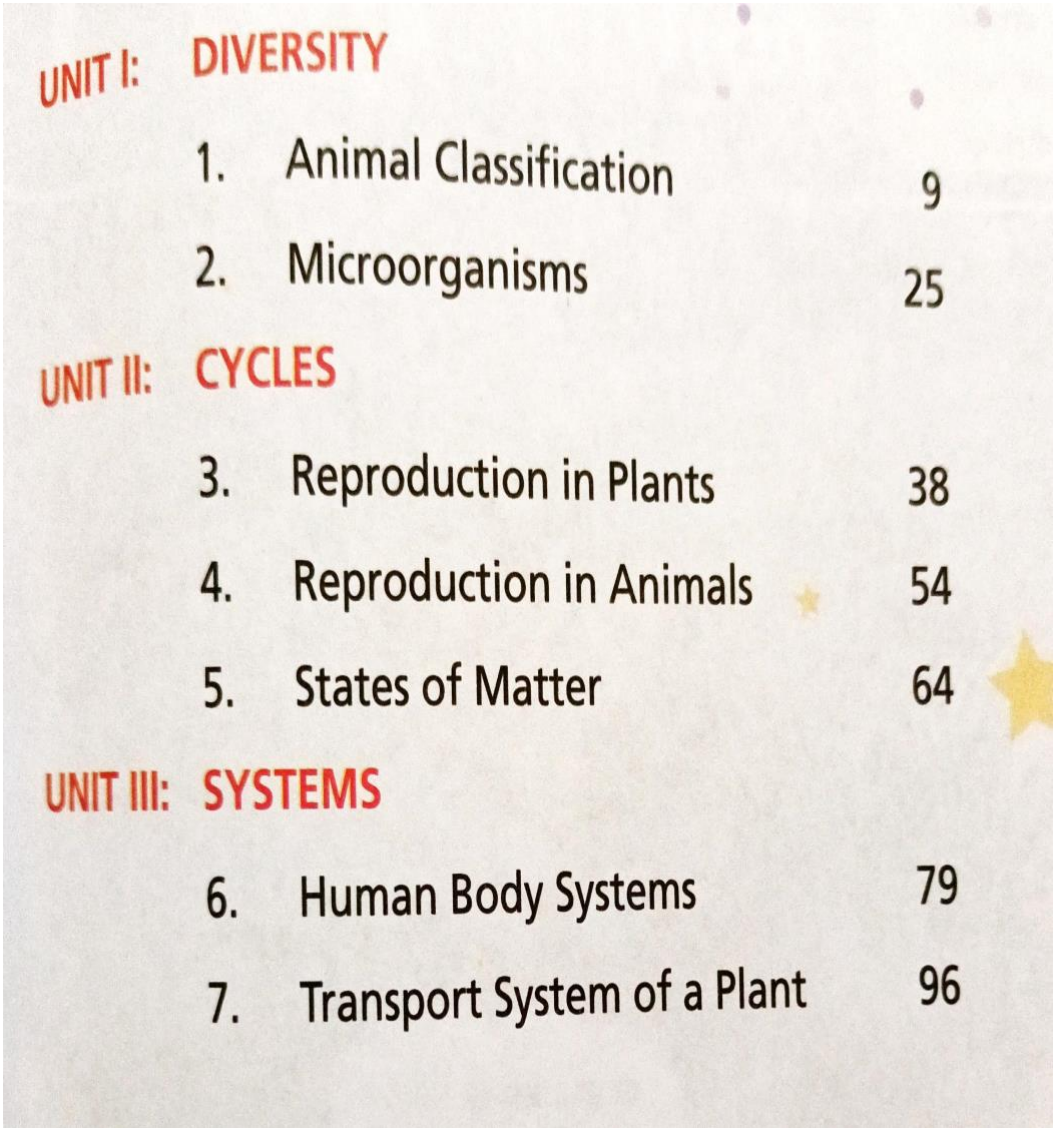
LESSON PLAN (Term-1 & Term-2)

EVS-1. Class 5 Session -2025-26



Subject: Environmental Studies (EVS-1)

Class: 5

APRIL

Chapter: 1 — Animal Classification

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Define vertebrates, invertebrates, diurnal, nocturnal, crepuscular, cold-blooded, and warm-blooded animals.

Understanding Objective: Differentiate animals based on backbone, activity time, and temperature regulation.

Application Objective: Classify animals into correct categories.

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

Previous Knowledge Testing Ask simple questions:

Name an animal active at night.

Does a fish have a backbone?

Why do reptiles bask in the sun?

Teaching Aids

Chalk, duster, animal picture, smartboard, videos.

Pedagogical Strategies

Concept mapping and group discussions.

Use of visual aids and real-world examples.

Storytelling for nocturnal/diurnal animals.

Role-play different animals.

Interactive quizzes and classification games.

Short videos for reinforcement.

Hands-on Activities

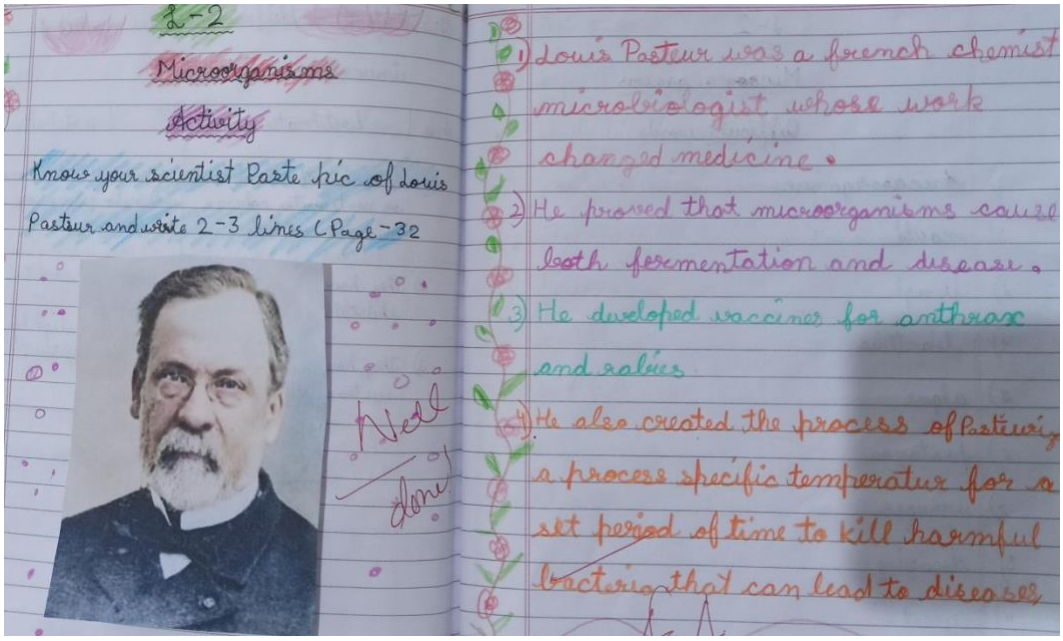
Sorting animals into categories using pictures.

Drawing a classification chart.

Role-playing as animals based on time of activity

Art Integration Drawing vertebrates, invertebrate

Draw or paste picture of 'Birdman of India' Salim Ali and write a few lines on him.



Interdisciplinary Linkages

Science: Adaptations and survival,

Language: A few lines on Salim Ali.

Art: Drawing vertebrates and invertebrates

Infusion of Life Skills

Observation skills, critical thinking, teamwork, creativity.

Recapitulation

Quick oral quizzes.

Matching columns.

"Who Am I?" riddles.

Resources including ICT

Smartboard, animated videos, online quizzes

Assessment Items

Formative: Observation during tasks, quick oral questions.

Summative: Classification worksheet, short answer questions

Feedback and Remedial Teachings

Immediate feedback.

More visuals and examples for better understanding.

Peer assistance for learners who need help.

Inclusive Practices

Visual, verbal, and hands-on learning options

Mixed ability group activities.

Full Participation without Discrimination

Equal opportunity for all.

Respecting every student's contribution.

Chapter: 2 — Microorganisms

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Define microorganisms and list their types (bacteria, fungi, protozoa, algae, viruses).

Understanding Objective: Explain the helpful and harmful roles of microorganisms.

Application Objective: Identify everyday examples where microorganisms are useful or harmful.

Skill Objective: Develop observation, classification, and analytical thinking skills.

Previous Knowledge Testing

Ask:

Have you seen bread growing greenish patches?

Why do we wash hands before eating?

Can tiny living things make us sick?

Teaching Aid:

Smartboard, images of microorganisms, magnified microscope pictures,bread,chalk ,duster

Pedagogical Strategies

Concept mapping of types of microorganisms.

Group discussions on uses and harms.

Real-life examples: curd formation, food spoilage, diseases.

Showing videos/animated clips.

Think-Pair-Share to discuss good and bad microbes.

Simple experiments (observe bread mold at home).

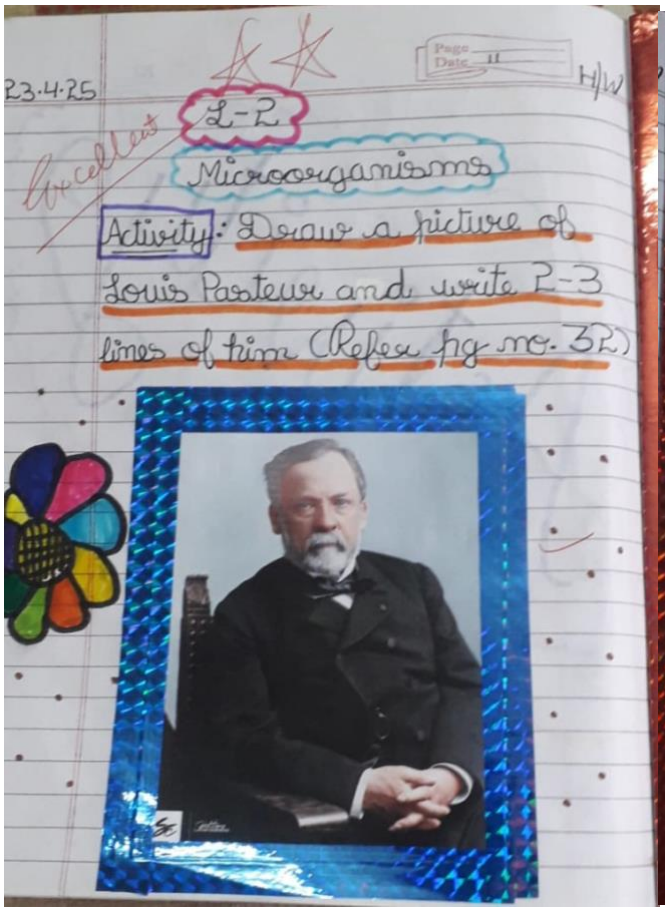
Hands-on Activities

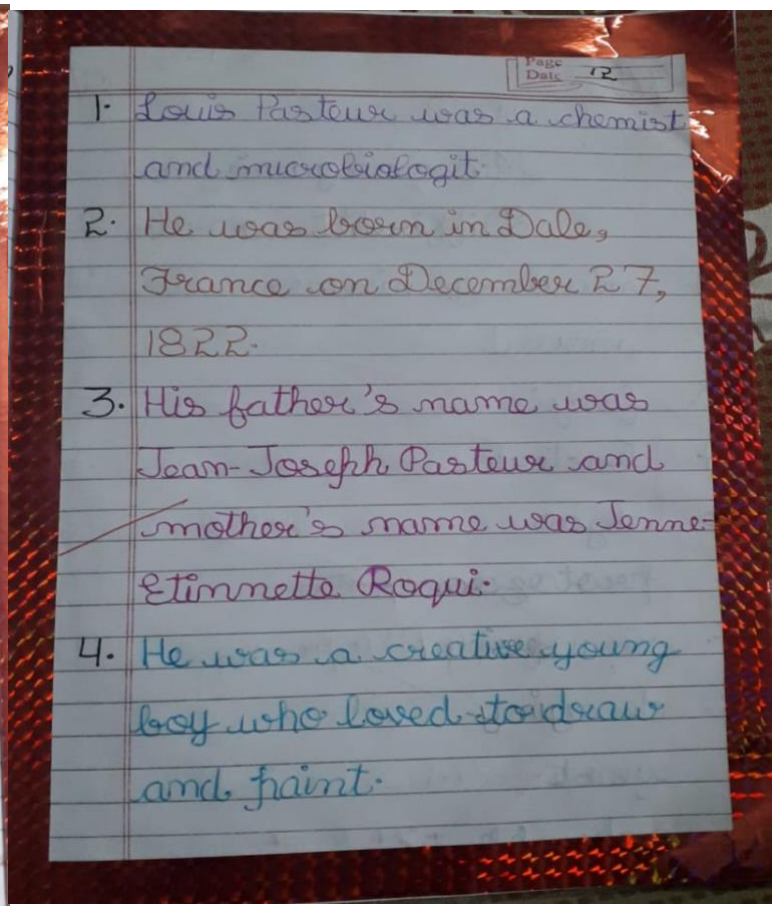
Sorting Game: Classify microorganisms into useful and harmful.

Home Observation: Find examples like spoiled bread or curd.

Art Integration

Paste a picture of Louis Pasteur and write a few lines on him.





Interdisciplinary Linkages

Science: Health and hygiene.

Language: Write a few lines on Louis Pasteur

Art: Paste a picture of Louis Pasteur

Infusion of life skill

Hygiene awareness, critical thinking, observation, creativity.

Recapitulation

Quick quiz on types and examples.

Match-the-following on microorganism types and uses.

Resources including ICT

Short animated videos on microorganisms.

Smartboard slides, online quizzes.

Assessment Items

Formative: Group discussion evaluation, participation in activities.

Summative: Worksheets on classification, short answers on uses and harms.

Feedback and Remedial Teachings

Immediate feedback after activities.

Extra visual examples for difficult concepts.

Peer explanation for better understanding.

Inclusive Practices

Multiple learning modes: visual, auditory, and kinesthetic.

Grouping students in mixed ability teams.

Full Participation without Discrimination

Equal chances to participate in discussions and activities.

Respect and encouragement for every student's contribution.

MAY

Chapter: 3 — Reproduction in Plants

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

Learning Outcomes

Knowledge Objective: Identify parts of a seed and types of seeds (monocot and dicot).

Understanding Objective: Understand the processes of germination, seed dispersal, pollination, and fertilization.

Application Objective: Explain how plants reproduce through different methods including vegetative parts.

Skill Objective: Develop observation, comparison, sequencing, and drawing skills.

Previous Knowledge Testing

Ask: Have you ever seen a seed grow into a plant?

What happens when a seed is placed in moist soil?

Do all plants grow from seeds?

Teaching Aids Real seeds (bean, maize), seed models or charts, cotton and water for germination demo, smartboard/video clips, charts of plant reproduction processes, flower model.

Pedagogical Strategies

Begin with real seed observation to introduce seed parts.

Use comparison charts and models to explain monocot vs. dicot seeds.

Demonstrate germination with soaked seeds.

Use a storytelling or flow diagram method to explain pollination and fertilization.

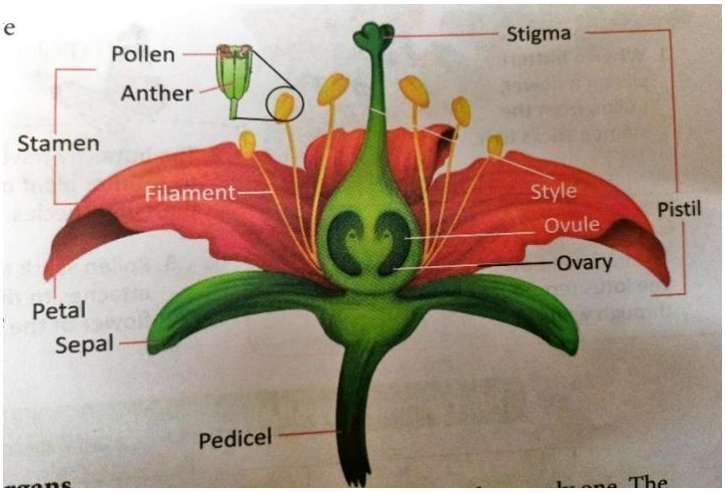
Display real-life examples of seed dispersal (e.g., dandelion, mango).

Group discussions and interactive questioning to assess understanding.

Hands-on Activities Seed Dissection: Identify seed coat, cotyledons, and baby plant.

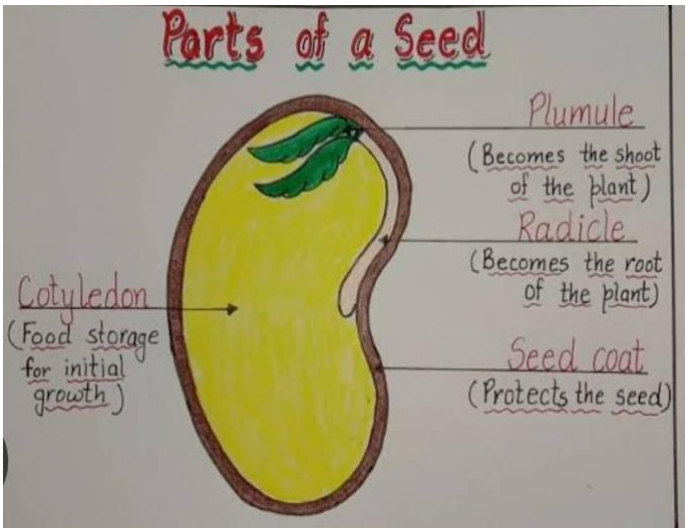
Germination Observation: Soak seeds and track changes over days.

Labelling of parts of a flower



Art Integration

Draw and label parts of a seed.



Create a seed dispersal collage using dried seeds and pictures.

Interdisciplinary Linkages

Science: Biology of plant reproduction.

Art: Drawing and model making. Math: Measuring growth of seedlings.

Infusion of Life Skills

Observation, care for nature, critical thinking, curiosity, patience.

Recapitulation

Q&A round on seed types and reproduction methods.

Group quiz: monocot or dicot?

Resources including ICT

Animated videos on pollination and fertilization.

labelling activities in smart class

Interactive smartboard games on seed dispersal and plant parts.

Assessment Items

Formative: Participation in activities, group discussions.

Summative: Label parts of a seed diagram.

Identify and differentiate monocot and dicot seeds.

Short answers: Define pollination, fertilization, seed dispersal.

Feedback and Remedial Teachings

Use real objects and simpler language for struggling learners.

Reinforce using revision games and paired learning.

Provide one-on-one support where needed.

Inclusive Practices

Visual, verbal, and hands-on activities to support varied learning styles.

Peer learning groups and buddy support.

Full Participation without Discrimination

Equal opportunity for all students to participate in experiments, activities, and responses.

Appreciation for every student's effort in a respectful environment.

Chapter: 4 — Reproduction in Animals

number of days required to complete that topic-10

Learning Outcomes

Knowledge Objective: Recognize different methods of reproduction in animals, including laying eggs and giving birth.

Understanding Objective: Understand how some animals reproduce with one parent and how certain organisms regenerate or bud.

Application Objective: Compare various reproduction methods and identify examples in nature.

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

Previous Knowledge Testing

Ask:

Do all animals lay eggs?

Have you seen animals taking care of their young ones?

Can you name animals that don’t give birth?

Teaching Aids

Pictures of egg-laying animals and mammals (e.g., birds, fish, cat, dog).

Chart showing reproduction in amoeba, hydra, planaria.

Videos/animations on budding and regeneration.

Smartboard, flashcards.

Pedagogical Strategies

Begin with known animals to introduce egg-laying vs. live birth.

Use storytelling method (e.g., life of a chick) to make concepts relatable.

short videos to explain budding, regeneration, fragmentation.

Encourage student questions and peer teaching moments.

Hands-on Activities

Sorting Game: Classify animals into "lay eggs" and "give birth".

Model Making: Use clay to model budding in hydra or planaria fragmentation

Art Integration

Paste pictures of animals that lay eggs and animals that give birth to young ones.

Paste a picture of Jane Goodall who is the popular anthropologist and write 2 to 3 lines on her.

Interdisciplinary Linkages

Science: Biology and animal life.

Language: Description of animal care and reproduction process.

Art: Drawing life cycles and diagrams.

Infusion of Life Skills

Empathy (animals caring for young), observation, curiosity, creative expression.

Recapitulation

Quick Q&A: Which animals lay eggs?

True/False: "Amoeba lays eggs."

Rearranging steps in animal life cycle.

Resources including ICT

Animated videos on different methods of reproduction.
Online interactive games for classifying animals.

Assessment Item Formative: Observation in activities, discussion participation.

Summative: Fill in the blanks: e.g., "Hydra reproduces by ____."

Diagram-based questions on budding/regeneration.

Match animals to reproduction methods.

Short answer: Define fragmentation or give an example of a mammal.

Feedback and Remedial Teachings

Use simple examples or pictures for difficult topics like budding.

Reinforce through repeat videos or group re-teaching.

Extra worksheets for practice.

Inclusive Practices

Use varied media (visual, hands-on, verbal).

Encourage all learners with differentiated group roles.

Full Participation without Discrimination

Equal participation in games, questions, and model-making.

Respectful atmosphere where all ideas are heard and valued.

JULY

<u>Chapter -5:States of Matter</u>

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

Learning Outcomes

Knowledge Objective: Identify the three main states of matter and types of solutions.

Understanding Objective: Understand the processes involved in interconversion of states and the role of water as a universal solvent.

Application Objective: Apply methods of separating soluble and insoluble impurities from water.

Skill Objective: Develop observational, analytical, and conservation skills.

Previous Knowledge Testing

Ask:

What happens when you boil water?

Have you mixed sugar or salt in water?

How do you clean muddy water?

Teaching Aids Ice cubes, beaker, candle, salt, sugar, sand, sieve, filter paper, funnel, chart of water cycle, smartboard animations.

Pedagogical Strategies

Inquiry-based learning using real materials (e.g., salt water and muddy water).

Interactive discussion to explain interconversion with everyday examples.

Demonstration of separation methods: filtration and evaporation.

Use of diagrams, flowcharts, and group comparison tasks.

Water conservation role play or pledge to create personal connection.

Hands-on Activities

Experiment: Melt ice, boil water, show condensation.

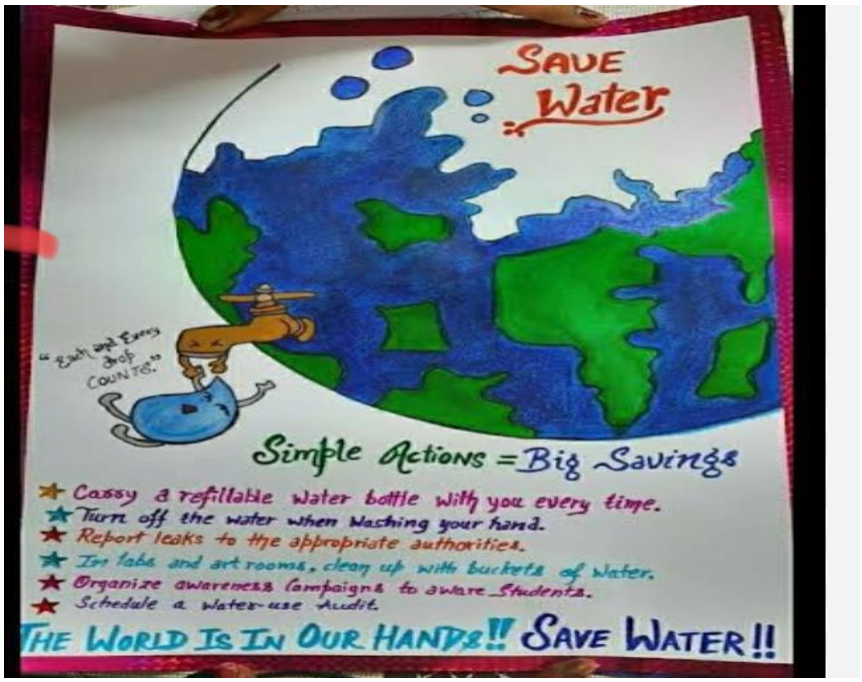
Solution Making: Make salt and sugar solutions, observe solubility.

Separation Activity: Filter muddy water using cloth/filter paper.

Art Integration

Draw water cycle.

Poster-making on “Save Water” campaign.



Interdisciplinary Linkages

Geography: Water cycle and conservation.

Art: Drawing, poster-making.

Math: Measuring liquids and solids in experiments.

Infusion of Life Skills

Conservation awareness, critical thinking, decision-making, scientific observation.

Recapitulation

Oral quiz: Which process converts liquid to gas?

Rearranging: Steps of evaporation → condensation → collection.

Resources including ICT

Animated videos on states of matter, evaporation, filtration.

Online simulation of separating mixtures.

Assessment Items

Formative: Observation of experiment participation, questioning.

Summative:MCQs on states of matter.

Fill in the blanks: "Evaporation changes liquid into ____."

Label water cycle diagram.

Short answers on separating impurities.

Feedback and Remedial Teaching

Reteach using slower pace or repeated experiments.

Use buddy system to help weaker students grasp content.

Inclusive Practices

Provide both verbal and visual instructions.

Encourage teamwork and mutual support in experiments.

Full Participation without Discrimination

Equal roles in group work and practical tasks.

Safe and respectful environment where every child is valued.

Chapter- 6 Human Body Systems

number of days required to complete the topic-10 -12

Learning Outcomes

Knowledge Objective: Identify major systems in the human body and their basic parts.

Understanding Objective: Understand the roles of the skeletal, muscular, circulatory, nervous, and respiratory systems.

Application Objective: Relate the functions of body systems to daily body movements and actions.

Skill Objective: Enhance observation, explanation, diagram labeling, and logical reasoning skills.

Previous Knowledge Testing

Ask questions like:

What helps you move your arm?

What happens when you breathe in?

Have you seen your heartbeat or felt your pulse?

Teaching Aids

Human body system charts and 3D models,Smartboard for animations and videos, Skeleton model

Pedagogical Strategies

Use storytelling and body movements to explain functions of systems

Explain joints and movement using role-play

Use analogy method (e.g., brain as computer, heart as pump)

Compare and contrast tables (e.g., types of muscles, types of nerves)

Encourage peer questioning and group activities

Hands-on Activities

Feel your heartbeat and count pulses

Simple breathing exercise to feel lung expansion

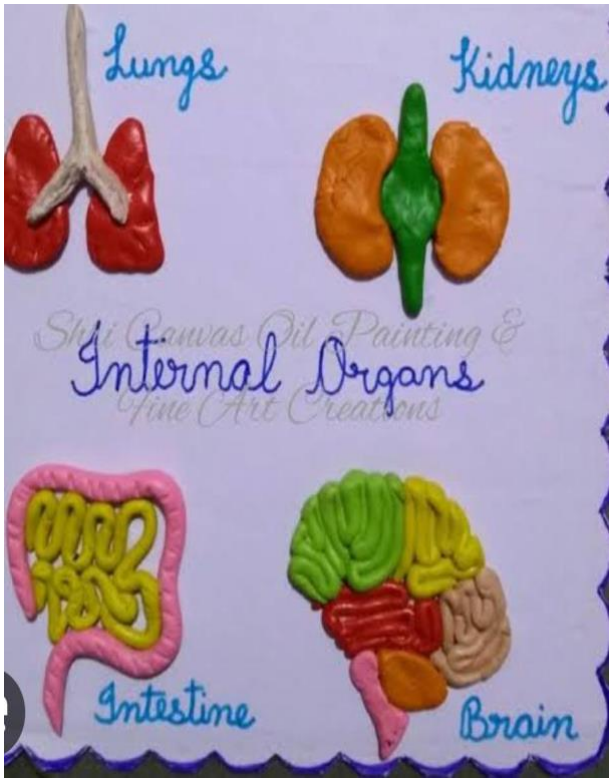
Role-play: nervous system sending messages

Identify types of joints in your own body (elbow, neck, etc.)

Draw and label brain parts and lungs

Art Integration Make models of body parts using clay or chart paper |

Make a Brain cap



Interdisciplinary Linkages

Math: Counting pulse, symmetry in body

Art: Drawing systems, model making

Physical Education: Body movement and posture

Infusion of Life Skills

Body awareness and health consciousness

Coordination and teamwork

Decision making through understanding reflex action

Recapitulation

Rapid fire quiz

Jumbled diagrams for re-arranging parts

Resources including ICT

Animated videos on organ systems

Short quiz apps/games on smartboard

Assessment Items

Formative: Observation of participation in activities

Responses to class questions

Summative: Label diagrams (e.g., brain, heart, lungs)

MCQs and fill in the blanks

Short answer:

What is the function of the cerebrum?

What is a reflex action?

Name the types of nerves.

Feedback and Remedial Teaching

Use simplified diagrams and repeat explanations

Peer support and buddy reading

Reinforce concepts through visual aids

Inclusive Practices Group activities to support different learners

Full Participation without Discrimination

Every student encouraged and appreciated

Equal access to all learning materials and activities

AUGUST

Chapter-7 Transport System of a Plant

Number of days required to complete the topic-10

Learning Outcomes

Knowledge Objective: Identify the transport system in plants (xylem and phloem) and humans (arteries and veins).

Understanding Objective: Understand the functions of xylem and phloem in plants and arteries and veins in humans.

Application Objective: Compare the transport system in plants and humans with examples.

Skill Objective: Develop observation, comparison, classification, and diagram labeling skills.

Previous Knowledge Testing

Ask: How do plants get water from the soil?

How does blood travel in our body?

Can plants eat food like we do?

Teaching Aids

Charts of plant structure showing xylem and phloem

Diagram of human circulatory system

Flashcards: arteries, veins, xylem, phloem

Real plant stem , magnifying glass, colored water experiment

Pedagogical Strategies

Use of comparative learning to show similarities and differences

Visual explanations using diagrams and animation

Inquiry-based learning: “What would happen if water didn’t reach the leaves?”

Group discussion to connect plant and human systems

Use of analogies (e.g., xylem like a straw, arteries like highways)

Hands-on Activities

Capillary action experiment: Dip a white flower or celery in colored water to show how water move.

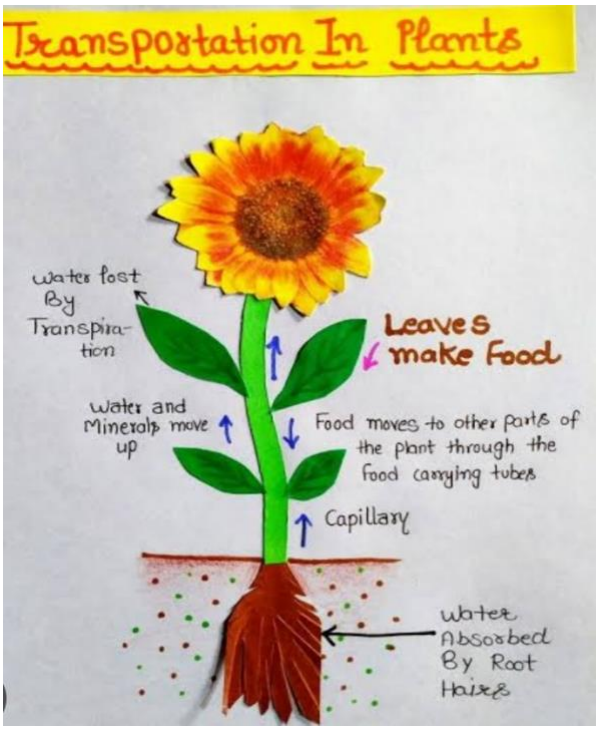
Group chart making: Compare xylem vs. phloem and arteries vs. veins

Observation walk: Find different plant parts and trace water flow

Art Integration

Draw and color the transport system of a plant and human

Leaf print artwork showing how water travels to leaves



Interdisciplinary Linkages

Geography: Water absorption and flow in soil

Math: Symmetry in leaf veins and blood vessels

Art: Diagram drawing

Infusion of Life Skills

Awareness of plant and human health

Observation and analytical thinking

Environmental responsibility (plants need water too!)

Recapitulation

Quiz: Xylem transports ____?

Table activity: Fill in differences between plant and human transport systems

Match columns: Arteries – Blood, Xylem – Water

Resources including ICT

Animated video showing water movement in plants

Interactive diagram of circulatory system

Assessment Items

Formative: Group discussion participation, quiz

Summative: MCQs and fill in the blanks,Label plant and human transport system

Short answers:

What does phloem carry?

Name one similarity and one difference between xylem and arteries.

Feedback and Remedial Teaching

Use real-life examples and revise terms with images

Slow learners supported with simplified charts

Inclusive Practices

Pair and group work to support varied learning styles

Full Participation without Discrimination

Equal opportunities for each child to engage in drawing, explanation, and experiments

Respectful environment with support and encouragement for all learners

Term-2

Contents

October

L-8 Measurement

Number of days required to complete the topic-8

🎯 Learning Outcomes

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

Understand units used to measure capacity or volume, time, and temperature.

Convert units of capacity, time, and temperature.

Read and use measuring tools like measuring jars, clocks, and thermometers.

Apply measurement skills in daily life situations.

🎓Objectives

Knowledge Objective-Students will learn the standard units of capacity (litre, millilitre), time (seconds, minutes, hours), and temperature (Celsius).

Understanding Objective- Students will understand how and when to use each type of measurement.

Application Objective-Students will solve real-life problems related to these measurements.

Skill Objective-Students will develop the ability to read and interpret measuring instruments accurately.

🧠 **Previous Knowledge Testing** Ask:“Have you ever seen a thermometer or measuring jug at home?”

“Can you tell the time using a clock or watch?”

“What do we use to measure water, milk, or medicine?”

🧰 **Teaching Aids**

Measuring jar (litre & ml markings)

Real clock (analog and digital)

Calendar

Room thermometer or clinical thermometer

Conversion charts

Video clips or animated PPT

👨🏫 **Pedagogical Strategies**

Real-life examples

Inquiry-based learning

Hands-on demonstration

Group and pair activities

Use of visual aids and practical tools

🧪 **Hands-on Activities**1. Volume Activity: Let students pour 1L of water into 250ml glasses and count how many glasses fill the litre.

2. Clock Game: Give each student a cardboard clock and ask them to show given times.

3. Thermometer Activity: Compare room temperature vs body temperature using a dummy thermometer image.

4. Time Relay: Set timers for 1 minute and let students perform fun tasks like counting claps or jumps.

🎨 Art Integration

Create a "My Daily Routine" clock chart

Colourful calendar craft with birthdays marked

🖇️ Interdisciplinary Linkages

Science: Thermometer and temperature

Daily Life/EVS: Time management, volume in cooking

Maths: Conversions, word problems using units

💡 Infusion of Life Skills

Time Management: Learning to follow a routine

Health Awareness: Knowing body temperature and its importance Practical Thinking: Using measurement while helping at home

💻 Resources Including ICT

videos on capacity, time, and temperature

Interactive clock apps and games

YouTube videos (e.g., "Units of Measurement for Kids")

📝 Assessment Items

Formative

Quiz: Match the tool with what it measures

Fill in the blanks:

"1000 ml = ___ Litre"

"Normal body temperature is ____ °C”

Summative

Worksheet: Time conversion (minutes to hours)

Conversion sums:

"Convert 3L 250ml to ml"

Read and record temperature from an image of a thermometer

🔄 Feedback and Remedial Teaching

Use physical measuring tools repeatedly for better understanding ,Give peer support in clock reading and time conversion

Allow students to explain concepts in their own words

♿ Inclusive Practices

Use visual aids and large-font flashcards

Provide extra help for slower learners during activities

Engage all students in group activities ensuring turn-taking

□ Full Participation Without Discrimination

Every child participates in games, measurement activities, and drawing

Appreciate each effort, not only right answers

Avoid comparison—focus on encouragement and growth

L-9 Force

Number of days required to complete the topic-12

🎯 **Learning Outcomes**

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

Understand what force is and its effects.

Identify types of forces: muscular, frictional, magnetic, gravitational, electrostatic, buoyant.

Describe advantages and disadvantages of friction.

Observe the presence of force in real-life situations.

🎓 **Objectives**

Knowledge Objective-Students will name and define different types of forces.

Understanding Objective-Students will explain how forces act and what they do.

Application Objective-Students will relate examples of force in their everyday life.

Skill Objective-Students will develop observation and critical thinking through demonstrations and activities.

🧠 **Previous Knowledge Testing** Ask:

“What happens when you kick a football?”

“Why do bicycles stop when we press brakes?”

“Have you played with a magnet before?”

🧰 Teaching Aids

Toy car, magnets, balloon, plastic bowl and water

Objects with rough and smooth surfaces

Flashcards for types of force

Ball, chalk, glass, iron nails, straw

Short animated video on forces

🧑‍🏫 Pedagogical Strategies

Demonstration-based learning

Inquiry and discussion

Use of real-life examples

Group experiments

Visual explanation through charts and diagrams

🧪 Hands-on Activities

1. Friction Test: Push toy cars on rough and smooth surfaces and observe.

2. Magnet Magic: Use magnets to attract various objects – what works and what doesn’t?

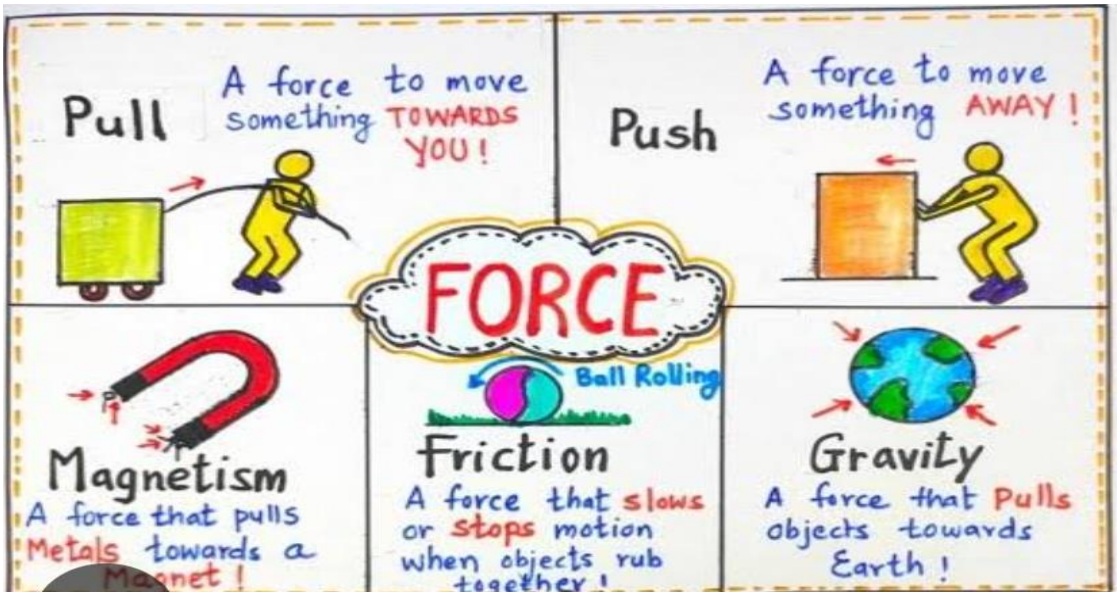
3. Balloon and Hair: Rub a balloon and stick it to the wall—observe electrostatic force.

4. Buoyancy Check: Float different objects (coin, leaf, plastic cap) in water.

5. Gravity Game: Drop a chalk and discuss what force pulled it down.

🎨 **Art Integration**

Make a “Forces Around Me” collage with pictures



Create a comic strip of a superhero using different types of forces

🗞️ **Interdisciplinary Linkages** Math: Comparing weight, measuring height of falling objects

EVS: Understanding nature forces like wind and water

Art: Drawing and crafts related to force demonstrations

💡 Infusion of Life Skills

Critical Thinking: Predicting outcomes of applying forces

Scientific Curiosity: Exploring natural phenomena like gravity and magnetism

Safety Awareness: Understanding harmful friction (e.g., fire due to rubbing)

💻 Resources Including ICT

YouTube videos explaining types of forces

Animated PPT on force and its effects

📝 Assessment Items

Formative-Oral quiz on types of force

Ask students to match force with real-life example

Class discussion: "Where do we see friction in daily life?"

Summative-Worksheets:

Fill in the blanks

Match column A (type of force) with column B (example)

Draw and label one type of force

MCQs like:

“Which force helps boats float?”

“Which force pulls the apple down?”

🔄 **Feedback and Remedial Teaching**

Re-teach concepts using simpler experiments

Offer real-life analogies (e.g., rain sliding, soap slipping)

Provide peer-learning in group activities

♿ Inclusive Practices

Use large pictures and physical demonstrations

Allow use of mother tongue for expression

Encou

rage group participation and peer assistance

 Full Participation Without Discrimination

Rotate roles in activities so all can try demonstrations

Appreciate every idea and observation

Ensure each student gets a turn in games and discussions

November

L-10 Simple Machines

Number of days required to complete the topic-12

🎯 Learning Outcomes

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

Understand what work and simple machines are.

Identify different types of simple machines.

Explain the use and mechanism of levers, pulleys, wedges, etc.

Distinguish between first, second, and third class levers.

Relate simple machines to everyday life.

🎓 Objectives

✅ Knowledge Objective-Students will list and define six types of simple machines.

✅ Understanding Objective-Students will describe how simple machines help make work easier.

✅ Application Objective-Students will identify and use simple machines in their daily surroundings.

✅ Skill Objective-Students will demonstrate how each type of simple machine works.

🧠 **Previous Knowledge Testing (PKT)** Ask:

“Have you ever used a ramp or a pulley at home or on a playground?”

“Have you seen someone open a bottle with an opener or lift water using a bucket and pulley?”

🧰 **Teaching Aids**

Real tools: bottle opener, screwdriver, toy wheel & axle

Pulley setup (string + spool + bucket)

Inclined plane using a wooden plank

Videos/animations showing working of each machine

Chart showing all 6 simple machines and types of levers

Lever board with fulcrum and weights

🧪 **Hands-on Activities**

Pulley Demo: Use a simple pulley to lift a small object.

Inclined Plane: Roll a toy car up a ramp vs lifting it straight.

Wheel & Axle: Use a toy car to explain rolling motion.

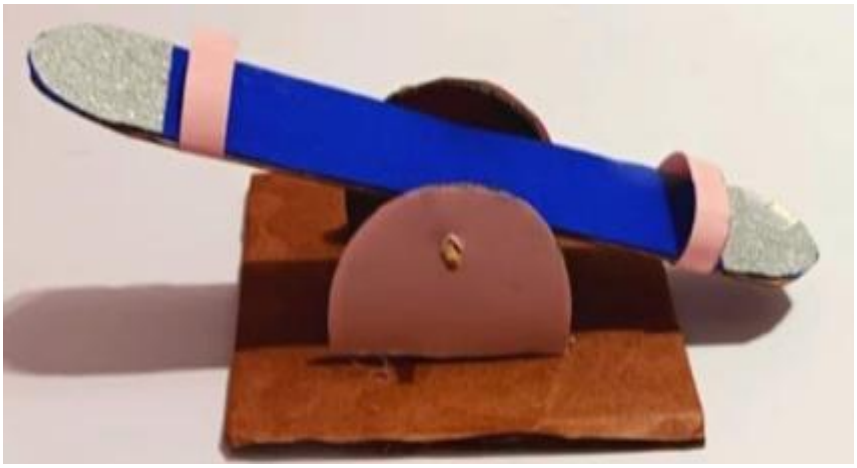
Screw Activity: Use a screw and screwdriver to show spiral motion.

Wedge Experiment: Cut a clay piece using a wedge-shaped object.

🎨 Art Integration

Draw diagrams of each of first, second and third class lever and label parts like fulcrum, load, effort.

Make a 3D model of a lever or pulley using craft materials.



🖇️ Interdisciplinary Linkages

Math: Angles in inclined planes, measuring distance moved

EVS: Machines in farming, construction, and home

Art: Drawing and building machine models

💡 Life Skills Integration

Problem-solving: Choosing the right tool for the job

Safety skills: Handling tools and machines properly

Teamwork: Group projects and demonstrations

💻 ICT & Digital Resources

YouTube videos on Simple Machines

Interactive lever simulator or pulley game

Smartboard animations for showing machine operation

📊 Assessment Items

📝 Formative-Oral quiz: “Which simple machine helps cut wood?”

Fill in the blanks and MCQs

🧠 Summative-Worksheet:

Label parts of a lever

Identify real-life examples

Differentiate between types of levers

🔄 Feedback & Remedial

Reinforce types of levers with real-world tools

Use extra visuals for struggling learners

Peer demonstrations for clarification

♿ **Inclusive Practices** Use tactile teaching aids for low-vision students

Pair/group activities to support mixed-ability learners

Encourage responses in home language where needed

 Full Participation Without Discrimination

Equal chances for all to handle tools and participate

Celebrate unique responses and ideas

Supportive environment for shy or hesitant students

L-11 Our Environment

Number of required to complete the topic-12

🎯 **Learning Outcomes**

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

Define the environment and list its components.

Differentiate between biotic and abiotic components.

Explain the food chain, food web, and the role of producers, consumers, and decomposers.

Understand the atmosphere and its layers.

Discuss human impacts on the environment – both positive and negative.

🎓 Objectives

✅ Knowledge Objective-Students will identify components of the environment and atmosphere.

✅ Understanding Objective-Students will describe the food chain and how all living things are connected.

✅ Application Objective-Students will relate human actions to changes in the environment.

✅ Skill Objective-Students will create their own food chain and label environmental elements.

🧠 Previous Knowledge Testing (PKT) Ask:

“What do you see around you – trees, animals, air, sun?”

“Have you heard of pollution or global warming?”

🧰 Teaching Aids

Flashcards of animals, plants, sun, water, soil

Chart showing layers of atmosphere

Food chain strip activity

Pictures/videos of pollution and green practices

Globe or earth model

🧪 Hands-on Activities

Create a Food Chain using cut-outs (plant → herbivore → carnivore)

Layer the Atmosphere – Make paper strip model

Green Practice Chart – Students write one positive act they do at home

🎨 Art Integration

Draw a food chain with animals

Make a poster on “Save the Earth”

🖇️ Interdisciplinary Linkages

Geography: Maps, globe, atmosphere layers

Art: Posters, food chain drawing

Language: Writing slogans or short paragraphs on saving nature

💡 Life Skills Integration

Responsibility for environment

Decision-making in daily choices (plastic use, water use)

Empathy for animals and nature

💻 ICT Resources

Animated videos on food chain/food web (YouTube)

Smartboard to display images of each environment component

📝 **Assessment Items**

🧠 Formative-Match the following: (e.g., Producer – Grass)

Fill in the blanks

Draw a food chain

🧪 Summative

Worksheet with MCQs and short answers

Label a diagram of atmosphere layers

🔄 **Feedback and Remedial Teaching**

Use group learning for children with difficulty

Provide real-life examples to relate abstract ideas

Show video again for better understanding

♿ **Inclusive Practices**

Allow use of mother tongue for expression

Visual aids and tactile materials for better accessibility

Peer help and group discussion for shy/struggling learners

 Full Participation Without Discrimination

Equal opportunity in drawing, presenting, answering

Group tasks with mixed-ability teams

Encourage everyone’s suggestions and value all responses

December

L-12 Forms of Energy

Number of days required to complete the topic-12

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

Identify different forms of energy.

Explain sources of energy (renewable and non-renewable).

Understand conversion of energy from one form to another.

Relate energy use to daily life situations.

🎓 **Objectives**

✅ Knowledge Objective-To list and define various forms of energy.

✅ Understanding Objective-To explain how energy changes from one form to another.

✅ Application Objective-To connect sources and forms of energy to real-life examples.

✅ Skill Objective-To classify energy into types and understand their uses.

🧠 **Previous Knowledge Testing (PKT)-**Ask:

“Where do you get light at night?”

“Have you seen windmills or solar panels?”

“What happens when you rub your hands fast?”

🧰 **Teaching Aids**

Flashcards: Types of energy

Chart of renewable vs non-renewable sources

Toy fan, battery, torch, candle, solar calculator

Smartboard/video on energy conversion

Real-life pictures (solar cooker, electric train, fuel station)

🧪 **Hands-on Activities**

1. Torch Demo: Show chemical to light energy

2. Solar Toy: Show solar to motion energy (if available)

3. Wind Fan: Blow air to spin paper fan – wind to mechanical

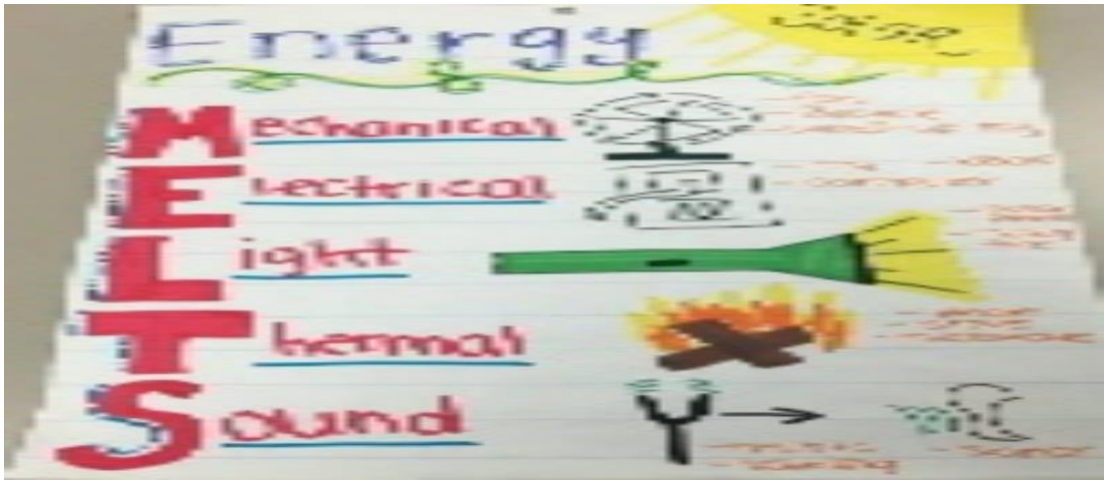
4. Ball Drop: Show potential to kinetic energy

5. Candle Activity: Heat and light energy from chemical source

🎨 Art Integration

Draw and label sources of energy

Create a poster on "Save Energy"



🖇️ Interdisciplinary Linkages

Math: Count and compare types of energy

Art: Poster and chart-making

EVS: Renewable resources and energy-saving practices

💡 Life Skills Integration

Energy saving at home and school

Responsible use of electricity and fuels

Awareness of pollution from energy misuse

💻 ICT Resources

Videos on energy types and conversions (YouTube)

Quiz or digital flashcards on energy sources

Smartboard presentation or interactive games

📝 Assessment Items

🧠 Formative-Match the type of energy with its source

Fill in the blanks and MCQs

Draw and label two forms of energy

🧪 Summative-Worksheets: Classify renewable vs non-renewable

Write 3 ways to save energy at home

🔄 Feedback and Remedial Teaching

Use real-life examples again for students with confusion

Repeat energy types with flashcard activity

Small group revision using peer support

♿ Inclusive Practices

Use visual aids and objects for tactile learners

Encourage group work for mixed-ability participation

Provide verbal and written modes of explanation

□ Full Participation Without Discrimination

Equal chances to participate in experiments and drawing

Promote a safe environment for asking and answering questions

Value every student’s effort and creativity

January

L-13 Energy from Good

Number of days required to complete the topic-10

🎯 Learning Outcomes

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

Understand that all living organisms need energy to live.

Identify and classify different types of food.

Explain the importance of the food pyramid and balanced diet.

Recognize the role of food in body growth, energy, and disease protection.

🎓 Objectives

✅ Knowledge Objective-To list and define types of food and their functions.

✅ Understanding Objective-To explain why living beings need food and how food gives energy.

✅ Application Objective-To use the food pyramid to plan a balanced meal.

✅ Skill Objective-To classify food items based on their function (energy-giving, body-building, protective).

🧠 **Previous Knowledge Testing (PKT)** Ask:

“What did you eat today?”

“Why do we feel hungry?”

“Have you heard of the term 'balanced diet'?”

🧰 Teaching Aids

Chart of Food Pyramid

Real samples or images of food (fruits, milk, chapati, eggs)

Smartboard/video on balanced diet

Worksheets and drawing material

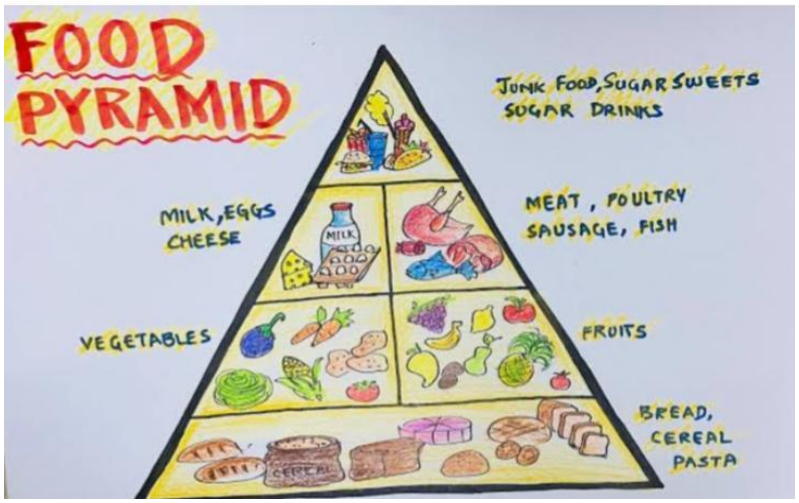
🧪 Hands-On Activities

. Build Your Own Plate: Draw or paste a balanced meal using cutouts

Food Pyramid Craft: Create a pyramid using colored paper and food pictures

Lunch Box Check: Students list what they brought and classify the food

🎨 **Art Integration** Draw and color a food pyramid



Make a balanced diet plate with labels

🖇️ Interdisciplinary Linkage

Math: Measure or count items in food groups

EVS: Sources of food, healthy habits

Art: Posters and diagrams

English: Food diary writing, slogans like “Eat Healthy, Stay Healthy”

💡 Life Skills Integration

Healthy eating habits

Awareness of junk food risks

Choosing food wisely based on body needs

💻 ICT Resources

Video: “Why do we eat food?” (YouTube)

Interactive food pyramid games

Audio-visual quiz on nutrients and food types

📝 Assessment Items

🧠 Formative-Match the following (Food → Category)

Fill in the blanks: "Milk is a _____ food."

Label the food pyramid

🧪 Summative-Worksheet: Identify food types from images

Short paragraph: “Why is a balanced diet important?”

Draw and label your meal showing balanced diet

🔄 Feedback and Remedial Teaching

Reuse flashcards for students needing revision

Group discussion on lunch items for better connection

Simple language reinforcement for ELLs or struggling students

♿ Inclusive Practices

Use visual and tactile aids for varied learning needs

Ensure all voices are heard during discussion

Adjust content delivery for differently-abled learners

 Full Participation Without Discrimination

Group activities with mixed-ability students

Appreciation of each child’s contribution

Culturally inclusive food examples from different families

February

Revision for Final Exam

March

Final Examination will be conducted.