

SPLIT UP OF SYLLABUS 2011-2012

Class IV
Subject - EVS

S. No	Month	Theme / SubTheme As per Syllabus	Lesson	Key Concepts & Issues of syllabus	Suggested Activities	Expected Learning Outcome	Suggested Resources	Values	Periods
1.	April	Travel	Going to School	<p>Different modes of transport, short distance, long distance, newer ways of travelling</p> <p>Different landforms, languages, clothing etc.</p> <p>Mapping skills.</p>	<p>* Observation of various symbols or indicators as landmarks :</p> <ul style="list-style-type: none"> - Use of symbols and scale <p>Comparison – with the various vehicles used :</p> <ul style="list-style-type: none"> - Jugad, Bike, Camel Cart, Tonga and various types of boats. <p>Initiate Discussion – after watching the still pictures and videos of the terrain of other states.</p> <p>Visuals on the various modes of transport used in various terrains of India to reach places within the state.</p> <p>Acting skills/Dramatization – Imagine you are on –</p> <ul style="list-style-type: none"> -Hard Ground -Ground Covered with Cotton(In place of snow) -Ground covered with bricks -Ground covered with thorny branches -Ground covered with fresh grass - Ground covered with dried hay - Ground covered with stones <p>How would you walk?</p>	<p>Children will be able to understand the boundaries and how, children from various regions of India find their way to school and neighborhood</p> <p>Develop recording skills</p> <p>Develop mapping skills</p>	<p>Local map of the school and area</p> <p>Childs own idea of the route taken to school</p> <p>Map of States/India</p> <p>Films and pictures of far off locations where schools are located</p> <p>Movies, stories and narratives</p> <p>Internet videos</p> <p>Quiz</p>	<p>Sensitize the children to the amazing world of <i>'transport'</i></p> <p>Appreciate natures bounty</p>	14

				<p>Drawing of conclusions based on the above listed activities</p> <p>Develop Recording Skills</p> <p>Various Animals used as a means of transport</p> <p>Observation and discovering the vegetation flora and fauna in jungles, deserts, snowy areas, mountainous regions</p> <p>Making of models of transport using waste material</p> <p>Quiz based on the activities mentioned above</p>					
		<p>Family and Friends</p> <p>Sub Theme 1.3 Animals</p>	<p>2. Ear to Ear</p>	<p>-----</p> <p>Exploring children's ideas of animals</p> <p>Some animals have extended ears</p> <p>They also have hair</p>	<p>* Observation of ears of animals.</p> <p>Finding out the way they tilt their heads when they are listening.</p> <p>Comparison of ears of human beings and animals.</p> <p>Names of animals commonly seen in and around our houses.</p> <p>Discussion after watching photographs/visuals and videos of animals with ears on either sides of head, on top of their head, visible and not so visible,</p>	<p>Children understand the reason behind the various shapes of ears of animals.</p> <p>Develop listing skills</p> <p>Observe and identify various animals that lay eggs and those which do not and their connection to the hair on the body.</p>	<p>Still pictures.</p> <p>Video clippings, movies, stories, library resources, lab resources.</p>	<p>Learn to appreciate the wonderful world of animals and how ears help them to survive.</p> <p>Protection and care of animals.</p> <p>Cruelty towards animals should be avoided.</p>	<p>12</p>

				<p>with hair on ears, with no hair, camouflaged with skin.</p> <p>Listing and drawing of observations regarding ears of animals.</p> <p>Preparation of masks by children – of animals and the kind of ears they have.</p> <p>Making a collage of different ears of animals. Animals which lay eggs. Animals which give birth to young ones. Listing of all extinct animals. Importance of having pets, they are stress busters. The secret of having hair or no hair in the body of animals. Integrate with the lesson The Donkey, I Had a Little Pony , The milk man’s Cow from Marigold Book IV.</p> <p>* Observation of animals with special reference to Elephants regarding their shape, size, walk etc.</p> <p>Comparison with other animals regarding their sounds, eating habits and their super senses.</p> <p>Initiate discussion on Elephants used in various terrains for</p>					
			<p>3. A day with Nandu .</p> <p>Herds, Group behaviour, animal – human interaction</p> <p>Protection of wild life, selling of animal parts</p> <p>To be sensitive about cruelty to animals.</p>		<p>Children discover the various facts of animal behavior.</p> <p>Identify, observe and develop recording skills.</p>	<p>Videos/visuals of animals, short stories, library resources and visit to the zoo.</p>	<p>Children learn to appreciate the advantages of working or living in a group</p> <p>Sharing and caring feelings are developed</p> <p>One should not be cruel to animals</p>	14	

	<p>Family and Friends</p> <p>Sub Theme 1.3 animals</p>			<p>various purposes.</p> <p>Video's of Elephants that live in Jungles, national parks, circuses and temples.</p> <p>Visuals on animals that live in herds.</p> <p>Blindfolding activity- With a model of an Elephant, a child is asked to describe what he feels after touching the various parts of the Elephants body Eg. Tail, Trunk, Legs etc.</p> <p>Story telling of the blind men and the Elephant.</p> <p>Visit to the zoo.</p> <p>Art and craft.</p> <p>Collage of Elephants in the scrapbook.</p> <p>Drawing of conclusions based on the above mentioned activities.</p> <p>Recording of the references made of Elephants with other animals.</p> <p>Debate on the pros and cons of living in a group. Integrate with the lesson</p>				
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2.	May\ June	<p>Family and Friends.</p> <p>Sub Theme 1.3 Animals 1.4 Plants 1.2 Work and Play</p>	<p>4. The Story of Amrit a.</p>	<p>Exploring children ideas about a plant.</p> <p>Plant diversity, size, where they grow, shape, colour, aroma etc.</p> <p>Dependence on plants for everyday life</p> <p>Plant and the climate/environment</p> <p>Leaf diversity, colour, shape, texture, aroma etc.</p> <p>Seasonal shedding of leaves, copost from leaves</p> <p>Leaf designs / motifs on different objects.</p> <p>Childrens ideas of an animal</p> <p>Different occupations in the local region who does that work.</p>	<p>* Reading maps –</p> <p>State and country and locating the places.</p> <p>Use of symbols and scale.</p> <p>Visuals of plants, trees and animals found in desert areas- their ways of survival.</p> <p>Trees in danger on account of change in environment.</p> <p>Investigation on leaves diversity, their shedding, growth period etc.</p> <p>Visuals on birds found in desert areas with special reference to Rajasthan, their eating habits, nestling habits, etc.</p> <p>Survey on the various occupations of the people of Rajasthan.</p> <p>Model making of the types of houses in deserts, and the modes of transport.</p> <p>Languages spoken (Dialects) , dresses worn.</p> <p>Report reading-</p> <ol style="list-style-type: none"> 1. Visit to local landmarks & draw inferences from it.. 2. Puppet 	<p>Children will be able to understand how people, animals and plants live in deserts and how they adapt themselves.</p> <p>Develop mapping skills</p> <p>Develop recording skills.</p>	<p>Data handling / Recording skills</p> <p>Map of India and the World.</p> <ol style="list-style-type: none"> 1. Films, Videos, Pictures, Narratives, Collection of leaves. 2. Model making of houses and transport. 3. Traditional dresses, food. 4. Library resources - Information on Camels, Cactus and their pictures. 5. Newspaper clippings. 6. Tie & Dye designs on a piece of cloth. 	<p>Children will be able to respect the diverse culture of India.</p> <p>Unity in diversity.</p> <p>Love for plants and animals.</p> <p>Importance of plants and animals</p>	12
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3.	July	Family and Friends Sub Theme 1.1 Relationship 1.3 Animals	5. Anita and the honey bees.	Family Influences, physical characteristics, values & habits, appreciating qualities and skills of family	<p>making , folk music and songs of Rajasthan.</p> <ol style="list-style-type: none"> 3. Making a compost pit. 4. Community lunch, Rajasthani Food. 5. Preparation of Rakhi's and tying them around trees- Symbol of adopting them as one of their own and taking care of it. 6. Narration on true stories of environment. 7. Slogans/Poster making on the conservation of trees. 8. Listing and drawing of things we get from trees. 9. Integrate with Marigold book class IV lesson The Giving Tree <p>* Map reading of various states of India with special reference to Bihar.</p> <p>Regional narratives and true stories of children who have worked hard and become successful in life.</p> <p>Comparison of</p>	<p>Discover facts about the colonies of insects.</p> <p>Observe the growth of bee hives.</p> <p>Develop recording and mapping skills.</p> <p>Appreciate the importance of</p>	<p>Library resource</p> <p>CD's</p> <p>Films, pictures, videos about insects</p> <p>Samples of honey collection</p> <p>Tasting of</p>	<p>How school can help realize your dreams.</p> <p>Children get trained to locate and comprehend</p>	12
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<p>1.4 Plants 1.2Work and Play</p>	<p>members, family as a support system.</p> <p>Different occupations, idea of working time and leisure time, work inside and outside homes, gender-age-caste, economic aspects etc.</p> <p>Honey from flowers, bee hives and the basic idea of honey collection.</p> <p>Ant or bee colony, social behaviour in insects.</p>	<p>children studying in cities and rural areas</p> <p>Discussion on the importance of going to school</p> <p>What kind of career would one like to take after school</p> <p>Videos/visuals on the behaviour, life of insects</p> <p>Visuals on honey collection honey from flowers, bee hives and the colonies of bees and ants.</p> <p>What is the first aid given when a bee stings.</p> <p>Library resources</p> <p>Invite people for lectures on career development.</p> <p>Nature walks.</p> <p>Art and craft</p> <p>Making of various insects using nutshells.</p>	<p>school for the all round development of the child.</p> <p>Sensitize children towards the social behavior of insects.</p>	<p>different honey's.</p> <p>Map of India.</p> <p>Stories and narratives.</p>	<p>relationships between natural , social and cultural environment.</p> <p>Sensitize children towards better organization of things and life, taking clue from bees and ants.</p>	<p>6. Oman a's Journey.</p> <p>Different land forms , languages, clothing, food habits.</p>	<p>Travel</p>
		<p>* Map reading of the states with special reference to Kerala</p> <p>Discussion on the importance of travel</p> <p>Journey's undertaken and it's planning.</p> <p>Classification of modes of travel- Categorizing, grouping, contrasting and comparing.</p>	<p>Discover facts of the state of Kerala.</p> <p>Mapping and recording skills.</p> <p>Appreciate the importance of Aired in ones health.</p> <p>Importance of connectivity by rail to various parts of</p>	<p>Library</p> <p>Visit to Railway station, ticket counters (Train, bus etc.)</p> <p>Map of India,. CD's , Videos , Newspaper clippings, visuals, Still pictures, stories and history of</p>	<p>Language knows no barriers.</p> <p>Importance of connectivity to far off places will be appreciated by the children.</p>		<p>12</p>

					<p>Map reading of Kerala using symbols</p> <p>Map is to be supported by a small narrative about the time it takes to go from one place to another, draw children's attention to these symbols and help them get an idea of relative distance.</p> <p>Video's/visuals on the flora and fauna of Kerala</p> <p>Occupations and dress habits of Kerala.</p> <p>Language and Food.</p> <p>Visuals/Pictures on boat race.</p> <p>Visuals on the temples of Kerala.</p> <p>Festivals</p> <p>Listing and drawing of a railway station</p> <p>Things one carries while traveling in a train.</p> <p>Helpers seen in a railway station.</p> <p>Collection of train tickets and developing the reading skill of it.</p> <p>Listing of stations from Delhi to Thiruvananthapuram.</p> <p>Drawing the scenic beauty of Kerala</p> <p>Listing of the</p>	India.	important places of Kerala.		
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				<p>Ayurvedic herbs used for treatment in Kerala.</p> <p>* Recording of the various places and states en route to Kerala</p> <p>Languages spoken in the states crossed.</p> <p>Map reading of the various states en route</p> <p>Videos on the landforms of the various states crossed</p> <p>Visuals on the life of people in the villages of Kerala</p> <p>Visuals on bridges and tunnels from Goa to Kerala.</p> <p>Diary writing of the travel/journey undertaken.</p> <p>Photography.</p> <p>* Listing the names of villages and states</p>	<p>Discovering the various types of bridges and tunnels en route to Kerala.</p> <p>Listing of the languages spoken in various southern states.</p> <p>Recording of the map route to Kerala</p> <p>Importance of diary writing , use it as future reference</p>	<p>CD's , videos, films, pictures, documentation (Diary for recording facts)</p>	<p>Learns to respect and appreciate the development of technology in connecting places.</p> <p>Understand the importance of civil work and its maintenance.</p>	<p>12</p>
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Travel

7. From the window

Basic exposure to the view of the Earth.

4	August	Travel	<p>8. Reaching grandmothers house.</p>	<p>Different modes of transport, short distance, long distance, newer ways of traveling</p> <p>Different landforms, language, clothing etc</p>	<p>where Grandparent's of the children live.</p> <p>Mapping the route to reach these places.</p> <p>Videos on the modes of transport used in these areas</p> <p>Dramatization of the ways how people get into Buses, trains, carts while traveling</p> <p>Video on traveling in the backwaters of Kerala</p> <p>Visuals on fishing, washing, bathing, working in the banks of the rivers</p> <p>Visuals on the plantations of Kerala</p> <p>Collection of railway time table and the reading of it.</p> <p>Quiz on Kerala.</p> <p>Model making of the various carts and boats used.</p> <p>* Comparison of nuclear family to joint family with a survey conducted in class, discussion on it.</p> <p>Drawing of a family tree and sticking photographs on it.</p> <p>Observation and inferences of your family, your friend's family, your neighbour's family,</p>	<p>Recording skills will be developed.</p> <p>Will learn to discover India.</p> <p>Will learn how to preserve the natural resources.</p> <p>Children will be able to understand how changes affect the growth of a family.</p> <p>Develop art skills, recording skills, informal letter writing.</p>	<p>Pictures, films, map of India, internet video's, Quiz</p> <p>Pictures of weddings, family members, letters.</p>	<p>Will understand the importance of our natural resources on the trail of discovery of India.</p> <p>Change is the part of life.</p> <p>Children would realize the changes and its importance .</p> <p>Sensitize children</p>	<p>15</p> <p>13</p>
		Family	<p>9. Changing Families.</p>	<p>Concept of a family, diversity in family types, family as a support system, ideas about relationships, simple family tree (3generati</p>					

	<p>and Friends</p> <p>Sub Theme</p> <p>1.1 Relationships</p>		<p>ons)</p> <p>Change with time in people residing together</p> <p>Family tree today</p> <p>Festivals and family gatherings</p> <p>Shifts in habitation</p> <p>– migration/transfers/demotion displacement associated difficulties</p>	<p>regarding attitudes, number of members and the work they do.</p> <p>Recording changes in your family when you have just got a baby brother or sister.</p> <p>Stick a picture of your brother or sister in your notebook.</p> <p>Keeping a record of the behaviour of the little baby- food it eats, number of hours it sleeps, sounds it makes.</p> <p>Shifting to a new place/city</p> <p>Writing a letter to your friend expressing your apprehensions, what changes would it bring about in the family.</p> <p>Talk and identify with those children who have just joined your school – Views can be exchanged.</p> <p>Attending a wedding and writing down the special food, clothes of the bride and groom, songs played, dances performed and the invitees.</p> <p>Discussion on the</p>			<p>towards those who have undergone changes in life.</p>	
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			<p>10. HuTu Tu, HuTu Tu</p> <p>Different games at home and school</p> <p>Play as a way of social negotiation, rules of each game, fights and the need to negotiate – ideas of fair play.</p> <p>Restrictions on play. Playmates from children of different gender or class/caste backgrounds</p> <p>Local and traditional martial arts forms/games.</p> <p>Typical practice routines by teachers/gurus, changing pattern of local games</p>	<p>various sports</p> <p>Visuals on the traditional and modern sports and games and recording the differences between them.</p> <p>Coaching of the various games like hockey, cricket, table tennis, lawn tennis etc</p> <p>Their rules and regulations and field structures.</p> <p>Lecture Dem by some eminent sports persons.</p> <p>Playing of traditional games native to India.</p> <p>How physically and mentally active one becomes.</p> <p>Importance of the use of the whole body strength in these games.</p> <p>Holding of breath in these games.</p> <p>Listing of various indoor and outdoor games, number of players required, equipment required.</p> <p>Preparation of a scrapbook on various games, role of women in these games and a brief write-up on them.</p> <p>Listing of medals won during the commonwealth games/ Asian Games/</p>	<p>Children will understand how to record the various games activities</p> <p>Listing skills</p> <p>Observation and identifying various games</p> <p>Appreciate the importance of rules in games.</p>	<p>Visuals on games</p> <p>Practical display of games</p> <p>Sports events in school</p>	<p>Importance of physical and mental activities in games for the growth and development of health.</p> <p>Health is wealth</p> <p>Equal opportunities for all to participate in games.</p> <p>Importance of rules in games and why one should abide those rules , how they affect our lives.</p>	15
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	<p>Sept. Summative Assessment 1</p>	<p>Family and Friends</p> <p>Sub Theme 1.4Plants</p>	<p>11. The Valley Of Flowers</p>	<p>Flowering plants, seasons, observation of buds blossoming into flowers, different shapes, colours, petals, aroma etc.</p> <p>Flowers used in everyday life, festivals etc.</p> <p>Floral motifs and designs on clothes, animals, pots, walls. Etc</p>	<p>Olympics</p> <p>Collage on the Indian players of various games who have made India proud.</p> <p>Making a club for your favorite game – writing down the rules and regulations, number of hours of practice and finally playing the game.</p> <p>Quiz on sports and games</p> <p>Events and rules.</p> <p>* Map reading and locating the new state of Uttaranchal. (Uttarakhand)</p> <p>Documentary on the landforms & vegetation of the hills of Uttaranchal.</p> <p>Still pictures and videos on the flora and fauna of Uttaranchal.</p> <p>Visuals on the valley of flowers, flowers that grow on trees, bushes, creepers, water etc.</p> <p>Nature Walk Recording of the various flowers seen – The Color, scent, number of petals it has, local name and its botanical name, shape, size, place</p>	<p>Map reading skills</p> <p>Documentation of the details of various flowers seen.</p> <p>Identify the importance of our sense organs.</p> <p>Understand the importance of flowers</p> <p>Drawing, Identification and appreciation of the beauty and use of flowers.</p>	<p>Map of India</p> <p>Pictures, Videos, Films on flowers.</p> <p>Visuals Nature Walk Samples of Flowers.</p>	<p>Appreciate nature's bounty.</p> <p>Importance & uses of flowers in our daily lives.</p>	<p>15</p>
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				<p>where the flower is in the tree (centre, side etc.)</p> <p>Monitoring the development of buds blooming into flowers.</p> <p>Collection of flowers and creating a scrapbook.</p> <p>Noting down the number of days fresh flowers take to dry up.</p> <p>Practical preparation of color from flowers like Marigold, Zinnia and using it as a dye.</p> <p>Some homemade recipes using flowers.</p> <p>Listing of the various occasions where flowers are used – Marriages, Childbirth, Housewarming, Puja, Death etc.</p> <p>A brief write up on where do flowers come from.</p> <p>Drawing and painting of different kinds of flowers.</p> <p>Blindfolding Activity – Touching and smelling of various flowers and identifying them.</p> <p>Preparation of greeting cards using dried flowers.</p>				
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Shelter	12. Changing Times	<p>Need for shelter, need for living together.</p> <p>Houses change over time, rural and urban differences, multi storied houses alongwith slums in cities.</p> <p>Materials used have changed.</p> <p>Process of making involves raw materials, tools, labor, energy</p> <p>Different skills of people involved in construction activity.</p>	<p>* Map Skills locating Haryana, Punjab, Delhi & Pakistan.</p> <p>Visual presentation of the freedom struggle/partition of India</p> <p>Inviting grandparents to related their experiences of partition and initiate a discussion on it.</p> <p>Video clippings of the various kinds of houses during partition, post partition and modern day buildings.</p> <p>Visit to Heritage Buildings</p> <p>Visit to a construction site – Recording of materials required for the construction of houses and buildings.</p> <p>Interviewing people who work there.</p> <p>Listing the price of materials used for construction and doing a comparative study of different companies.</p> <p>What is renovation? Model making of different houses using mud, wood, paper, cloth, boxes, colors etc.</p> <p>Painting of Mughal period to be shown and questions asked on it.</p>	<p>Appreciate the development in the field of construction from then till now.</p> <p>Observation records</p> <p>Map reading Skills</p>	<p>Video clippings and presentations</p> <p>Visuals</p> <p>Lectures</p> <p>Visits to construction sites etc.</p> <p>Price listing</p> <p>Paintings of Mughal Period</p> <p>Map</p>	<p>Hard work never goes in vain.</p> <p>Knows how to decorate house/home e..</p>	
Water							

		<p>13. A Rivers Tale</p> <p>Natural sources – inland water and sea water, potable water, diarrhea & other common water borne diseases.</p> <p>Safe handling of water, purification of water.</p> <p>Rivers and seas, seasonal change in water flow, animals in the sea/river</p> <p>Water pollution and harmful effects on animals.</p> <p>Basic process of evaporation and condensation</p> <p>-----</p>	<p>Experiment on evaporation on water – How on heating water develops into vapors and disappears in the atmosphere</p> <p>How are clouds formed?</p> <p>Physical map of India – tracing the various rivers, their origin and the states they cross, where do they culminate?</p> <p>Visuals on the flora and fauna found in fresh water and salt water, differences between fresh water and salt water fishes.</p> <p>Videos on sea animals.</p> <p>Visits to places of rain water harvesting</p> <p>Pictures/Stills of floods and tsunami</p> <p>Experiment on water purification</p> <p>Listing things that are soluble and insoluble in water.</p> <p>Poster making competition</p> <p>Theme Save Water</p>	<p>Learn various experiments</p> <p>Observation skills will improve</p> <p>Inferences made</p> <p>Recording done</p> <p>Map Reading Skills developed.</p>	<p>Using Visuals</p> <p>Materials for experiment</p> <p>Maps</p> <p>Photographs</p>	<p>Don't waste water, it is precious. Understand the importance of water preservation.</p>	
<p>Food</p>							

6.	October	Food	<p>14. Basva's farm</p>	<p>Different kinds of crops</p> <p>Kharif and Rabi crops, soil conditions, areas, terrain etc.</p>	<p>* Listing of the areas where Kharif and Rabi crops are sown and when?</p> <p>Visual on crops of any 5 states.</p> <p>Leading to a discussion</p> <p>Encouraging children to say which crops are grown in their area.</p> <p>Encouraging the child to develop a kitchen garden in school and home.</p> <p>Drawing of various tools used in agriculture.</p> <p>Names of pesticides and insecticides used during the cultivation of crops.</p> <p>Germination of seeds and recording its growth from seeds to plants.</p>	<p>Will learn techniques to preserve the crops.</p> <p>Identify and list the various Kharif and Rabi crops.</p>	<p>Seeds</p> <p>Visuals</p> <p>Video Clipping</p> <p>Kitchen Garden</p> <p>Some tools used in agriculture</p>	<p>Learns the value of food crops in ones life.</p> <p>Prevent wastage of food.</p>	9
			<p>15. From Market to Home</p>	<p>From field to Mandi – from Market to house., grown by</p>	<p>Names of vegetables and fruits available in the market, their color, shape, size, smell</p> <p>Dramatization on the fruits and vegetables with their properties.</p>	<p>Take necessary precautions in shortage of vegetables.</p> <p>Find out preservation</p>	<p>Cut outs from cardboards and chart paper.</p> <p>Samples of cooked vegetables.</p>		

				<p>farmers, fruit trees, vegetables, cereals, pulses, oil seeds, spices</p> <p>Community lunch; midday meal.</p> <p>Cultural diversity in foods associated with special occasions like festivals, family celebration/ceremonies</p>	<p>Assortment of vegetables and fruits and sorting to be done.</p> <p>Visuals on how vegetables and fruits move from the farmers den to the wholesale market and the transport used for it.</p> <p>Cut outs of various fruits and vegetables to be done and displayed in Class.</p> <p>Fruits and vegetables that are smooth & those which are rough to touch.</p> <p>Comparison between prices of wholesale veg & fruits and retail.</p> <p>Community lunch comprising only vegetables and fruits</p> <p>Interview with vegetable vendors.</p> <p>Blindfold Activity – Touching the vegetables and guess which ones they are according to their feel and smell.</p>	<p>techniques.</p> <p>Differentiate between smooth and rough vegetables.</p>	<p>Community Lunch.</p> <p>Harm caused by stale food.</p>		11
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Shelter

7.	November FA3	Travel	16. A Busy Month .	<p>Diversity in animal habitat and shelters.</p> <p>Birds make nests for laying eggs.</p> <p>Nestling habits different birds vary.</p> <p>Different materials are used for nests.</p> <p>Teeth in some common animals, beaks and claws of birds – relationship with food they eat.</p>	<p>* Map work on National Parks in India, wildlife sanctuaries.</p> <p>Observation of common birds seen in the neighborhoods.</p> <p>Discussion about it and the sounds it creates.</p> <p>Reading of books on birds.</p> <p>Study on Birds, their beaks, feet and nests.</p> <p>Nature walk and observation of birds, their size and colour, beaks and feet and the needs of the same.</p> <p>Drawing of these birds after watching.</p> <p>Different nests of birds</p> <p>Visit to the zoological park particularly during the migration season.</p> <p>Visuals on the migratory birds that visit our country and the time period they stay for.</p> <p>Visuals on the eating habits of birds.</p> <p>Collage on the various kinds of beaks, feet of birds.</p> <p>Feather collection for scrap book.</p>	<p>Develop skills of observation</p> <p>Identification and recording skills.</p>	<p>Library resources.</p> <p>Books on birds</p> <p>Visuals</p> <p>Movies on birds.</p> <p>Visit to the zoo.</p> <p>Pictures on birds</p> <p>Scrapbook making</p> <p>Drawing (Art)</p>	<p>Love nature and its various gifts to us.</p> <p>Enjoy bird watching.</p>	14
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	Water	<p>17. Nandita in Mumbai</p>	<p>Different landforms, languages, clothing, food habits, some idea of another state.</p> <p>Different modes of transport, short distance, long distance, newer ways of traveling</p> <p>Different kinds of workers associated with railway station</p>	<p>Clippings of the places of tourist interest in Mumbai</p> <p>Films on life of the people in Mumbai</p> <p>Discussions, thinking and brainstorming on different possible situations that people face while migrating to metros from villages.</p>	<p>Children will be able to understand why villagers go to cities and what problems they face there.</p>	<p>Video Clippings</p> <p>Films</p> <p>Still Pictures</p>	<p>Realizing the advantages and disadvantages of life in villages and metros.</p>	10
		<p>18. Too much water Too little water</p>	<p>Natural sources, inland water and sea water, potable water, reservoirs, canals, dams etc.</p>	<p>Visuals on water games and water parks.</p> <p>Visuals on areas/villages which face water shortage.</p> <p>Initiate discussion on the importance of water and conservation of it.</p>	<p>Develop Map reading skills</p> <p>Appreciate the importance of having clean water.</p>	<p>Maps</p> <p>Films</p> <p>Pictures</p> <p>Stories</p> <p>Visuals</p> <p>Poster Making</p>	<p>Water is precious.</p> <p>Save it.</p> <p>Health is Wealth.</p>	10

				<p>Different public activities at/protection of water bodies</p> <p>Water as a scarce resource and the struggle to acquire it.</p> <p>Water security, wastage and recycling water harvesting</p>	<p>Map reading and details of the state of Andhra Pradesh and Karnataka.</p> <p>Listing of areas in AP and Karnataka which get heavy rains and those areas which face drought.</p> <p>Picture depicted stories on water</p> <p>Droughts, Floods.</p> <p>Poster making to salvage water.</p> <p>Visuals on the various water borne diseases and their symptoms.</p> <p>Analyzing the reasons for this , the methods adopted to keep oneself and their surroundings clean.</p>				
8.	December	<p>Family and Friends</p> <p>Sub Theme 1.2 Plants</p>	<p>19. Abdul in the Garden</p>	<p>Plants need water, roots absorb water and hold the plant firm to the ground.</p> <p>Roots eaten normally by people are radish,</p>	<p>Visit to the school Garden and also to the local park</p> <p>Listing of the common trees and plants planted there.</p> <p>Interview with the gardener of the school and the local park</p> <p>Finding out from the gardener when the seeds are sown and how long it takes to grow.</p>	<p>Develop reporting skills.</p> <p>Learn the art of interviewing</p> <p>Identify and differentiate the various kinds of roots and plants and trees.</p> <p>Develop love towards trees</p> <p>Understand that trees are our best</p>	<p>Visual clips</p> <p>First hand information on plants and trees through visits organized</p> <p>Library resources</p> <p>Seed Observation</p> <p>Scrapbook</p> <p>Collectors items (Leaves)</p>	<p>Save trees.</p> <p>Conserve and preserve nature.</p>	14

			<p>carrots, sweet potato & during famine.</p> <p>Aerial roots of some plants.</p>	<p>What are the manures used and when?</p> <p>Difference between a kitchen garden and a regular park.</p> <p>Which plants need regular watering and which do not?</p> <p>Listing of the kinds of roots observed</p> <p>Those trees which are deep rooted their color, texture etc.</p> <p>Those trees whose roots are seen above the soil.</p> <p>Height of trees that are deep rooted, and those whose roots are seen outside.</p> <p>How to find out the age of trees?</p> <p>Deduce, develop and synthesize the information.</p> <p>Observe when plants are not watered for a few days ; what happens then also when they are watered. (Regular and irregular watering of plants)</p> <p>Why do leaves droop when it is dark?</p> <p>Experiment on photosynthesis in class and noting down the observation.</p> <p>Listing and drawing</p> <p>Cutting and pasting of roots of vegetables</p>	friends	Record Sheet		
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				<p>and stems of vegetables.</p> <p>Visuals on wild and domestic plants</p> <p>What are the fruits eaten by people living in the forests?</p> <p>Naming of medicinal plants and trees</p> <p>Leaf collection in scrap book</p> <p>Patterns made out of various fallen leaves.</p> <p>Stories of banyan trees</p> <p>Discussion on why they have hanging roots.</p> <p>Advantages of it.</p> <p>Taking children out and helping them feel the roots of the banyan trees and also hanging on to them and playing and swinging carefully under close observation.</p> <p>Experiment on the germination of seeds.</p> <p>Visuals on climbers and creepers – the root & stem differences.</p> <p>Blindfolding activities.</p> <p>Various seeds kept in cups and children touch it and with the shape, size, texture, guess what seeds they are.</p>				
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				<p>Poster making on the saving of trees</p> <p>Van Mahotsav to be celebrated in schools.</p> <p>Grow a kitchen garden</p> <p>Adopt a tree/plant and take care of its growth.</p> <p>* Organising a community lunch in school</p> <p>Discussion on what is mid day meal?</p> <p>Why was it introduced in schools and who provides it?</p> <p>Recording of the interview taken of your brothers/sisters or neighbor's children who are in a boarding school and their eating habits, different foods eaten and how they are eaten?</p> <p>Narratives of hostel food.</p> <p>Visit to Gurudwaras and having food (Langar)</p> <p>Interview/Talk to people who can cook.</p> <p>Watching the huge cooking vessels and</p>				
		Food	<p>20. Eating Together</p> <p>Community eating.</p> <p>Mid day meal(where applicable)</p> <p>Cultural diversity in foods associated with special occasions like festivals, family celebrations, ceremonies etc.</p> <p>Boarding School</p>	<p>Children will develop recording skills and organizational skills</p>	<p>Visit to important holy places.</p> <p>Preparation and serving of food..</p>	<p>Importance of food.</p> <p>Fun/joy of sharing food with others.</p>		

				<p>drawing them.</p> <p>Finding out times and places when so many people eat together – festivals , marriages, parties etc.</p> <p>Poem on food</p> <p>* Taking photographs of the vessels where food is prepared, the kitchen and the people who prepare the food.</p> <p>Create a picture album.</p> <p>Visit a temple during a festival.</p> <p>Observe and click photographs of food being prepared, the cooks, the vessels and interview the temple priests, Jot down where they get their food material from? And create a picture story.</p> <p>Talk t your friends who are in boarding schools – collect pictures of their schools , their eating rooms, kitchen , vessels and create a collage.</p> <p>Interview them and find out the reasons for their going to boarding schools &</p>				
		Food	21. Food and fun	Cultural diversity in foods associated with various occasions.	<p>Develop reporting skills</p> <p>Interviewing skills</p> <p>Recording Skills</p>	<p>Visit to Gurudwara and Temples</p> <p>Camera for clicking pictures</p> <p>Tape recorder for recording interviews.</p>	<p>Respect for all religions.</p> <p>Service before self.</p>	

9.	<p>January</p>	<p>Family and Friends</p> <p>Sub Theme 1.1 Relationships</p>	<p>22. The World in my Home</p>	<p>Family as a microcosm, family values</p> <p>Gender, earning capacity, decision making, caste, religion, perceptions etc</p> <p>Changes in family value system – lead to changes in society</p>	<p>ask if they miss home cooked food.</p> <p>First hand report writing on who watches what on T.V at your home?</p> <p>Is there a time slot for all or do they quarrel? Why is it so and what is the solution you come to?</p> <p>Discussion on rules and regulations at home? Are there separate rules for boys and separate ones for girls?</p> <p>Visit to a fair and drawing a picture.</p> <p>Discussion: Situations that are faced in a family daily? Who decides things for us? Should we have caste barriers even today?</p> <p>Initiate discussion on such sensitive topics and remove hesitation of the children.</p>	<p>Children learn to respect their elders.</p> <p>They also learn to counsel other students – The feeling of Empathy is developed.</p>	<p>Visit to fairs</p>	<p>Empathy towards friends and others.</p> <p>Building confidence and feeling of support is developed.</p>	9
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	<p>Things we make and do</p>	<p>23. Pochampalli</p>	<p>Diversity in types of clothing we wear, even with unstitched clothing, colours and designs are used in textiles, scope for creativity.</p>	<p>* Mapping the states of India</p> <p>Traditional arts, handicrafts</p> <p>Visuals on the process of making those handicrafts and dresses.</p> <p>Visuals on the different kinds of tools and skills required.</p> <p>Visit to the Crafts Museum, National Museum, and local Centre for arts and Culture.</p> <p>Collect information from the internet / library resources regarding those artisans from remote areas of India who have won awards for their traditional arts</p> <p>Eg. Sarees, shawls, toys, carpet weaving, scent production. Etc.</p> <p>Organizing Quizes.</p> <p>Visuals/vedios on various countries</p>	<p>Learns to browse the internet.</p> <p>Collects and develops listing skills of the dying arts.</p> <p>Discussion on ways and means to revive the arts</p> <p>Map reading skills.</p>	<p>Visits to museums</p> <p>Map of India</p> <p>Visuals</p> <p>Internet resources</p> <p>Library resources</p>	<p>Sensitize children to the fact that 'art and craft of our country' are diminishing fast and it has to be revived.</p>	<p>12</p>
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				<p>Egypt, USA, Canada, Australia etc.</p> <p>Historical places and tourist interest, languages spoken, flora fauna, traffic rules.</p> <p>Importance of passport and role of embassies.</p> <p>Documenting the various paperwork to be done.</p> <p>Collection of stamps of those countries, coins and currency</p> <p>Compounding the value of those notes with Indian Currency</p> <p>Collect travel tickets from known people traveling abroad</p> <p>Visit to a travel agency</p> <p>Project report on any one country</p> <p>* Listing of spices found in the Kitchen</p>	<p>Learns about other countries</p> <p>Report writing</p> <p>Impressions writing</p> <p>Documentation</p>	<p>Visuals on Embassies.</p> <p>Coin collection</p> <p>Currency Collection</p> <p>Flags of different countries</p> <p>Travel documents</p> <p>Visit to travel agency.</p>	<p>Will learn to respect people from other countries</p> <p>World is one and all of us are brothers and sisters</p> <p>Celebrate the feeling of oneness.</p>	
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10	February	<p style="text-align: center;">Food</p> <p style="text-align: center;">Family and Friends</p> <p style="text-align: center;">Sub Theme 1.1 Relationships</p>	<p>25. Spicy Riddles</p>	<p>Tasting food, chewing.</p> <p>Digestion begins in the mouth.</p> <p>Senses of smell and touch.</p>	<p>Bring in samples of spices to classroom and feel their texture, size and shape.</p> <p>Blindfolding activity</p> <p>Various spices to be put in cups and identify them through smell, touch.</p> <p>Names of state where spices are found plenty.</p> <p>Bring in fruits and boiled potatoes, use various condiments (powdered) on those fruits and potatoes and consume it in class (A small class fruit party)</p> <p>Spicy Riddles</p> <p>Play/Drama enacted in class telling about the benefits of spices.</p> <p>* Visuals on the three defence forces.</p>	<p>Listing</p> <p>Recording</p> <p>Identify the spices by taste and smell</p> <p>Children will be able to know how spices add flavour to the food we eat.</p> <p>How it activates the salivary glands and helps in the process of digestion</p> <p>Interview</p> <p>Recording</p> <p>Analyzing, Listing and drawing conclusions on the various defense services.</p> <p>Listing the names of men who have</p>	<p>Spices</p> <p>Fruits</p> <p>Vegetables</p> <p>Videos /visuals/Computer aided teaching</p> <p>Holding Parades in school</p> <p>Interviews with defense personnel</p>	<p>Sensitize the children to the amazing world of spices!</p> <p>Role of our defense forces in peace and war.</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">9</p>
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<p>March</p>	<p>Family and Friends</p> <p>Sub Theme 1.1 Relationships</p> <p>Summative Assessment</p>	<p>27. Chuskit goes to School</p> <p>2.</p>	<p>etc.)</p> <p>Changes in family value systems – lead to changes in society.</p> <p>Sensitivity to people who are differently abled.</p> <p>Senses of smell and touch</p> <p>Emotional response to a caress / slap</p> <p>Good and Bad touch.</p>	<p>NCC activities in school (a record to be kept)</p> <p>Holding a parade in school</p> <p>Discussion with children whose parents are in the defense services.</p> <p>Interviews with some defense personnel</p> <p>A short write up on what you want to become in life</p> <p>Visuals of ramps and wheelchairs</p> <p>Visual on the terrain, landscapes, life, vegetation and school in Ladakh</p> <p>Making of ramp models, bridges using sand, pebbles, leaves, twigs etc.</p> <p>Discussion on how children with special needs reach school and the classrooms. Integrate with Marigold book IV lesson Don't be Afraid of the Dark.</p> <p>Revision Work</p>	<p>achieved great heights in the defence forces.</p> <p>Learns to make models</p> <p>Knows about the terrain and landscapes of Ladakh</p>	<p>Pictures</p> <p>Model Making</p> <p>Dramatization</p> <p>Photography</p> <p>Class Display</p>	<p>Sensitize children to the fact that people with special needs need special care, love and affection.</p>	<p>9</p>
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