

Theme 1: What is Life?

L- 1- Early human beings

No. of days required to complete the topic -

Learning outcomes:-

Knowledge objective:-

Students will be able to tell how the early human looked and where did they live and what did they eat.

Understanding objective:-

Students will be able to understand the changes in the looks and habits of humans with time.

Application objective:-

The students will come to know how agriculture and tools changed the lives of early humans .

Skill objective:-

The students will be able to compare the modern and ancient clothing.

Previous knowledge testing:-

The students will be shown a picture labelled as early human being . students will be asked

- Which animal does it resemble?
- How did they change as we look today?

Teaching aids :-

Charts, videos

Pedagogical strategies:-

The teacher will read the chapter and explain the life of the early human beings .The teacher will start with the appearance and resemblance to the early humans to apes. The students will come to know how did the early humans survived and where did they live . Different types of stones will be shown by the teacher to explain the different shapes of stones used as tools .The teacher will explain the changes in early human beings with the use of brain .They discovered fire ,the use of wheel , farming etc . They knew that all these activities made their life more comfortable and safe .The teacher will explain the clothing of early human beings and will be compared with today's life style.

Hands on activity:-

Experimental learning-

The students will paste the pictures of things used by early humans and how those things have been changed with time and used by us nowadays.

Art integration:-

Students will draw the stones tools used by early humans.

Interdisciplinary linkage and infusion of life skills:-

Students will create exact a scene of hunting by early human beings. They will also show the village settlement by early humans . This develop Cooperation , team Spirit among the students.

Recapitulation:-

Oral and written revisions of the chapter will be done. The students will be explained the meaning of new words and asked to learn their spellings.

Resources using ICT:-

Textbooks, videos

<http://www.kidspast.com/world-history/0015-neanderthals-and-tools-php>

Assessment items:-

Assessment will be done in various forms . objective and subjective type of questionnaire will be attempted by the students. Revision assignments practice worksheets will be given to the students.

Feedback and remedial teaching:-

Students will be advised to read the chapter thoroughly. The students will be encouraged to write the answers in their own language. Various easy ways like quiz , Jigsaw

puzzles will be conducted in the class to make the chapter interesting and for better understanding.

Inclusive practices with full participation without discrimination:-

Group activity- One group will enact and other group arrange the events in sequence. Watching videos from Discovery channel or National Geographic

Theme 2: What is Nature?

L- 2- Understanding the Earth

No. of days required to complete the topic -

Learning Outcomes:-

1. Knowledge objectives-

Students will be able to learn about Latitudes and Longitudes .

2. Understanding objectives-

Students will be able to know about the positions of continents and oceans.

3. Application objectives-

Students will understand about the continental drift .

4. Skill objective-

Students will be able to find a sea route from one place to another.

Previous knowledge testing :-

Students will be asked about their house address . Students will be asked that in which continent India is located. Students will be asked about the largest and smallest continent. Students will be asked about four main directions.

Teaching Aids:- Chalk, duster, board ,globe, ball, chart, books

Pedagogical Strategies:-

The teacher will explain oceanographer. She will also explain what do they do .She will explain about the four main directions. Teacher will explain that is using these directions we can draw imaginary vertical and horizontal lines on the earth. She will explain Latitudes are imaginary horizontal lines around the Earth running from east to west. Longitudes are imaginary virtual lines connecting the North pole to the South Pole. The teacher will also explain about continents and oceans he will also explain about a continental drift.

Hands on activity:-

Experiment learning-

Students will be asked to find the coordinates of India using the Atlas. Students will be asked to draw a road map from school to their house.

Art integration:-

Draw diagram of important latitude and longitudes. Colour the continents with different colours on political map of world.

Interdisciplinary Linkages and Infusion of Life Skills:-

Students will learn about cooperation teamwork.

Recapitulation:-

Will be done .Oral revision of the chapter will be done in the class.

Resources Including ICT (Information and Communication Technology) :-

E books, workbooks ,internet

<https://youtube/cwUuVdF80hy>

<https://youtube/bxVuDnE70gh>

Assessment Items:-

To check the conceptual clarity various types of assessments will be done.

- Exercise is in the textbook , workbook will be done.
- Revision assignment will be given. Questions answers in the workbook will be done . Dictation test will be held .Practice worksheet will be given.

Feedback and Remedial Teaching:-

Students(slow learner) will be asked . to watch more videos related to the topics.They will be encourage to read the lesson carefully and do practice of reading at home.

Inclusive Practices and Full Participation Without Discrimination:-

- Group activity
- Reading books
- Watching videos
- Charts

Theme 3: What is a Country?

L- 3- India- Diverse Landforms

No. of days required to complete the topic -

Learning Outcomes:-

1. Knowledge objectives-

Students will be able to learn about various landforms and water bodies.

2. Understanding objectives-

Students will be able to learn about climate and vegetation of different landforms.

Application objectives-

Students will be able to know that in which land form of India they are living.

Skill objective –

Students will be able to know about different sources of water and water bodies.

Previous Knowledge Testing

Students will be asked that in which state do they live and what type of climate is found in our state .Students will be asked if they have seen any mountains hills or rivers while travelling to different places.

Teaching aids:-

Chalk, duster ,board ,globe ,chart, books.

Pedagogical Strategies:-

The teacher will explain the term “physical features” using the India physical map. She will show the students where different landforms can be found in India .She will explain about different water bodies and their features, using the India physical map. She will tell the learners where these different water bodies can be found in India.

Hands on Activity :-

(Experimental Learning)

Students will be asked her to collect the different types of soil and note down the difference.

Art Integration:-

Draw and colour different types of landforms and water bodies.

Recapitulation:-

Will be done. Oral revision of chapter will be done in the class.

Resources Including ICT(Information and Communication Technology) E books, workbooks, internet

<https://youtube/BvUuNdE70hy>

<https://youtube/bxVuDoF812gh>

Assessment Items:-

To check the conceptual clarity various types of assessments will be done. Exercises in the textbook , workbook will be done. Revision assignment will be given. questions/Answers in the workbook will be done . Dictation test will be held. Practice worksheet will be given.

Feedback and remedial teaching:-

Students(slow learner) will be asked to watch more videos related to the topic. They will be encouraged to read the lesson carefully and do practice of reading at home.

Inclusive a Practice and Full Participation Without Discrimination :-

- Group activity
- Reading books
- Watching videos
- Charts

L- 4- Cities of India-I

No. of days required to complete the topic -
Learning Outcomes

Knowledge objectives – Students will learn about the Metropolitan cities.

Understanding objectives – Students will come to know about the location, climate, history, government of Delhi and Mumbai.

Application objective- Students will learn about the places of interest of these cities.

Skills objective – Students will be able to learn about other important cities of north and west India.

Previous knowledge testing - Students will be asked about

Name the IPL cricket team of Mumbai.

Name the IPL cricket team of Delhi.

Where is India gate located?

Where is Gateway of India located?

Teaching aids – Chalk, duster, board, maps, videos and books

Pedagogical strategies:

Reading and explanation method will be followed by the teacher. Teacher will explain with the help of smart class about different tourist places of Mumbai, beautiful beaches, the important offices of Maharashtra. The students will come to know the type of climate in Mumbai. The teacher with the help of smart class modules will explain how oil is extracted from sea bed near Mumbai. The teacher will also explain about the film industry and public transport system also.

By using smart class, teacher will explain the importance Red Fort, India Gate, Amar Jawan Jyoti, Parliament House, Rashtrapati Bhawan etc. The students will come to know the history of Delhi during the Pandavas time and British time. Teacher will explain about the beauty of Chandigarh with the help of smart class. She will also explain about Srinagar. She will explain about its climate, language spoken, handicraft, special type of tea and special meal.

Hand on Activity – The teacher will tell the students to make a collage of Delhi and Mumbai.

Interdisciplinary linkages and infusion of life skills -

Students will learn about teamwork, cooperation their duties and responsibilities as a good citizens'

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

https://www.youtube.com/watch?v=PR8NA6qqbdk&ab_channel=Isl andHopperTV

https://www.youtube.com/watch?v=ivasCC8XTes&ab_channel=WikiPeaks

Assessment Items – To check the conceptual clarity various types of assessments will be done.

Exercise in the textbook, workbook will be done

Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Feedback and Remedial teaching – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination-

*Group discussion *Watching videos

*Reading books *Collaboration

*Charts

L- 5- Cities of India-II

No. of days required to complete the topic -

Learning Outcomes

Knowledge objectives – Students will learn about the Metropolitan cities.

Understanding objectives – Students will come to know about the location, climate, history, government of Kolkata and Chennai.

Application objective- Students will learn about the places of interest of these cities.

Skills objective – Students will be able to learn about other important cities of north east and southern India.

Previous knowledge testing - Students will be asked about

Name the IPL cricket team of Kolkata.

Name the IPL cricket team of Chennai.

Where is Rabindra Setu Bridge located?

Where is Marina Beach located?

Teaching aids – Chalk, duster, board, maps, videos and books

Pedagogical strategies:

Reading and explanation method will be followed by the teacher. Teacher will explain with the help of smart class about different tourist places of Kolkata, beautiful beaches, the important offices of West Bengal. The students will come to know the type of climate in Kolkata. The teacher with the help of smart class modules will explain how oil is extracted from sea bed near Kolkata. The teacher will also explain that Kolkata was the first city in India to have metro. It started running in 1984.

By using smart class, teacher will explain Marina beach, Snake Park, The fort St George. The students will come to know the history of Chennai during the Cholas and Pandavas time and British time. Teacher will explain about the beauty of Chennai with the help of smart class. She will explain about its climate, language spoken, handicraft, special type of tea and special meal.

Hand on Activity – The teacher will tell the students to make a collage of Kolkata and Chennai.

Interdisciplinary linkages and infusion of life skills -

Students will learn about teamwork, cooperation their duties and responsibilities as a good citizens'

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

<https://youtu.be/R1XO4oP0yhs?si=JwlfYMYJ7Za7V22d>

Assessment Items – To check the conceptual clarity various types of assessments will be done.

Exercise in the textbook, workbook will be done

Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Feedback and Remedial teaching – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination-

*Group discussion *Watching videos

*Reading books *Collaboration

*Charts

Theme 4: What is Living Together?

L- 6- People of India

No. of days required to complete the topic -

Learning Outcomes:-

Knowledge objective-

The students will come to know about culture ,language ,clothing and food habits of different people of India.

Understanding objective-

The students will understand the meaning of diversity and how natural regions and climate effect climate.

Application objective-

The students will be able to apply the theme unity in diversity that is found in India in their life also .

Skill objective-

The students will be able to know how the cultures of different states are similar and different.

Previous Knowledge Testing:-

1. Which is your mother tongue and what other languages you know?
2. What is the most common food cooked in your house?
3. Which type of food was most available when you visited some other state?
4. How many official languages are there in India?

Teaching aids:-

Textbooks, workbooks, charts, videos ,models ,flow charts, mind maps.

Pedagogical strategies:-

The teacher will read the chapter and students will repeat after her .The teacher will explain the terms culture, official languages ,humidity, diversity, fermentation, staple diet .The teacher will show the map of India and ask the students to tell language, food and clothing of that state .The students will be made familiar with the names of traditional dresses and food of every state of India .The teacher will explain how climate effects the food and clothing of people of that region .The students will be told about the origin of some English words from Indian languages.

Hands on activity:-

Experimental learning-

A small fancy dress party will be organised .The students will dressing in traditional dress of any one state .They will bring food of that state.

Art integration:-

The students will choose any two states and compare them on the basis of official language, traditional ,clothes, food .They will show the comparison by pasting pictures on a chart.

Interdisciplinary linkages and infusion of life skills:-

The students under the guidance of their mother will perform the activity of fermentation, which is used to make idli , the traditional food of Tamil Nadu .This developed the habit of eating nutritious and healthy cooked food at home.

Recapitulation:-

Recap of the chapter will be done through oral and return revisions .The teacher will make the students read the chapter between the lines. The students will be given objective type worksheets to learn the main topics of the

chapter quickly .The students will learn new words and spellings.

Resources including ICT :-

videos

<http://learnenglishkids.britishcouncil.org/en/node/1025>

Assessment items:-

The understanding of the chapter will assessed through revisions, worksheets, assignment and formative and summative tests. Subjective and Objective type test will be conducted.

Feedback and Remedial teaching:-

The students will be able to read between the lines .They will be advised to read carefully and learn the new words.

Inclusive practices and full participation without discrimination :-

The student will sing songs of different states and different languages. Altogether they will sing the national anthem to give a message of unity in diversity.

Theme 5: What is a Solar System?

L- 7- Explorers of the World

No. of days required to complete the topic -

Learning Outcomes:-

1. Knowledge objectives-

Students will be able to learn about exploration discovery and invention.

2. Understanding objectives-

Students will be able to differentiate between exploration ,discovery and invention.

3. Application objectives-

Students will learn to find a sea route from one place to another.

4. Skill objectives-

Students will compare the planets in the solar system.

Previous Knowledge Testing :-

Students will be asked what they think are some ideas that could have changed life for human beings . Students will be asked about latest inventions and discoveries. Students will be asked that who was the first European to discover a sea route to India from Europe. Students will be asked the about Christopher Columbus, Vasco Da Gama and so on.

Teaching Aids :-

chalk ,duster, board, chart, videos ,books

Pedagogical Strategies:-

The teacher will explain why new routes needed to be discovered in the older days and how this made lives easier. The teacher will explain about the important discoveries made by early human beings was finding out how fire could be created and used. The teacher will also explain about the important inventions that made the life of human beings easier. She will explain about the routes taken by different explorers.

Hands on Ativity:-

Experimental Learning-

Students will be asked to draw a land and sea route used by traders and explorers.

Art Integration:-

- Students will be asked to paste pictures of famous explorers and discuss about the sea routes or work done by them in the class.
- Draw and colour picture of bonfire and take a thumbprint of your friends and family members.

Interdisciplinary Linkage and Infusion of Life Skills:-

Students will be able to know about the bravery of

explorers of earlier period. Students will learn about the importance of teamwork in our daily life.

Recapitulation:-

Will be done. Oral revision of the chapter will be done in the class.

Resources Including ICT (Information and Communication Technology):-

E books, workbooks, internet

<https://youtube/VrzIUTP3dmXa>,

<https://youtube?Z4I-HTgNKMCG>,

Assessment Items:-

To check the conceptual clarity various types of assessments will be done. Exercises in the textbook ,workbook will be done. Revision assignment will be given. Questions/answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

Feedback and remedial teaching :-

Students (slow learner) will be asked to watch more videos related to the topics .They will be encouraged to read the lesson carefully and do practice of reading at home and learn spellings.

Inclusive Practices and Full Participation Without Discrimination:-

- Group activities
- Reading books
- Watching videos
- Charts
- Hands on learning
- Collaboration