solid, liquid, or gas.

Skill Objective Students will improve observation and classification skills.

Previous Knowledge Testing

Ask simple questions like:

“What are things you can see or touch around you?”

“Can you see air?”

“Do you think water and air are different?”

Teaching Aids

Ball, water bottle, balloon (for hands-on demo)

Chart showing the three states of matter

Transparent container with water,Ice cubes in a bowl

Pedagogical Strategies

Demonstration method

Real-life examples

Think-pair-share activity

Question and answer session

Hands-on learning

Hands-on Activities Show a ball and a balloon—discuss weight (mass) and the space they take up (volume). Blow a balloon to show air takes up space and has mass.Show ice melting to explain the change of state

Art Integration Draw and label solid, liquid, gas examples.

Interdisciplinary Linkages

Math: Comparing volumes using containers.

Language: Vocabulary like “mass,” “volume,” “solid,” etc.

Art: Drawing and craft activity for states of matter

Infusion of Life Skills

Observation: Identifying matter around them.

Logical Thinking: Classifying objects by state.

Curiosity: Asking questions about what they see and feel.

Resources Including ICT

YouTube video: "What is Matter?" for kids

Animated slides on states of matter

Assessment Items

Formative Assessment

Ask students to name 2 solids, 2 liquids, and 2 gases

Observation during activities

Summative Assessment

Worksheet to match items to their state

Fill in the blanks:

“Air is a ___.”

“Water is a ___. It takes the shape of the ___.“

Simple definitions: matter, mass, volume

Feedback and Remedial Teaching

Re-teach using simpler examples for struggling learners

Give more hands-on experiences for better understanding

Pair fast learners with those who need help

Inclusive Practices

Use visuals and physical materials for all types of learners

Encourage peer support

Provide additional explanation if needed using real-life examples

Full Participation Without Discrimination

Ensure every child is involved in group tasks or demonstrations

Praise every effort regardless of learning level

Use kind and inclusive language

Chapter: 6 – Water: A Precious Resource

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective Students will name the three states of water and forms of water in nature.

Understanding Objective Students will understand the water cycle and why water must be saved.

Application Objective Students will suggest ways to conserve water at home and school.

Skill Objective Students will develop observation and creative thinking through activities.

Previous Knowledge Testing

Ask:

“Where do you see water every day?”

“Can you name places where water is stored at home?”

“Have you seen rain, snow, or steam?”

Teaching Aids

Ice cubes, kettle or boiling water (for demo)

Globe or world map (showing oceans and rivers)

Chart of the water cycle

Water-saving posters

Short animated video on the water cycle

Pedagogical Strategies Demonstration with real objects

Discussion and questioning

Storytelling with water-saving heroes

Picture observation and drawing

Roleplay/skit on water conservation

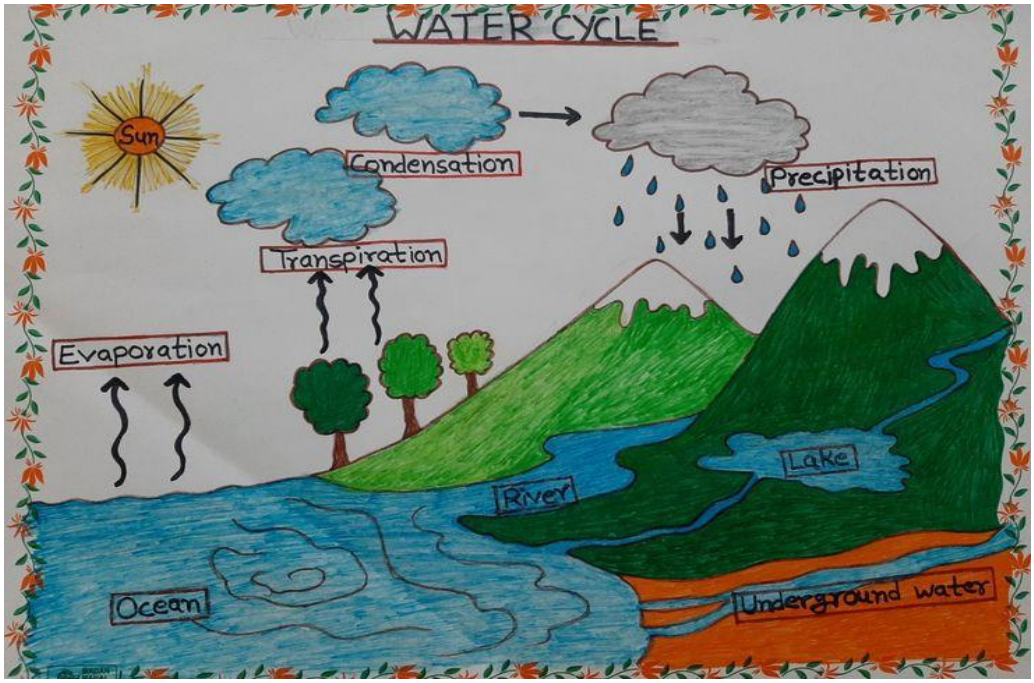
Hands-on Activities

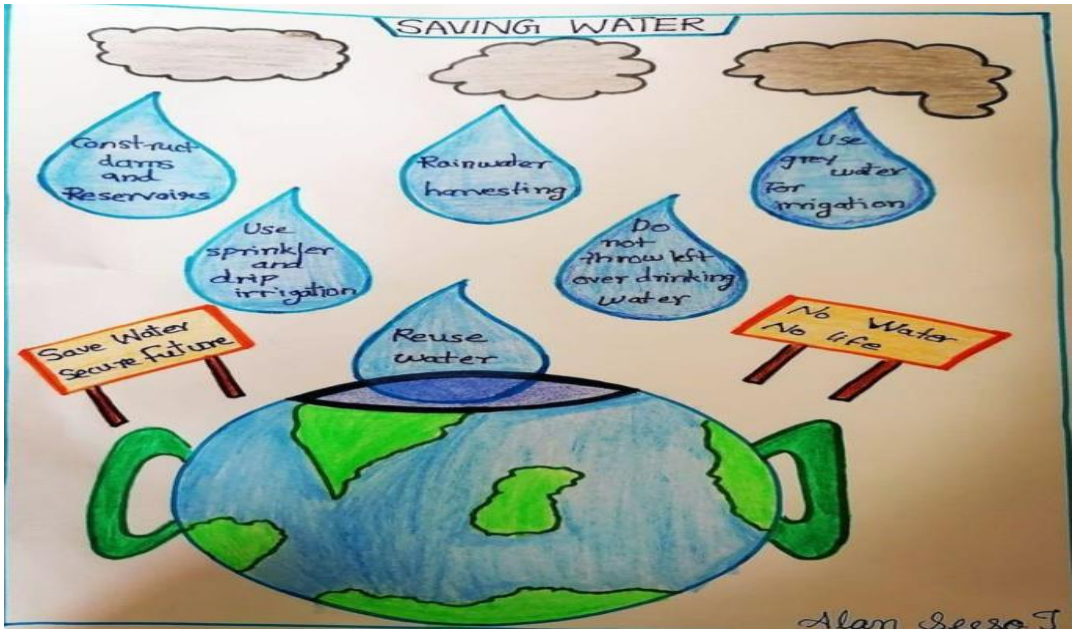
1. Three States of Water Demo: Show ice (solid), water (liquid), steam (gas).

2. Water Cycle Model: Use a bowl, plastic wrap, and heat source to show evaporation and condensation.

Art Integration Draw and color the water cycle.

Make a “Save Water” poster.





Interdisciplinary Linkages

Science: States of matter, natural resources.

Art: Drawing and poster making.

Language: Water-themed storytelling or writing slogans.

Geography: Oceans, rivers, rain, and clouds.

Infusion of Life Skills

Empathy: Understanding why saving water helps everyone.

Responsibility: Developing habits like turning off taps.

Teamwork: Group activities and discussion.

Resources Including ICT

Animated videos on the water cycle (YouTube)

Interactive slides

Assessment Items

Formative Assessment

Ask oral questions: “What are the three states of water?”

Group quiz using picture cards

Observe answers and participation in activities

Summative Assessment Match the water form (solid/liquid/gas) to examples

Fill in the blanks:

“Water changes into steam on ___.”

“Ice is water in ___ form.”

Write 2 ways to save water

Label the water cycle diagram

Feedback and Remedial Teaching

Give extra support to children needing help using simpler terms and real examples

Repeat concepts using visuals and demonstrations

Encourage peer help during drawing and activities

Inclusive Practices

Use large visuals, gestures, and real objects for different learners

Group activities to support all learning styles

Encourage expression in own language when needed

Full Participation Without Discrimination

Ensure everyone participates equally in group and activity work

Appreciate each child’s effort

Foster a positive, respectful environment.

AUGUST

<u>Chapter: 7 – Human Body Systems</u>

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective Students will name the major body systems: Digestive, Circulatory, Respiratory, Skeletal, Muscular, Nervous, and Excretory.

Understanding Objective Students will describe what each system does in simple terms.

Application Objective Students will relate these systems to their own body (e.g., “I breathe using lungs”).

Skill Objective Students will improve observation, labeling, and comparison skills.

Previous Knowledge Testing

Ask:

“How do you breathe?”

“What happens when you eat food?”

“What helps you stand straight or walk?”

Teaching Aids

Chart/models of human body systems

Skeleton model

Short animated videos

Pedagogical Strategies

Use of diagrams and body gestures

Simplified storytelling about body functions

Interactive questioning

Pair activities for system matching

Learning through observation

Hands-on Activities

Name a system, and children act it out (e.g., breathing, jumping, eating).

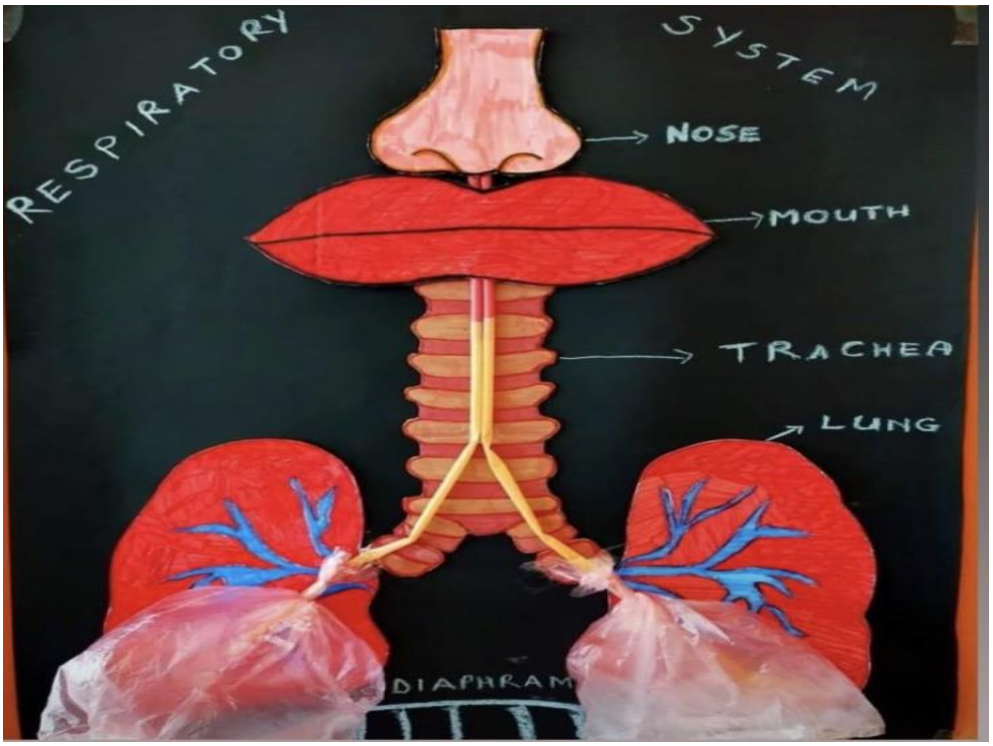
Children will place finger below their nose we will breathe in an out of your times and feel the air moving in an out

Children will put their farm on their chest breath in an out five times they will feel their chest moving in an out

They will practice Pranayama

Art Integration

Students will draw a diagram of excretory system they will also draw a diagram of respiratory system



Interdisciplinary Linkages

Art: Drawing organs

Language: Vocabulary building (e.g., stomach, lungs, brain)

Physical Education: Movement and posture (muscular-skeletal system)

Infusion of Life Skills

Health awareness: Knowing how to take care of each body system

Self-awareness: Understanding how the body works

Observation and empathy: Respecting others' health needs

Resources Including ICT

Animated videos from YouTube

Modules of different organ systems through smart class

Assessment Item Formative: Q&A during class

Group match-the-system activity

Role-play explanation of each system

Summative:

Label parts of the body on a diagram

Match body systems to their functions

Fill in the blanks:

"The ___ system helps us breathe."

"Our heart is part of the ___ system."

Feedback and Remedial Teaching

Use repetition and actions for slow learners

Offer more visuals and hands-on materials

Provide peer support and group learning

Inclusive Practices

Use large, colorful visuals

Let every child participate in acting or drawing

Use local language explanations if needed

Full Participation Without Discrimination

All students take part in group and art activities

Praise every child’s effort, not just correct answers

Encourage a supportive, joyful environment

Term -2

Contents

October

L-8 Plant Body Systems

Number of days required to complete the topic-12

🎯 Learning Outcomes

By the end of this lesson, students will be able to:

✅ Name the main parts of a plant.

✅ Describe the root system (taproot and fibrous root).

✅ Explain the role of stem, leaves, fruits, and flowers.

✅ Understand photosynthesis in simple words.

✅ Learn about germination.

🎓 Objectives

✅ **Knowledge Objective**: To list the main parts of a plant.

To identify taproot and fibrous root.

✅ **Understanding Objective:** To explain what each plant part does.

To understand that plants make their own food.

✅ **Application Objective:**

To observe real plants and identify their parts.

✅ **Skill Objective**: To draw and label parts of a plant.

🧠 Previous Knowledge Testing

Ask:

Have you seen a plant?

Can you name any parts of a plant?

What do plants need to grow?

🧰 Teaching Aids

Real potted plant

Chart or diagram of plant parts

Sample roots (carrot, onion, grass)

Pictures of germination stages

Colour pencils and worksheets

🧪 Hands-On Activities

✅ Activity 1: Plant Observation

Show a real plant and point to its root (in pot), stem, leaves, flowers/fruits.

✅ Activity 2: Root Sorting

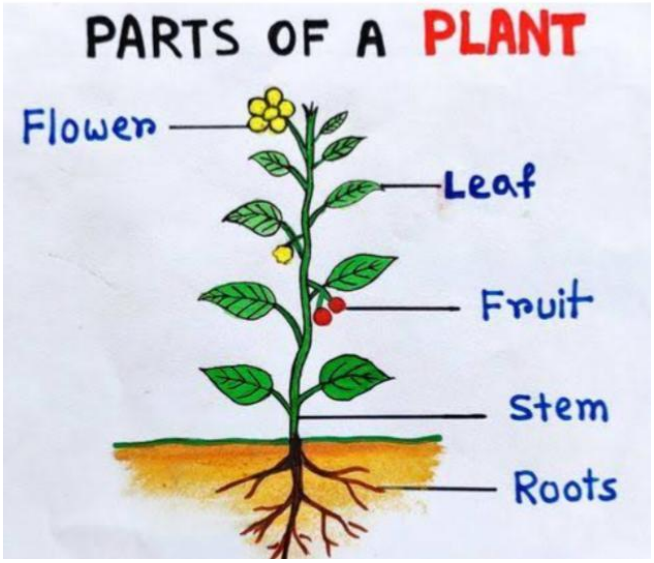
Show carrot (taproot) and grass or onion (fibrous). Ask students to sort them.

✅ Activity 3: Drawing and Labelling Draw a big plant with parts: Roots, Stem, Leaves, Flower, Fruit.

🎨 Art Integration

Colour the plant diagram.

Craft paper flowers in groups.



🖇️ Interdisciplinary Linkages

English: New words – Root, Stem, Leaf, Taproot, Fibrous Root.

Math: Counting fruits/seeds.

Art: Drawing and colouring plant parts.

💡 Pedagogical Strategies

Strategy How It's Used

Activity-based learning Plant observation, drawing, sorting roots

Visual learning Charts, real plants, pictures

Discussion Asking questions, sharing answers

Storytelling Short story of a seed growing into a plant

Experiential learning Touching real roots and plants

💡 Life Skills Integration

Caring for plants.

Understanding the need for water and sunlight.

Respect for nature.

💻 ICT Integration

Show a short video on plant parts.

Animation of germination.

📝 Assessment Items

✅ Formative Assessment

Point and name parts on a real plant.

Match taproot/fibrous root pictures.

Oral Q&A: "What do roots do?"

✅ Summative Assessment

Worksheet: Draw and label plant parts.

Colour the taproot vs. fibrous root diagram.

🔄 **Feedback and Remedial Teaching**

Use extra pictures and real samples for struggling students.

Repeat key words and ideas slowly.

Pair students to help each other.

♿ **Inclusive Practices**

Allow drawing instead of writing for some learners.

Use big charts and real items for clarity.

Group work to support shy or special needs students.

 Full Participation Without Discrimination

Equal chance for all in activities.

Celebrate every child’s answer.

Use local, familiar plant examples.

L-9 Magnet and Force

Number of days required to complete the topic-12

🎯 **Learning Outcomes** By the end of the lesson, students will be able to:

✅ Explain what a magnet is.

✅ List characteristics of a magnet.

✅ Identify the poles of a magnet.

✅ Describe what force is and its effects.

✅ Name some uses of magnets in daily life.

🎓 **Objectives**

✅ **Knowledge Objective** Define magnet and force.

Name poles of a magnet.

✅ Understanding Objective Explain the effects of force.

Describe characteristics of magnets.

✅ Application Objective Identify magnetic and non-magnetic objects.

Observe force and magnetic attraction in class.

✅ Skill Objective Classify objects based on magnetic property.

Demonstrate force by pushing/pulling objects.

🧠 **Previous Knowledge Testing Ask:**

Have you played with a magnet before?

Can you push or pull something?

What happens if you push your friend’s desk?

🧰 Teaching Aids

Real bar magnet or horseshoe magnet

Iron nails, paper clips, rubber, plastic

Chart of magnet uses

Pictures of magnets in daily life (fridge, compass, toys)

🧪 Hands-On Activities

✅ Activity 1: Magnetic Hunt

Give students a magnet.

Let them test paper clips, nails, rubber, coins, plastic.

✅ Activity 2: Poles Experiment

Place two magnets near each other.

Observe attraction or repulsion.

✅ Activity 3: Push and Pull Game

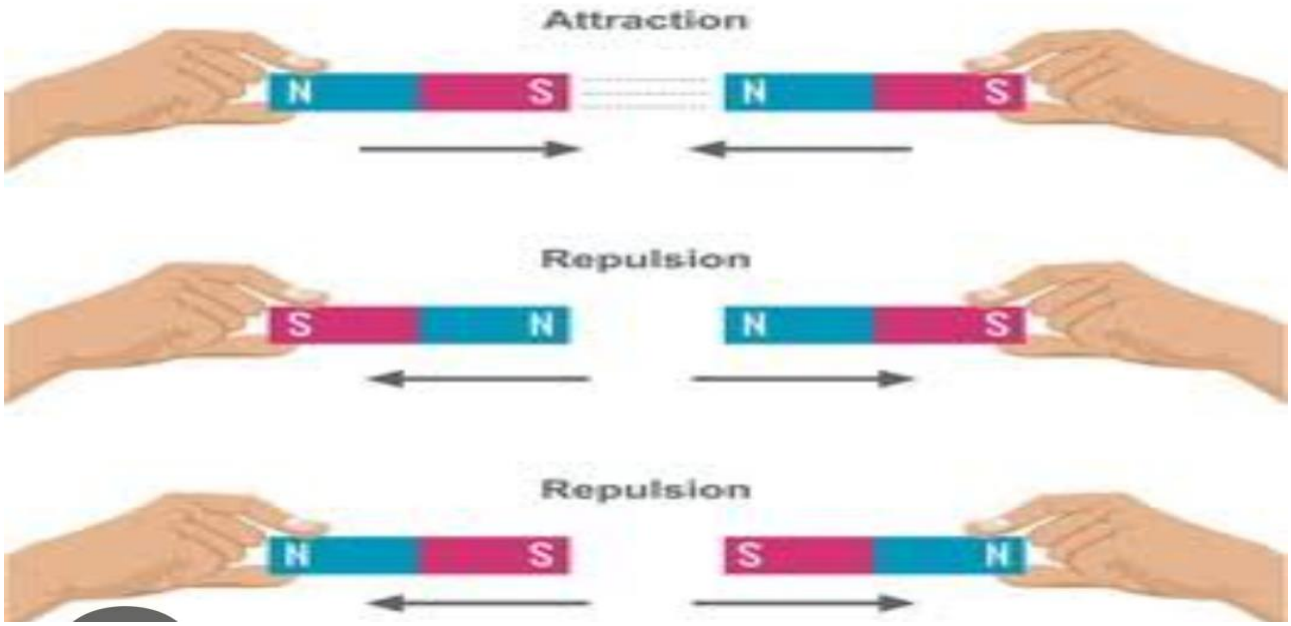
Students push/pull chairs or books.

Identify push and pull forces.

🎨 Art Integration

✅ Draw and colour a bar magnet with N and S poles.

✅ Make a collage of “Things that use magnets.”



📎 Interdisciplinary Linkages

Math: Counting magnetic and non-magnetic objects.
English: New words – magnet, poles, force, attract, repel.
Art: Drawing and labelling magnets.

💡 Pedagogical Strategies

Strategy How It’s Used

Activity-based learning Magnetic hunt, poles test, push/pull game.

Visual learning Charts, real objects, pictures.

Discussion Sharing daily uses of magnets.

Experiential learning Using real magnets and objects.

Storytelling “Magnet Man” story who attracts metal.

💡 Life Skills Integration

✅ Care while using magnets.

✅ Observing surroundings.

✅ Respecting classmates during activities.

💻 ICT Integration

✅ Short video on magnet magic (pulling paper clips).

✅ Animation showing magnetic poles.

✅ Interactive online quiz on magnet and force.

📝 Assessment Items

✅ Formative Assessment

Show a magnet: Ask what it does.

Sort objects: Magnetic vs. non-magnetic.

Point to poles on a drawing.

✅ Summative Assessment

Worksheet: Draw a magnet and label N and S.

Short questions:

What is a force?”

“Name two uses of magnets.”

“What happens when like poles meet?”

🔄 **Feedback and Remedial Teaching**

Repeat demonstrations slowly for learners needing help.

Use larger charts and real-life items.

Pair students for peer support.

♿ **Inclusive Practices**

Use tactile magnets for hands-on feel.

Allow oral answers for those with writing difficulty.

Group work to help shy or special needs students.

□ Full Participation Without Discrimination

✅ Every child gets a turn with magnets.

✅ Appreciate all responses.

✅ Ensure fair sharing of materials.

November

L-10 Measurement

Number of days required to complete the topic-10

🎯 Learning Outcomes

By the end of the lesson, students will be able to:

Understand the need for measurement in daily life.

Identify standard units of measurement for length, mass, volume, time, and temperature.

Use appropriate tools (scale, clock, thermometer, measuring cup).

Estimate and compare different measurements.

🎓 Objectives

✅ Knowledge Objectives

To define length, mass, volume, time, and temperature.

To know the standard units and measuring tools for each.

✅ Understanding Objectives-To understand which units are used in which situation (e.g., measuring milk = litres, measuring fever = degrees).

✅ Application Objectives-To use real-life objects to measure quantities practically.

✅ Skill Objectives-To read measurements accurately using rulers, clocks, thermometers, and measuring jugs.

🧠 Previous Knowledge Testing

Ask: How do we know the height of a door?

What tells us the time?

What do you do when you feel hot or have fever?

🧰 Teaching Aids

Ruler, measuring tape

Weighing scale (kitchen or spring)

Measuring cup, bottles

Clock and stopwatch

Thermometer (dummy or image)

ICT tools or animation on measurement

🧪 Hands-On Activities

Length Measurement Race

Measure classroom items using scale and tape (e.g., table, book).

Mass Guess & Check

Guess weight of common objects → check on kitchen scale.

Water Volume Fun

Use measuring cups to pour water into bottles → compare litres and ml.

Time It!

Use a stopwatch to time tasks (clap 10 times, tie shoelaces, etc.).

🎨 Art Integration

Draw measuring tools and label them

🖇️ Interdisciplinary Linkages

Maths: Units, addition/subtraction of measurements

EVS: Uses in daily life (body temp, cooking, travel time)

English: Measurement word problems

💡 Life Skills Integration

Accuracy in measuring while cooking, playing, resting

Managing time and temperature for a healthy routine

Estimation and logical thinking

💻 ICT Integration

Animated videos on units and tools (YouTube)

Online games: Match the tool to measurement

Interactive thermometer & ruler apps

📝 Assessment Items

Formative Assessment

MCQs and match-the-following

Fill in the blanks

Label tools in a picture

Summative Assessment

Worksheet:

Q1. Name two tools used to measure length.

Q2. Which unit is used to measure water in a bottle?

Q3. If it is 35°C outside, is it hot or cold?

🔄 **Feedback and Remedial Teaching**

Re-demonstrate practical measurement for weaker students

Use buddy system for activities

Reinforce through stories, games, and repetition

♿ **Inclusive Practices**

Allow oral responses and group work

Adapt tools (e.g., enlarged markings on thermometer/ruler)

□ Full Participation Without Discrimination

Equal turns for all during measurement games

Respect each child's answer and promote group sharing

Ensure gender-neutral, inclusive examples

L-11 Our Environment

Number of days required to complete the topic-12-14

🎯 **Learning Outcomes** By the end of this lesson, students will be able to

Understand the meaning and components of the environment.

Describe adaptations in animals for survival.

Identify pollution types and ways to reduce pollution.

Recognize the importance of plants and wildlife.

Understand the concept of endangered and extinct species.

🎓 Objectives

✅ **Knowledge Objectives** To define adaptation, pollution, and endangered species.

To list types of pollution and animal adaptations.

✅ **Understanding Objectives**

To understand how plants, animals, and people are affected by their environment.

✅ **Application Objectives**

To observe pollution and adaptation examples in their surroundings.

To suggest simple steps to reduce pollution and protect animals.

✅ **Skill Objectives** To classify animal adaptations and identify pollution sources.

🧠 Previous Knowledge Testing

Ask:What do you see around your home?

Have you seen smoke, garbage, or dirty water?

Can all animals live in the same place? 🧰 Teaching Aids

Flashcards of animals with adaptations

Chart on pollution and wildlife

Videos on adaptation, migration, and pollution

Toys/models of animals

Board, markers

🎨 Art Integration

Make a collage on “Save the Earth”

Poster: “Say NO to Pollution!”

💡 Life Skills Integration

Environmental responsibility

Respect for nature and all living beings

Teamwork in group activities

💻 ICT Integration

Watch animation: “How camels survive in deserts”

Video: “Endangered animals and how to protect them”

Interactive quiz on environment from chatgpt.com

📝 Assessment

Formative Assessment:Match animal with its adaptation

Identify pollution type from picture

Draw and label a clean vs polluted area

Summative Assessment:

Worksheet with short answer questions

Group quiz game

🔄 Feedback and Remedial Teaching

Use flashcards and storytelling for slow learners

One-on-one reinforcement of adaptation types

Re-show videos for visual learning support

♿ **Inclusive Practices**

Large print visuals

Use of gestures, real objects for ELL and special needs

Peer-assisted learning in groups

□ Full Participation Without Discrimination

All children are included in games and projects

Appreciation for every child’s effort and idea

Examples from different cultures and regions included

L-12 Energy

Number of days require to complete the topic-12

🎯 **Learning Outcomes B**y the end of the lesson, students will be able to:

✅ Explain what energy is.

✅ Identify sources of energy.

✅ Understand energy in food.

✅ Name other sources of energy like solar, muscular, electrical, wind, and water.

✅ Recognise different forms of energy in daily life

🎓 Objectives

✅ **Knowledge Objective** Define energy.

List sources of energy.

✅ **Understanding Objective** Explain how energy helps us do work.

Describe uses of different energy sources.

✅ **Application Objective** Identify energy sources in their surroundings.

✅ **Skill Objective** Classify different types and sources of energy.

🧠 **Previous Knowledge Testing** Ask:

“How do you feel when you eat food?”

“What helps you run or jump?”

“Have you seen the Sun? The wind blowing? Water falling?”

🧰 **Teaching Aids**

Flashcards or pictures of Sun, windmills, water dams, food items, muscles, electrical devices

Chart of energy sources

Blackboard and chalk/whiteboard and markers

Short video clip or animation about energy

🧪 Hands-On Activities

✅ Activity 1: Energy Sorting Game

Show pictures (Sun, food, windmill, light bulb).

Students sort them into Sources of Energy.

✅ Activity 2: Draw and Colour

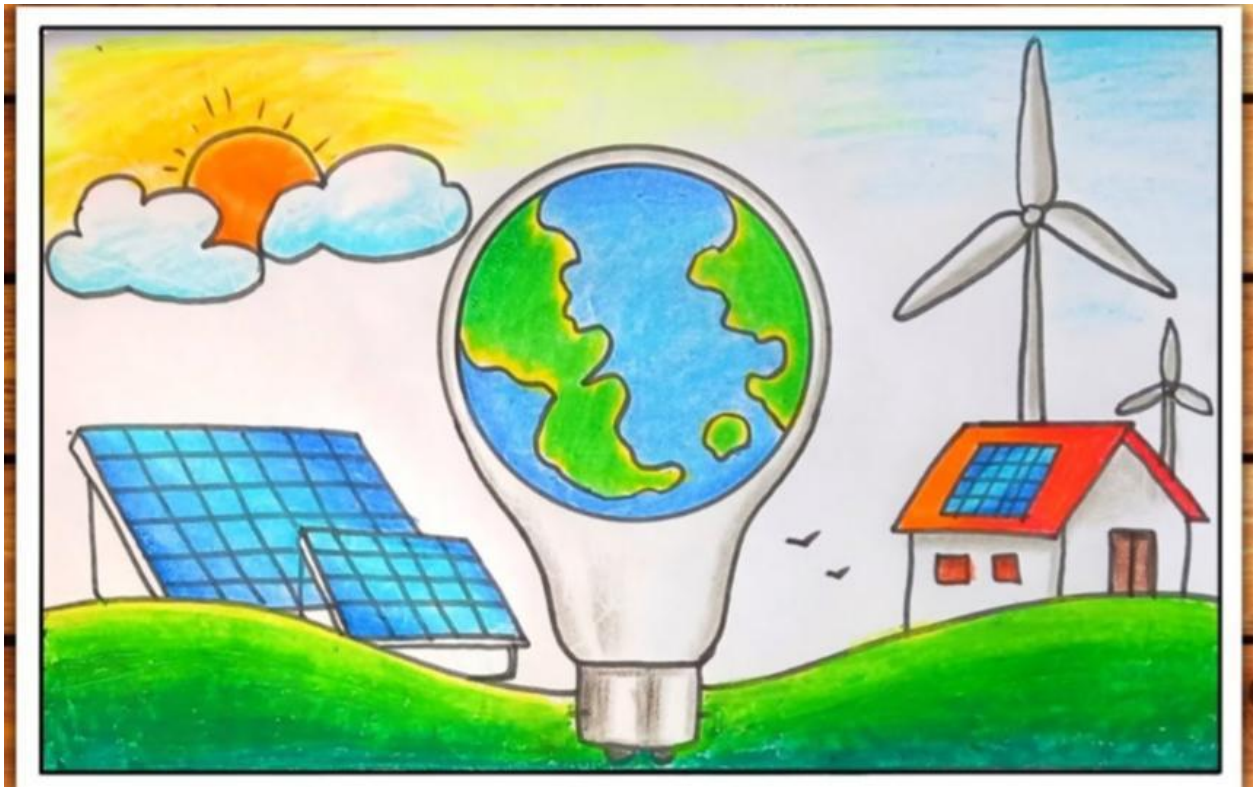
Draw the Sun, windmill, food plate.

Label as energy sources.

🎨 Art Integration

✅ Colourful posters of Forms of Energy.

✅ Drawing solar panels, windmills.



🔗 Interdisciplinary Linkages

English: New words – Energy, Solar, Muscular, Wind.

Math: Counting energy sources in pictures.

Art: Drawing and colouring.

💡 Pedagogical Strategies

Strategy How It's Used

Activity-based learning Sorting game, act it out, drawing.

Visual learning Charts, flashcards, pictures.

Discussion-based Sharing ideas about energy use at home.

Experiential learning Acting out muscular energy.

Storytelling Short story: "Sunny the Sun helps plants grow."

💡 Life Skills Integration

✅ Healthy eating for energy.

✅ Saving electricity and water.

✅ Respecting nature and its resources.

💻 ICT Integration

✅ Short video on sources of energy.

✅ Animation showing solar panels and windmills.

✅ Interactive quiz or matching game on smartboard.

📝 **Assessment Items**

✅ Formative Assessment

Point and name energy sources in pictures.

Oral Q&A: “What gives us energy to work?”

✅ Summative Assessment

Worksheet: Draw one source of energy.

Match words to pictures.

🔄 **Feedback and Remedial Teaching**

✅ Repeat ideas with simple words.

✅ Extra pictures for clarification.

✅ Pair work for peer support.

♿ **Inclusive Practices**

✅ Large, clear pictures.

✅ Oral answers allowed.

✅ Group work for support.

✅ Encourage participation from all students.

□ Full Participation Without Discrimination

✅ Everyone gets a turn in activities.

✅ All ideas valued.

✅ Local, relatable examples.

December

L-13 Light

Number of days required to complete the topic-12

🎯 **Learning Outcomes**

By the end of the lesson, students will be able to:

Understand that light helps us to see.

Explain how light travels in a straight line.

Describe how shadows are formed.

Understand the concept of reflection of light.

Identify materials that reflect or block light.

🎓 **Objectives**

✅ **Knowledge Objective** To define light, reflection, and shadow.

✅ **Understanding Objective** To understand how light behaves when it hits different surfaces or objects.

✅ **Application Objective** To apply understanding by identifying reflective and non-reflective materials.

✅ **Skill Objective** To observe and demonstrate how shadows and reflections are formed.

🧠 Previous Knowledge Testing

Ask: Can you see in the dark?

What happens when you stand under sunlight?

Have you seen your face in a mirror?

🧰 Teaching Aids

Torch / Flashlight

Mirror

Black paper or cardboard

Transparent, translucent, and opaque objects (glass, butter paper, wood)board and markers

Science chart or model

Videos/animations

🧪 Hands-on Activities

1. Torch and Object Experiment

Shine torch on different objects (glass, wood, mirror). Observe reflection and shadow.

2. Shadow Puppets

Use cut-outs and flashlight to form shadows on a wall.

🎨 Art Integration

Make a shadow puppet and tell a short story.

Create a collage of light sources.

🖇️ Interdisciplinary Linkages

Math: Measure the length of a shadow

Art: Shadow tracing

English: Write 5 lines on “Why light is important”

🧠 Pedagogical Strategies

Strategy Use in Lesson

Activity-based learning Shadow and reflection experiments

Visual learning Charts, videos, mirror demos

Questioning and discussion Encourage observation-based questions

Group work Team shadow play, mirror experiments

Experiential learning Real objects and situations used for teaching

💡 Life Skills Integration

Observation skills

Scientific thinking and curiosity

Respect for natural light sources and energy use

💻 ICT Integration

Video: “How shadows are formed”

Animation showing reflection and straight-line path of light

Interactive games on light and shadows

📝 Assessment

📋 Formative Assessment

Match objects to light behavior (transparent, opaque)

Fill in the blanks

Short quiz: “What is a shadow?” “What is reflection?”

✏️ Summative Assessment

Worksheet with diagrams: draw and label shadow formation

Describe what happens when light hits a mirror

Activity-based: create a shadow and describe its features

🔄 **Feedback and Remedial Teaching**

Extra visual aids for students needing revision

Repeat experiments in slow, step-by-step method

Peer-to-peer sharing of understanding

♿ **Inclusive Practices**

Use tactile materials for children with visual challenges

Allow verbal responses or drawing-based answers

Group learners with varied strengths together

 Full Participation Without Discrimination

All students get equal chances in experiments

Encourage respect and appreciation of each child’s creativity

Use inclusive language and examples from all backgrounds

January

L-14 Sound- A Form of Energy

Number of days required to complete the topic-12

🎯 **Learning Outcomes** By the end of the lesson, students will be able to:

✅ Explain that sound is a form of energy.

✅ Describe how sound is produced.

✅ Understand how sound travels.

✅ Identify pleasant and unpleasant sounds.

✅ Explain the usefulness of sound in daily life.

🎓 **Objectives**

✅ Knowledge Objective Define sound.

Name examples of pleasant and unpleasant sounds.

✅ Understanding Objective Explain how sound is produced and travels.

✅ Application Objective Identify useful sounds around them.

✅ Skill Objective Differentiate between pleasant and unpleasant sounds.

🧠 Previous Knowledge Testing Ask:

“Can you clap your hands?” (Let them do it.)

“Did you hear any sound?”

“What sounds do you hear at home or school?”

🧰 Teaching Aids

Metal spoon and plate

Rubber band stretched on box (mini guitar)

Bell or whistle

Flashcards/pictures of musical instruments, horns, birds

🧪 Hands-On Activities

✅ Activity 1: Clap and Listen

All students clap. Ask: “What did you hear?”

✅ Activity 2: Vibration Test

Tap plate with spoon. Feel vibration.

Pluck stretched rubber band. Feel vibration.

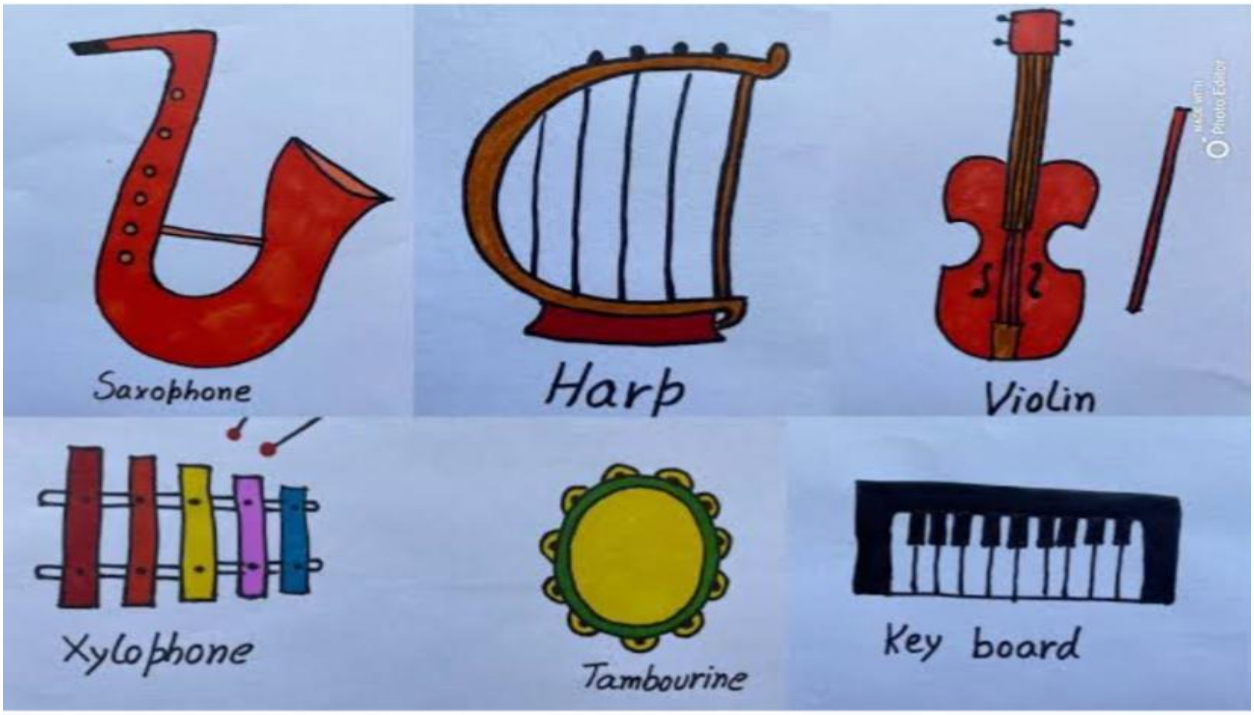
✅ Activity 3: Sound Sorting

Ask: Pleasant or Unpleasant? Bird, bell, horn, drum, music.

🎨 **Art Integration**

✅ Draw a picture of an instrument that produces pleasant sound.

✅ Colour pictures of musical instruments.



🔗 **Interdisciplinary Linkages** English: New words – Sound, Vibrate, Pleasant, Noise.

Art: Drawing and colouring.

Music: Singing a simple song in class.

💡 **Pedagogical Strategies**

Strategy	How It's Used
Activity-based learning	Clapping, tapping, vibration test.
Visual learning	Pictures, flashcards, real objects.
Discussion-based	Talking about favourite and disliked sounds.
Experiential learning	Feeling vibration, hearing sound.
Storytelling	Short story about birds singing in the morning.

💡 Life Skills Integration

✅ Respect for others' hearing.

✅ Avoid making loud noise.

✅ Listening carefully.

💻 ICT Integration

✅ Short video on how sound is made.

✅ Audio clips of pleasant and unpleasant sounds.

✅ Interactive quiz on class screen.

📝 Assessment Items

✅ Formative Assessment

Ask: "What is sound?"

"How is sound made?"

Clap and listen activity.

✅ Summative Assessment

Draw and label one thing that makes sound.

Oral question: “Name a pleasant sound.”

“Name an unpleasant sound.”

“Why is sound useful?”

🔄 **Feedback and Remedial Teaching**

✅ Repeat with simpler words.

✅ Show bigger pictures.

✅ Do hands-on vibration test again.

♿ **Inclusive Practices**

✅ Large pictures and real objects for clear view.

✅ Oral answers for those who cannot write well.

✅ Peer help in activities.

Full Participation Without Discrimination

✅ All children clap, act, share ideas.

✅ Equal chance to speak.

✅ Praise all answers.

February

Revision for Final Exam

March

Final Examination will be conducted.