

Class 4 – Syllabus for the Session 2026–27

Term 1

L-1 About Food and Digestion

L-2 About Tongue and Teeth

L-3 All About Clothes

L-4 Plants – Food Preparation and Storage

L-5 Plants – Adaptation and Survival

L-6 Animals – Reproduction

L-7 Animals – Adaptation and Survival

L-8 Earth and its Neighbours

Term 2

L-9 The Plant and Animal Life of India

L-10 Our Safety Habits

L-11 Air and Water

L-12 Force, Work and Energy

L-13 All About Matter

L-14 Our Environment

Term 1 April L-1 About Food and Digestion

L-2 About Tongue and Teeth

May

L-3 All About Clothes

L-4 Plants – Food Preparation and Storage

L-5 Plants – Adaptation and Survival

PT1 – (L-1 and L-2)

July

L-8 Earth and Its Neighbours

L-6 Animals – Reproduction

August

L-7 Animals – Adaptation and Survival

September

Half Yearly Examination

Term 2

October

L-9 The Plant and Animal Life of India

L-11 Air and Weather

November

L-10 Our Safety Habits

L-12 Force, Work and Energy

December

L-13 All About Matter

PT2 – (L-9 and L-11)

January

L-14 Our Environment

February

Revision for Final Examination

March

Final Examination

Lesson Plan

Term-1

L-1 Food and Digestion

Number of teaching days required to complete the chapter-12

1. Learning Outcomes

Students will be able to:

Identify different types of food (energy-giving, body-building, protective).

Understand the process of digestion.

Name the main organs involved in digestion.

Develop healthy eating habits.

2. Previous Knowledge Testing

Ask simple questions:

What did you eat today?

Why do we eat food?

What is your favourite food?

Do you think food changes inside our body?

3. Teaching Aids

Chart of digestive system

Real food items (fruits, chapati, milk)

Flashcards

Blackboard & chalk

Short video (if available)

4. Pedagogical Strategies

Question-answer method

Discussion method

Activity-based learning

Visual learning (charts/videos)

5. Hands-on Activity

Activity: “Chew and Observe”

Give students a small piece of biscuit.

Ask them to chew slowly.

Ask:

What happens to the food?

Does it become soft

👉 Conclusion: Digestion starts in the mouth.

6. Art Integration Students draw and color the digestive system.

Make a food plate chart showing healthy food items.

Clay modeling of digestive organs.

7. Interdisciplinary Linkage & Life Skills

Science: Understanding body functions

Math: Counting meals and food items

EVS: Healthy habits

Life Skills:

Eat balanced diet

Chew food properly

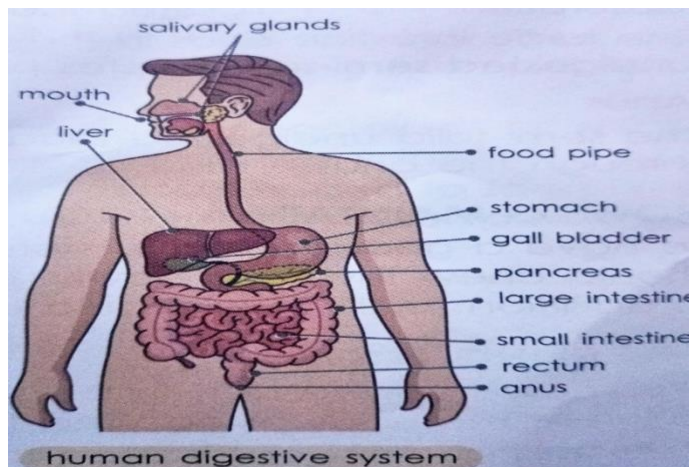
Avoid junk food

8. Teaching Process (Explanation)

Food gives us energy and helps us grow.

Digestion is the process of breaking food into simpler forms.

Steps of digestion:



Mouth – chewing and saliva

Food pipe – carries food

Stomach – mixes and breaks food

Intestines – absorb nutrients

9. Recapitulation

Ask:

What is digestion?

Where does digestion start?

Name one organ of digestion.

Why should we eat healthy food?

10. Resources (Including ICT)

YouTube educational video on digestion

Charts and diagrams

Smartboard presentation .

L-2: About Tongue and Teeth

Number of teaching days required to complete the chapter-12

1.Learning Outcomes

Students will be able to:

Identify the functions of the tongue and teeth.

Name different types of teeth and their uses.

Understand the importance of oral hygiene.

Develop good habits for caring for teeth and tongue.

2. Previous Knowledge Testing

Ask questions:

What do we use to eat food?

How do we taste food?

Have you ever seen your teeth in a mirror?

How many times do you brush your teeth?

3. Teaching Aids

Chart/model of teeth and tongue

Mirror for observation

Toothbrush and toothpaste

Flashcards

Blackboard

4. Pedagogical Strategies

Question-answer method

Demonstration (brushing technique)

Activity-based learning

Group discussion

5. Hands-on Activity

Activity: “Observe Your Teeth”

Give students a mirror.

Ask them to count their teeth.

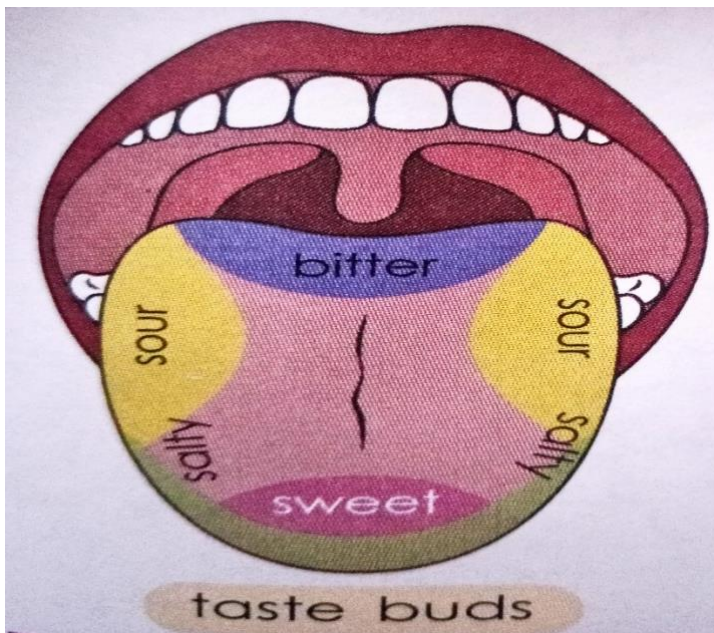
Identify different shapes (sharp, flat).

👉 **Conclusion: Different teeth have different functions.**

6. Art Integration

Draw and label different types of teeth

Color a diagram of tongue showing taste areas



Make a model of teeth using clay

7. Interdisciplinary Linkage & Life Skills

Science: Body parts and functions

Art: Drawing and coloring

Health Education: Oral hygiene habits

Life Skills:

Brush twice a day

Rinse mouth after eating

Avoid too many sweets

8. Teaching Process (Explanation)

Teeth:

Help in biting and chewing food

Types of teeth:

Incisors – cutting

Canines – tearing

Premolars & Molars – grinding

Tongue:

Helps in tasting food

Helps in speaking and swallowing

Recognizes tastes like sweet, sour, salty, bitter

9. Recapitulation

Ask:

What are the functions of teeth?

Name two types of teeth.

What does the tongue do?

Why should we brush our teeth?

10. Resources (Including ICT)

Educational videos on teeth care

Charts and diagrams

Smartboard/animations

L-3: All About Clothes

Number of teaching test required to complete the chapter-7

1. Learning Outcomes

Students will be able to:

Identify different types of clothes.

Understand the importance of clothes.

Differentiate between clothes worn in different seasons.

Recognize materials used to make clothes.

2. Previous Knowledge Testing

Ask questions:

What are you wearing today?

Why do we wear clothes?

What do you wear in summer/winter?

Have you seen woollen or cotton clothes?

3. Teaching Aids

Samples of cotton, wool, silk clothes

Flashcards/pictures of seasonal clothing

Charts

Blackboard

4. Pedagogical Strategies

Question-answer method

Demonstration (showing cloth materials)

Activity-based learning

Group discussion

5. Hands-on Activity

Activity: “Touch and Feel”

Give students small pieces of cotton, wool, and silk.

Ask them to touch and describe:

Soft/hard

Thick/thin

👉 Conclusion: Different materials are used for different seasons.

6. Art Integration

Draw and color clothes for different seasons

Make a collage using cloth pieces

Design your own dress on paper

7. Interdisciplinary Linkage & Life Skills

Science: Materials and their uses

Geography: Seasons

Art: Drawing and creativity

Life Skills:

Choose clothes according to weather

Keep clothes clean

Fold and take care of clothes

8. Teaching Process (Explanation)

Why do we wear clothes?

Protect us from heat, cold, rain, dust

Types of clothes:

Summer – cotton (light and cool)

Winter – woollen (warm)

Rainy – raincoat (waterproof)

Materials of clothes:

Cotton (from plants)

Wool (from animals)

Silk (from silkworms)

9. Recapitulation

Ask: Why do we wear clothes?

What type of clothes do we wear in winter?

Name one material used to make clothes.

What do we wear in rainy season?

10. Resources (Including ICT)

Videos on types of clothes

Charts and flashcards

Smartboard presentation

L-4: Plants – Food Preparation and Storage

Number of teaching days required to complete the chapter-10 to 12

1. Learning Outcomes

Students will be able to:

Understand how plants prepare their own food.

Identify the process of photosynthesis (basic idea).

Know how food is stored in different plant parts.

Give examples of roots, stems, leaves, and fruits that store food.

2. Previous Knowledge Testing

Ask questions:

Do plants eat food like us?

What do plants need to grow?

Have you eaten carrot or potato?

Which part of the plant do we eat?

3. Teaching Aids

Charts of plant parts

Real vegetables (carrot, potato, spinach)

Flashcards

Blackboard

Video (if available)

4. Pedagogical Strategies

Question-answer method

Demonstration (showing plant parts)

Activity-based learning

Visual learning

5. Hands-on Activity

Activity: “Identify the Plant Part”

Show different vegetables (carrot, potato, cabbage).

Ask students to identify:

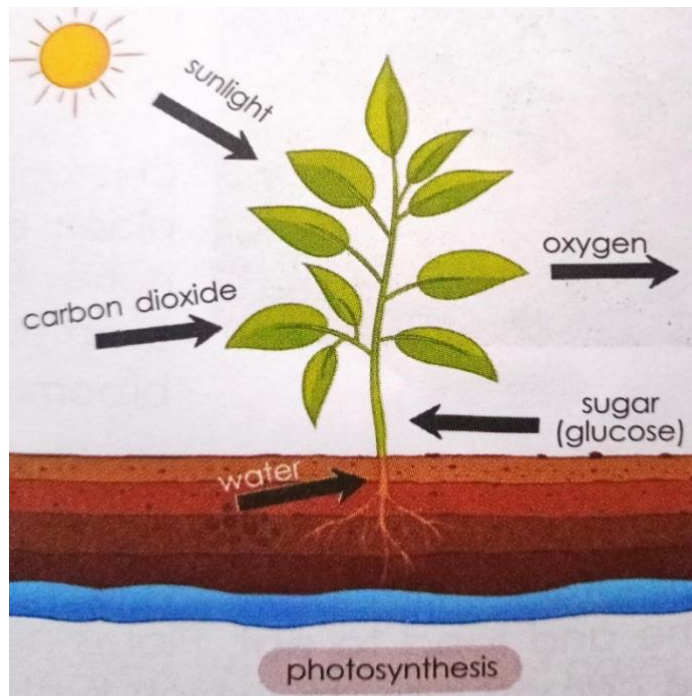
Root / Stem / Leaf



Conclusion: Different plant parts store food.

6. Art Integration

Draw and label the process of photosynthesis



Make a collage of vegetables

7. Interdisciplinary Linkage & Life Skills

Science: Plant life

EVS: Environment awareness

Art: Drawing and coloring

Life Skills:

Respect plants

Eat vegetables for health

Avoid wasting food

8. Teaching Process (Explanation)

Food Preparation in Plants:

Plants make their own food using:

Sunlight

Water

Air (carbon dioxide)

This process is called photosynthesis.

Leaves are called the “kitchen of the plant.”

Food Storage in Plants: Plants store food in different parts:

Roots – carrot, radish

Stem – potato, ginger

Leaves – spinach, cabbage

Fruits – mango, tomato

9. Recapitulation

Ask:

What is photosynthesis?

Which part of plant prepares food?

Name one root that stores food.

Give an example of food stored in stem.

10. Resources (Including ICT)

Educational videos on plants

Charts and real samples

Smartboard presentation

L-5: Plants – Adaptation and Survival

Number of teaching these required to complete the chapter-12

1. Learning Outcomes

Students will be able to:

Understand the meaning of adaptation.

Identify how plants adapt to different environments.

Give examples of desert, water, and mountain plants.

Explain how adaptations help plants survive.

2. Previous Knowledge Testing

Ask questions:

Do all plants grow in the same place?

Have you seen cactus or water plants?

What do plants need to live?

Can plants survive without water?

3. Teaching Aids

Charts/pictures of different plants (cactus, lotus, pine)

Flashcards

Blackboard

Video (if available)

4. Pedagogical Strategies

Question-answer method

Visual learning (picturesL-5: Plants – Adaptation and Survival (Class 4)

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2. Previous Knowledge Testing

Ask questions:

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Have you seen cactus or water plants?

What do plants need to live?

Can plants survive without water?

3. Teaching Aids

Charts/pictures of different plants (cactus, lotus, pine)

Flashcards

Blackboard

Video (if available)

4. Pedagogical Strategies

Question-answer method

Visual learning (pictures/videos)

Activity-based learning

Group discussion

5. Hands-on Activity

Activity: “Match the Plant to Its Home”

Give pictures of plants and environments.

Ask students to match:

Cactus → Desert

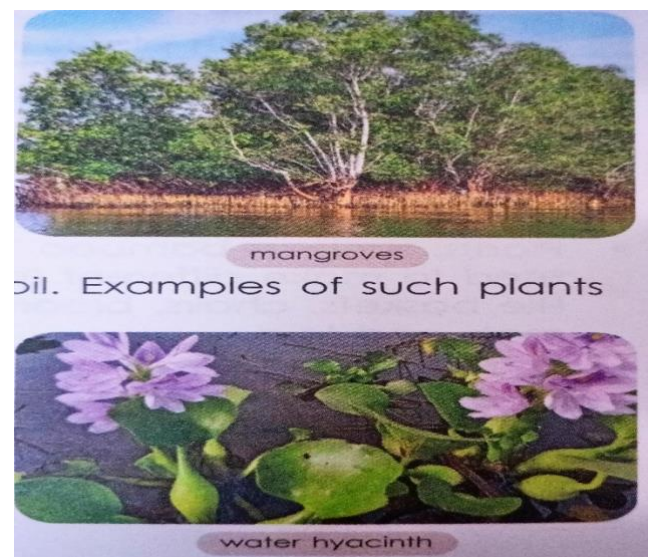
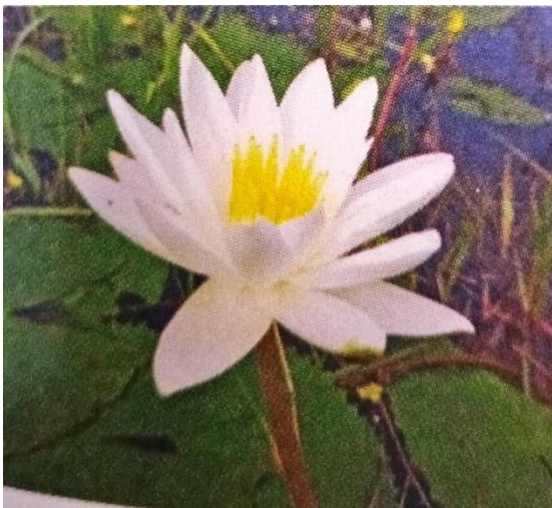
Lotus → Water

Pine → Mountains

👉 Conclusion: Plants adapt to their surroundings.

6. Art Integration

Draw and color a desert plant (cactus)



Make a collage of plants from different environments

7. Interdisciplinary Linkage & Life Skills

Science: Plant life and environment

Geography: Different habitats

Art: Drawing and creativity

Life Skills:

Respect nature

Protect plants

Understand importance of environment

8. Teaching Process (Explanation)

What is Adaptation?

Adaptation means special features that help plants survive in their environment.

Types of Plant Adaptations:

Desert Plants (e.g., cactus)

Thick stem stores water

Leaves become spines to reduce water loss

Water Plants (e.g., lotus)

Broad leaves float on water

Stems are hollow

Mountain Plants (e.g., pine)

Cone-shaped to shed snow

Needle-like leaves

9. Recapitulation

Ask:

What is adaptation?

Name one desert plant.

How do water plants float?

Why do mountain plants have needle-like leaves?

10. Resources (Including ICT)

Educational videos on plant adaptation

Charts and flashcards

Smartboard presentation videos)

Activity-based learning

Group discussion

5. Hands-on Activity

Activity: “Match the Plant to Its Home”

Give pictures of plants and environments.

Ask students to match:

Cactus → Desert

Lotus → Water

Pine → Mountains

👉 **Conclusion: Plants adapt to their surroundings.**

6. Art Integration

Draw and color a desert plant (cactus)

Make a collage of plants from different environments

Model making using clay

7. Interdisciplinary Linkage & Life Skills

Science: Plant life and environment

Geography: Different habitats

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Broad leaves float on water

Stems are hollow

Mountain Plants (e.g., pine)

Cone-shaped to shed snow

Needle-like leaves

9. Recapitulation

Ask:

What is adaptation?

Name one desert plant.

How do water plants float?

Why do mountain plants have needle-like leaves?

10. Resources (Including ICT)

Educational videos on plant adaptation

Charts and flashcards

Smartboard presentation

L-6: Animals – Reproduction

Number of teaching days required to complete the chapter-12

1. Learning Outcomes

Students will be able to:

Understand that animals produce young ones.

Differentiate between animals that lay eggs and those that give birth.

Give examples of both types of animals.

Understand basic care of young ones.

2. Previous Knowledge Testing

Ask questions:

Have you seen a baby animal?

Where do baby birds come from?

Do all animals give birth to babies?

Have you seen eggs of hen or birds?

3. Teaching Aids

Pictures/charts of animals and their young ones

Flashcards (egg-laying and baby-giving animals)

Blackboard

Video (if available)

4. Pedagogical Strategies

Question-answer method

Storytelling (about animals and babies)

Visual learning (pictures/videos)

Activity-based learning

5. Hands-on Activity

Activity: “Sort the Animals”

Give pictures/names of animals.

Ask students to sort them into:

Egg-laying animals (hen, fish, frog)

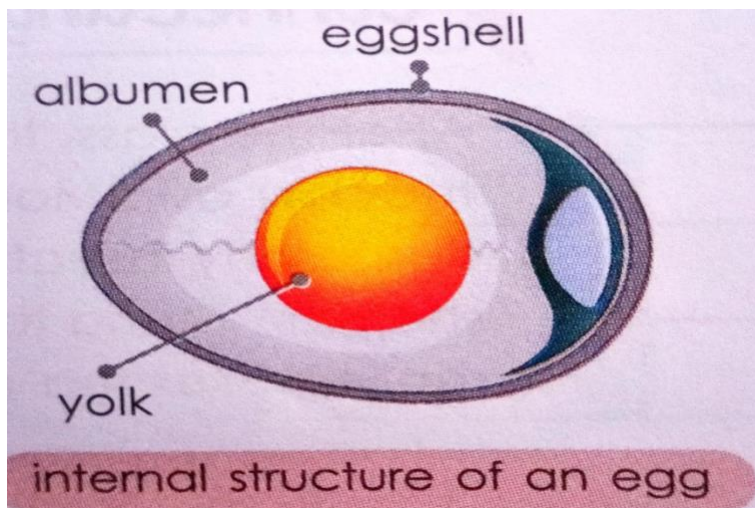
Animals that give birth (cow, dog, cat)

👉 Conclusion: Animals reproduce in different ways.

6. Art Integration

Draw and colour structure of an egg

Make a project on life cycle of a butterfly



7. Interdisciplinary Linkage & Life Skills

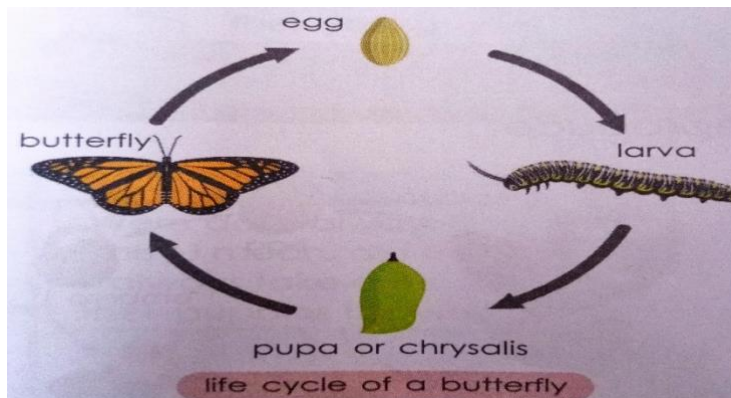
Science: Living beings

Art: Drawing and coloring

EVS: Care for animals

Life Skills:

Be kind to animals



Take care of pets

Respect all living beings

8. Teaching Process (Explanation)

Reproduction in Animals:

Reproduction means producing young ones.

Types of Animals:

Egg-laying Animals (Oviparous)

Lay eggs

Examples: hen, bird, fish, frog

Animals that Give Birth (Viviparous)

Give birth to babies

Examples: cow, dog, cat, human

Care of Young Ones:

Animals protect and feed their babies

Some animals keep eggs safe until they hatch

9. Recapitulation

Ask:

What is reproduction?

Name one egg-laying animal.

Name one animal that gives birth.

Why do animals take care of their young ones?

10. Resources (Including ICT)

Educational videos on animals and babies

Charts and flashcards

Smartboard presentation

L-7: Animals – Adaptation and Survival

Number of teaching days required to complete the chapter-12

1. Learning Outcomes

Students will be able to:

Understand the meaning of adaptation in animals.

Identify how animals adapt to different habitats.

Give examples of animals living in land, water, and cold regions.

Explain how adaptations help animals survive.

2. Previous Knowledge Testing

Ask questions:

Where do animals live?

Have you seen animals in water or desert?

Can all animals live in the same place?

Why do animals need shelter?

3. Teaching Aids

Charts/pictures of animals (camel, fish, polar bear)

Flashcards, Blackboard, Video (if available)

4. Pedagogical Strategies

Question-answer method

Visual learning (pictures/videos)

Activity-based learning

Group discussion

5. Hands-on Activity

Activity: “Match Animal to Habitat”

Give pictures of animals and habitats.

Ask students to match:

Camel → Desert

Fish → Water

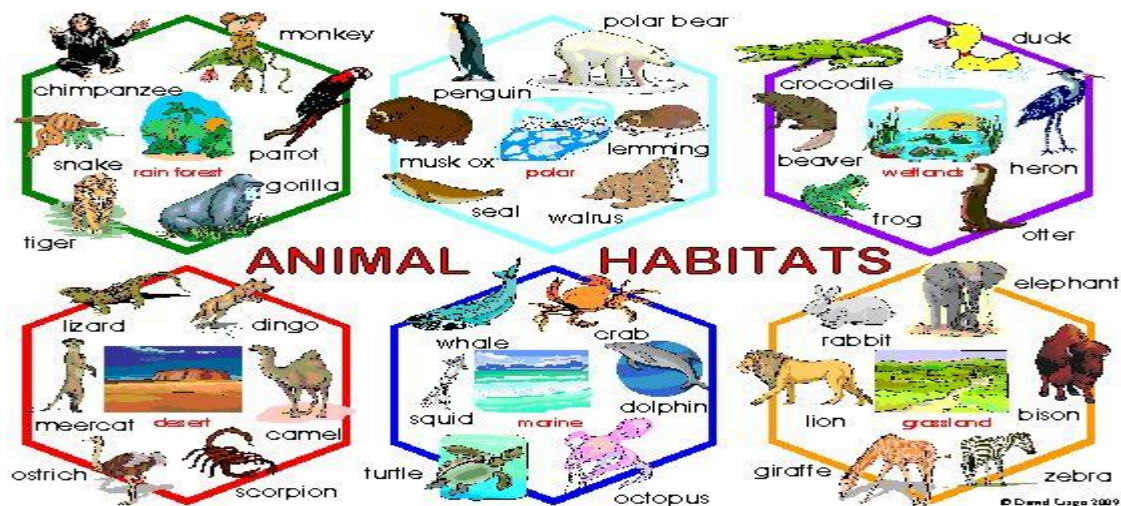
Polar bear → Cold region

👉 **Conclusion: Animals adapt according to their environment.**

6. Art Integration

Draw and color animals in their habitats

Make a collage of animals from different regions



7. Interdisciplinary Linkage & Life Skills

Science: Animal life

Geography: Habitats

Art: Drawing and creativity

Life Skills:

Respect animals and nature

Protect wildlife

Understand environmental importance

8. Teaching Process (Explanation)

What is Adaptation?

Adaptation means special features that help animals survive in their surroundings.

Types of Animal Adaptations:

Desert Animals (e.g., camel)

Store fat in hump

Can live without water for many days

Water Animals (e.g., fish)

Have gills to breathe in water

Fins help in swimming

Cold Region Animals (e.g., polar bear)

Thick fur and fat to keep warm

White color helps in hiding in snow

9. Recapitulation

Ask:

What is adaptation?

Name one desert animal.

How do fish breathe?

Why do polar bears have thick fur?

10. Resources (Including ICT)

Educational videos on animal habitats

Charts and flashcards

Smartboard presentation

L-8: Earth and Its Neighbours

Number of teaching days to complete the chapter-8

1. Learning Outcomes

Students will be able to:

Identify Earth as a planet.

Understand the Sun, Moon, and stars.

Know about the solar system (basic idea).

Recognize Earth's neighbours (other planets).

2. Previous Knowledge Testing

Ask questions:

What do you see in the sky during the day?

What do you see at night?

Have you seen the Moon?

Do you know what Earth is?

3. Teaching Aids

Solar system chart/model

Globe

Flashcards of planets

Blackboard

Video (if available)

4. Pedagogical Strategies

Question-answer method

Demonstration (using globe/model)

Visual learning (charts/videos)

Activity-based learning

5. Hands-on Activity

Activity: “Make Your Solar System”

Students draw or create a simple solar system using paper.

Place Sun at the center and planets around it.

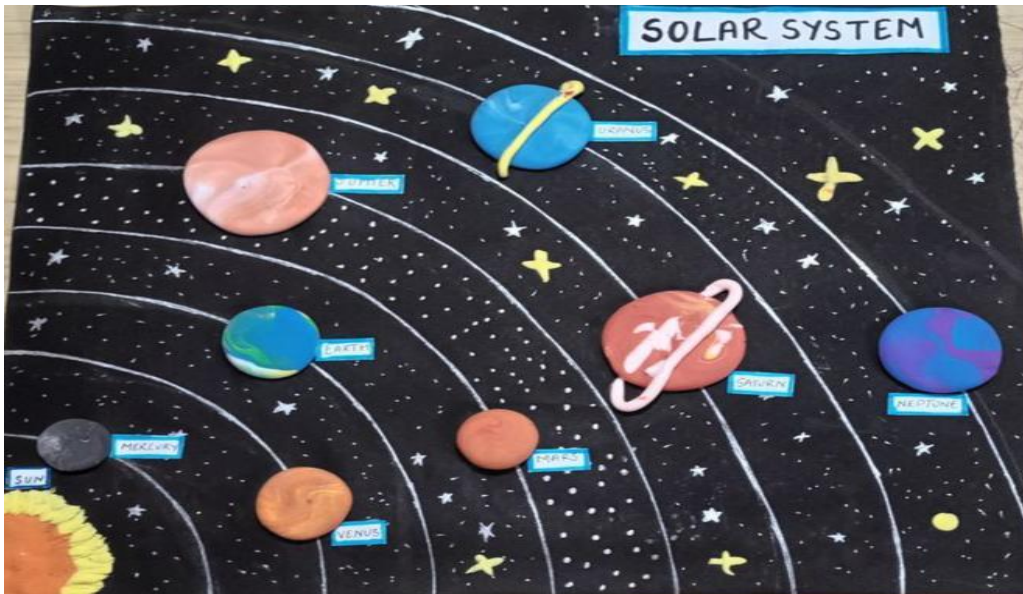


Conclusion: Planets move around the Sun.

6. Art Integration

Draw and color the solar system

Make planet models using clay



Create a space collage



7. Interdisciplinary Linkage & Life Skills

Science: Space and planets

Geography: Earth as a planet

Art: Drawing and modeling

Life Skills:

Develop curiosity about space

Observation skills

Creative thinking

8. Teaching Process (Explanation)

Earth:

Earth is the planet we live on.

It has air, water, and life.

Sun:

The Sun is a star.

It gives us heat and light.

Moon:

The Moon is Earth's natural satellite.

It shines at night.

Solar System:

The Sun and all planets form the solar system.

Earth's Neighbours (Planets):

Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune

9. Recapitulation

Ask:

What is Earth?

What gives us light and heat?

What is the Moon?

Name any one planet.

10. Resources (Including ICT)

Educational videos on solar system

Charts and models

Smartboard presentation

Term-2

L-9 The Plant and Animal life of India

Number of teaching days required to complete the chapter-10

1. Learning Outcomes

Students will be able to:

Identify different types of plants and animals found in India.

Understand that different regions have different plant and animal life.

Give examples of plants and animals from various regions.

Develop awareness about conservation of plants and animals.

2. Previous Knowledge Testing

Ask questions:

Have you seen different kinds of plants and animals?

Do all animals live in the same place?

What animals are found near your home?

Have you heard of forests or deserts?

3. Teaching Aids

Charts/pictures of plants and animals of India

Map of India

Flashcards

Blackboard

Video (if available)

4. Pedagogical Strategies

Question-answer method

Visual learning (charts/videos)

Discussion method

Activity-based learning

5. Hands-on Activity

Activity: “Match the Region”

Give pictures of plants/animals and regions.

Ask students to match:

Camel → Desert

Pine tree → Mountains

Coconut tree → Coastal areas

👉 Conclusion: Plants and animals vary according to region.

6. Art Integration

Draw plants and animals of different regions

Make a collage of Indian wildlife



7. Interdisciplinary Linkage & Life Skills

Science: Living beings

Geography: Regions of India

Art: Drawing and creativity

Life Skills:

Protect plants and animals

Avoid harming wildlife

Understand importance of biodiversity

8. Teaching Process (Explanation)

Plant Life in India:

Different regions have different plants:

Mountains – pine, deodar

Plains – mango, neem

Desert – cactus

Coastal areas – coconut

Animal Life in India:

Animals also vary by region:

Mountains – yak, snow leopard

Plains – cow, elephant

Desert – camel

Forests – tiger, deer

Importance:

Plants and animals are important for nature balance

We should protect them

9. Recapitulation

Ask:

Name one plant found in mountains.

Which animal lives in desert?

Why are plants and animals important?

What should we do to protect them?

10. Resources (Including ICT)

Educational videos on Indian wildlife

Charts and maps

Smartboard presentation

L-10: Our Safety Habits

Number of teaching days required to complete the chapter-10

1. Learning Outcomes

Students will be able to:

Understand the importance of safety in daily life.

Identify different types of safety rules (home, road, school).

Learn basic first aid and emergency awareness.

Develop safe and responsible habits.

2. Previous Knowledge Testing

Ask questions:

What do you do to stay safe at home?

Have you ever crossed a road alone?

What should we do in case of danger?

Do you know any emergency numbers?

3. Teaching Aids

Charts/pictures of safety rules

Traffic signal model

First aid box (demo)

Flashcards

Blackboard

4. Pedagogical Strategies

Question-answer method

Demonstration (first aid, road safety)

Role play (safety situations)

Activity-based learning

5. Hands-on Activity

Activity: “Role Play Safety Rules”

Students act out situations:

Crossing the road

Helping an injured person

Calling for help

👉 Conclusion: Safety rules protect us from danger.

6. Art Integration

Draw traffic signals and safety signs

Make posters on “Stay Safe”



Coloring activity on road safety

7. Interdisciplinary Linkage & Life Skills

EVS: Environment and safety

Art: Drawing and creativity

Physical Education: Safe behavior

Life Skills:

Follow rules

Be alert and careful

Help others in need

8. Teaching Process (Explanation)

Safety at Home:

Do not play with fire or sharp objects

Do not touch electrical switches with wet hands

Road Safety:

Walk on footpath

Cross road at zebra crossing

Follow traffic signals

School Safety:

Do not run in corridors

Follow teacher's instructions

Emergency Safety:

Know emergency numbers

Inform elders in case of danger

9. Recapitulation

Ask:

Why are safety rules important?

How should we cross the road?

Name one safety rule at home.

What should you do in an emergency?

10. Resources (Including ICT)

Videos on safety habits

Charts and posters

Smartboard presentation

L-11: Air and Weather

Number of teaching days required to complete the chapter-12

1. Learning Outcomes

Students will be able to:

Understand the importance of air.

Identify the properties of air.

Understand what weather is.

Recognize different types of weather conditions.

2. Previous Knowledge Testing

Ask questions:

Can we see air?

Why do we need air?

What is the weather today?

Have you seen windy or rainy days?

3. Teaching Aids

Balloons (to show air occupies space)

Charts of weather conditions

Flashcards

Blackboard

Video (if available)

4. Pedagogical Strategies

Question-answer method

Demonstration (balloon activity)

Activity-based learning

Observation method

5. Hands-on Activity

Activity: “Air is Everywhere”

Blow a balloon.

Ask students:

What filled the balloon?

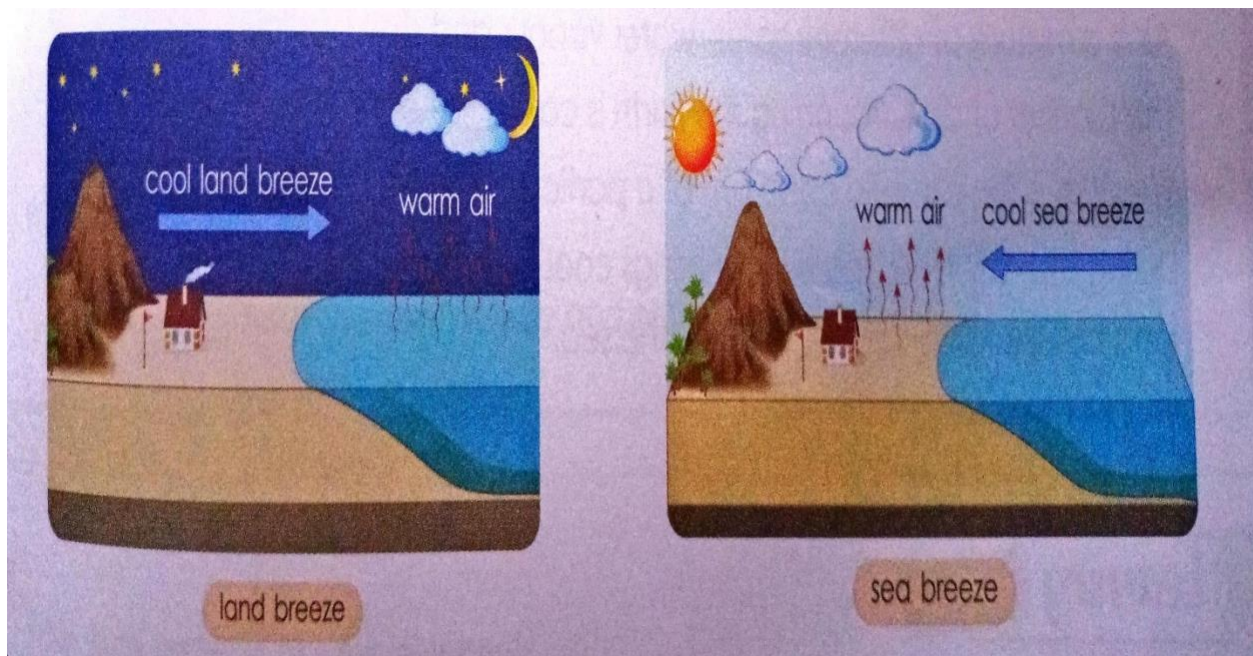
Turn a glass upside down in water to show air occupies space.

👉 Conclusion: Air is present everywhere and occupies space.

6. Art Integration

Draw different weather conditions (sunny, rainy, windy)

Make a project on land and sea breeze



7. Interdisciplinary Linkage & Life Skills

Science: Natural elements

Geography: Weather and climate

Art: Drawing and creativity

Life Skills:

Dress according to weather

Stay safe during extreme weather

Observe surroundings

8. Teaching Process (Explanation)

Air:

Air is invisible but present everywhere.

It is needed for breathing.

Air occupies space and has weight.

Weather:

Weather is the condition of air around us.

Types of Weather:

Sunny

Rainy

Windy

Cloudy

Importance:

Weather affects our daily life

It helps us decide what to wear and do

9. Recapitulation

Ask:

Can we see air?

Why is air important?

What is weather?

Name one type of weather.

10. Resources (Including ICT)

Educational videos on air and weather

Charts and diagrams

Smartboard presentation

L-12: Force, Work and Energy

Number of teaching is required to complete the chapter-12

1. Learning Outcomes

Students will be able to:

Understand the meaning of force, work, and energy.

Identify different types of forces (push and pull).

Explain simple examples of work done.

Recognize different sources of energy.

2. Previous Knowledge Testing

Ask questions:

How do you open a door?

What happens when you push or pull something?

Do you feel tired after playing? Why?

What helps us do work?

3. Teaching Aids

Toy objects (ball, box)

Charts showing force and energy

Flashcards

Blackboard

Video (if available)

4. Pedagogical Strategies

Question-answer method

Demonstration (push/pull activities)

Activity-based learning

Discussion method

5. Hands-on Activity

Activity: “Push and Pull”

Ask students to:

Push a chair

Pull a bag

 **Ask:**

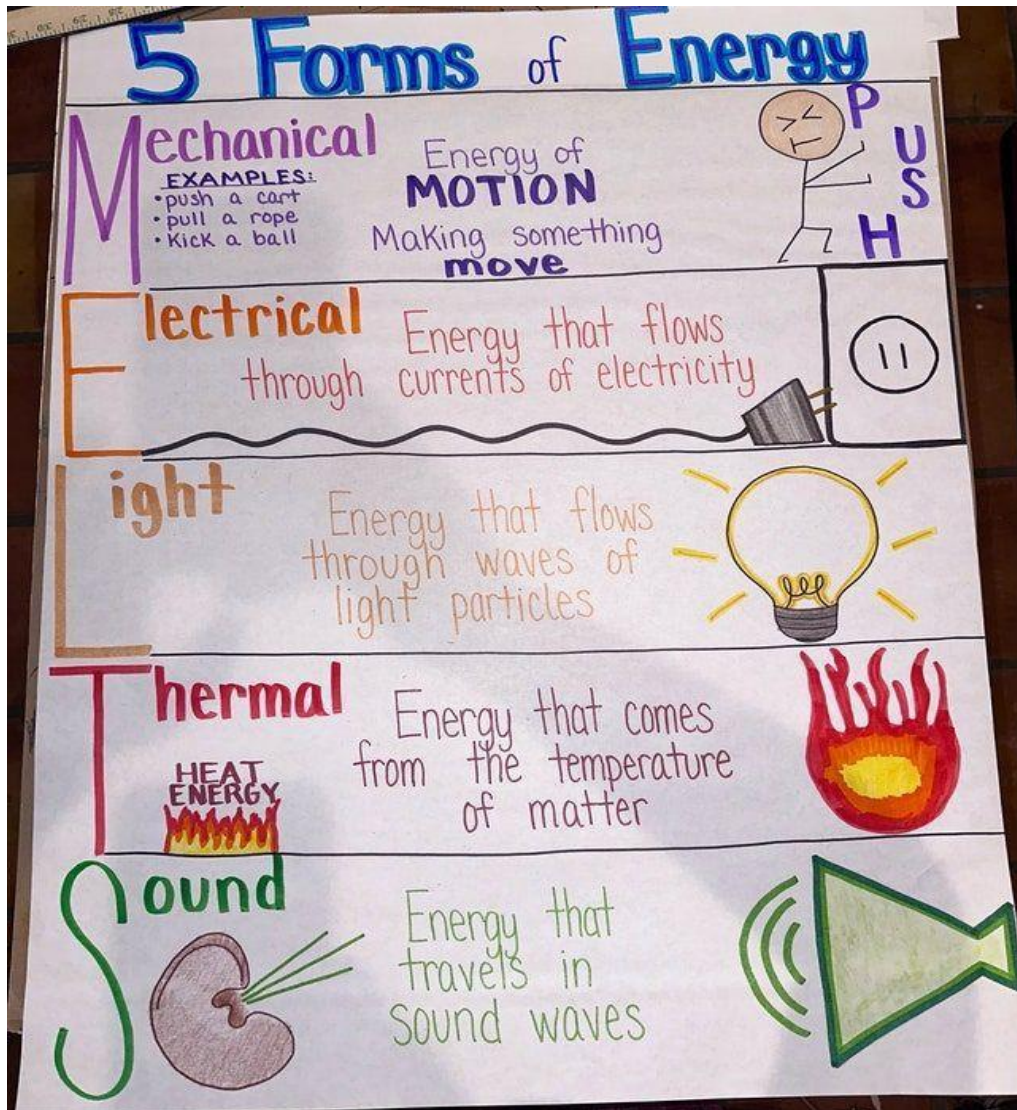
What did you do?

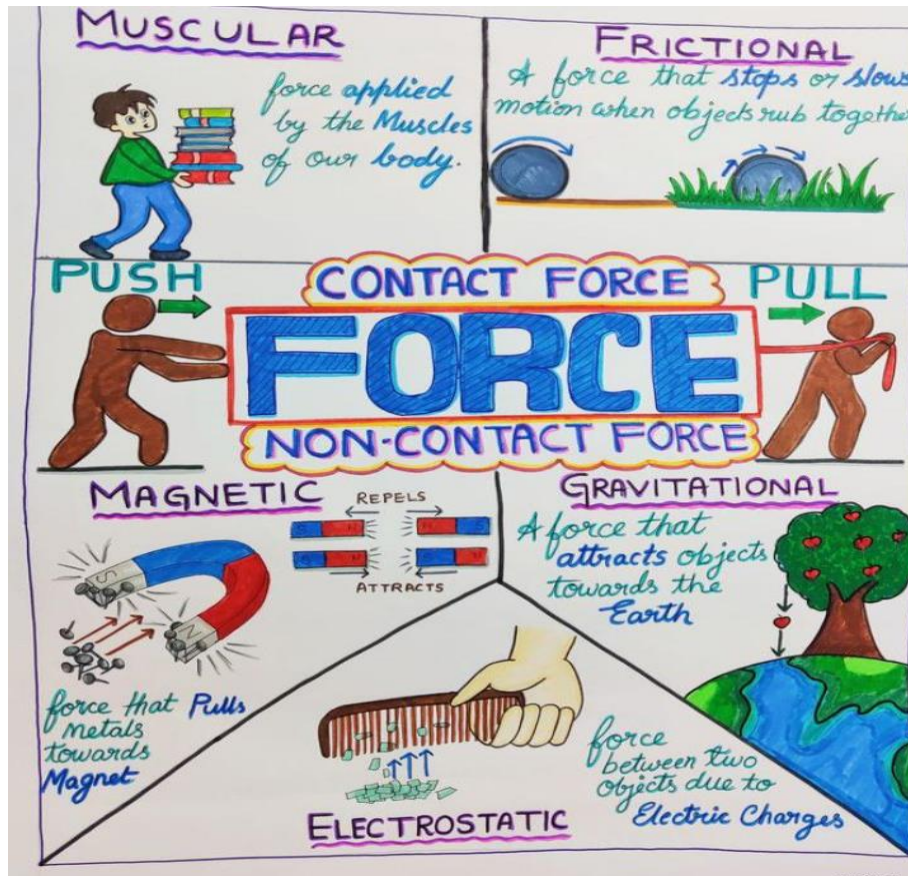
👉 Conclusion: Force is a push or pull.

6. Art Integration

Draw activities showing force (pushing cart, pulling rope)

Make a chart on sources of energy





7. Interdisciplinary Linkage & Life Skills

Science: Basic physics concepts

Physical Education: Body movement

Art: Drawing and creativity

Life Skills:

Use energy wisely

Understand importance of effort

Work actively and safely

8. Teaching Process (Explanation)

Force:

Force is a push or pull.

It can move or stop objects.

Work:

Work is done when force is applied and something moves.

Example: Lifting a bag, pushing a chair

Energy:

Energy helps us do work.

Sources of Energy:

Sun

Food

Fuel (petrol, gas)

9. Recapitulation

Ask:

What is force?

Give one example of work.

What is energy?

Name one source of energy.

10. Resources (Including ICT)

Videos on force and energy

Charts and diagrams

Smartboard presentation

L-13: All About Matter

**Number of days required to complete the chapter-
12**

1. Learning Outcomes

Students will be able to:

Understand the meaning of matter.

Identify different states of matter.

Give examples of solids, liquids, and gases.

Understand basic properties of matter.

2. Previous Knowledge Testing

Ask questions:

What things do you see around you?

Can you hold air?

What is water? Solid or liquid?

Have you seen ice? What is it?

3. Teaching Aids

Samples: stone, water, air (balloon)

Ice cubes

Charts of states of matter

Flashcards

Blackboard

4. Pedagogical Strategies

Question-answer method

Demonstration (solid, liquid, gas examples)

Activity-based learning

Observation method

5. Hands-on Activity

Activity: “Identify the State”

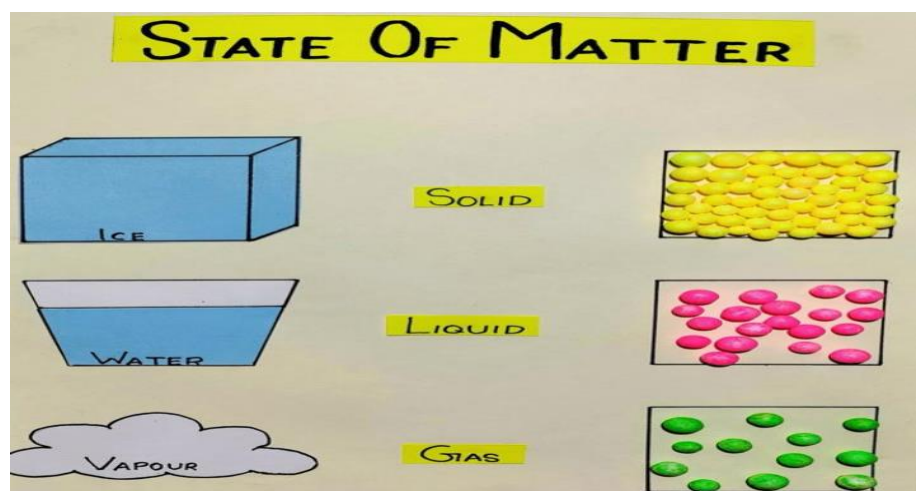
Show objects: stone, water, air (balloon).

Ask students to classify:

Solid / Liquid / Gas

👉 Conclusion: Matter exists in different states.

6. Art Integration



Draw and color examples of solids, liquids, and gases

Make a chart showing three states of matter

7. Interdisciplinary Linkage & Life Skills

Science: Basic concepts of matter

Art: Drawing and creativity

EVS: Surroundings

Life Skills:

Observe surroundings carefully

Understand changes in materials

Use resources wisely

8. Teaching Process (Explanation)

Matter:

Anything that has mass and occupies space is called matter.

States of Matter:

Solid

Has fixed shape and size

Example: stone, book

Liquid

Has no fixed shape (takes shape of container)

Example: water, milk

Gas

Has no fixed shape or size

Example: air

Changes in Matter:

Ice (solid) melts into water (liquid)

Water can change into vapour (gas)

9. Recapitulation

Ask:

What is matter?

Name the three states of matter.

Give one example of liquid.

What is gas?

10. Resources (Including ICT)

Videos on states of matter

Charts and diagrams

Smartboard presentation

L-14: Our Environment

**Number of days required to complete the chapter-
12**

1. Learning Outcomes

Students will be able to:

Understand the meaning of environment.

Identify renewable and non-renewable resources.

Explain different types of pollution.

Understand the importance of Reduce, Reuse, Recycle (3Rs).

Develop habits to protect the environment.

2. Previous Knowledge Testing

Ask questions:

What do you see around you?

What is air and water used for?

Have you seen garbage on roads?

How can we keep our surroundings clean?

3. Teaching Aids

Charts of environment and pollution

Pictures of clean and polluted areas

Flashcards

Dustbin (for demonstration)

Blackboard

4. Pedagogical Strategies

Question-answer method

Discussion method

Activity-based learning

Visual learning (charts/pictures)

5. Hands-on Activity

Activity: “Segregate Waste”

Bring two bins (wet and dry waste).

Ask students to put items in correct bin:

Paper → Dry

Food waste → Wet

👉 Conclusion: Proper waste management helps protect environment.



6. Art Integration

Make a collage using waste material

Draw symbols of Reduce, Reuse, Recycle

Poster on “Save Earth”



7. Interdisciplinary Linkage & Life Skills

Science: Environment and resources

Social Science: Human responsibility

Art: Poster making

Life Skills:

Keep surroundings clean

Save water and electricity

Avoid plastic use

8. Teaching Process (Explanation)

Environment:

Everything around us (air, water, land, plants, animals) is environment.

Renewable Sources:

Resources that can be used again and again.

Examples: Sun, wind, water

Non-Renewable Sources:

Resources that cannot be replaced quickly.

Examples: Coal, petrol

Pollution:

1. Air Pollution

Caused by smoke, vehicles, factories

Makes air dirty and harmful

2. Water Pollution

Caused by waste and chemicals in water

Makes water unsafe to drink

3. Land/Soil Pollution

Caused by garbage and plastic

Damages soil and plants

3Rs – Reduce, Reuse, Recycle

Reduce: Use less (save resources)

Reuse: Use items again (bags, bottles)

Recycle: Convert waste into new things

9. Recapitulation

Ask:

What is environment?

Name one renewable resource.

What causes air pollution?

What are the 3Rs?

10. Resources (Including ICT)

Videos on pollution and environment

Charts and posters

Smartboard presentation