
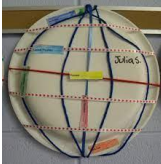




| Month/ No. of working days  | Topic/ Sub topics/ Teaching points   | Learning Outcomes   | Pedagogy   | Technology   | Instructional tools/ Virtual tours/ Flipped learning/Field trips   | Transdisciplinary /Project activity /Art Integration   | Assignments  | Assessment   |
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| <p>April-May Working days- 27<br/>Teaching days- 26</p> <p><u>Value-Taking</u> care of Planet Earth-Nature walk activity- See, Listen and Feel</p> <p><u>Life skill</u>-‘Save water’-Ways to conserve water in daily life.</p> <p><u>Gender sensitization</u>- Clean and clear the table and class after the lunch break.</p> <p><u>Health and wellness</u>- Handwashing instructions through a song. <a href="https://youtu.be/zxlQn7KaCNU">https://youtu.be/zxlQn7KaCNU</a></p> | <p><b>TOPIC – Know Your Planet</b></p> <p><b>SUB TOPICS –</b></p> <p>a. Oceans and Continents<br/>b. Shape of the Earth<br/>c. Map vs. Globe<br/>d. Reading Maps</p> <p><b>TEACHING POINTS</b></p> <p>a. Our Earth has seven continents and five oceans.<br/>b. The Earth is round but slightly flattened at the top and the bottom.<br/>c. Globe is more accurate while a map is more convenient.<br/>d. Maps can be read on the basis of directions, scale, symbols and colours.</p> <p><b>TEACHING PERIODS-12</b></p> | <p>Each child will be able to:</p> <p>* describe the shape of the Earth.</p> <p>* write at least three differences between a map and a globe.</p> <p>*show the eight directions on a map.</p> <p>*draw at least five symbols on a map.</p> <p>*name the 5 oceans and the 7continents in the world.</p> <p>*mark the 5 oceans and 7 continents of the world on a political map of the world.</p> | <p>Experiential Learning</p> <p>Clay molding-</p> <p>Planet on my palm- Use two colours of clay to show continents and oceans.</p> <p>Pair &amp; share -Thumbs-up Thumbs- down</p> | <p>Continents - <a href="https://youtu.be/AehgK6ea5Y">https://youtu.be/AehgK6ea5Y</a></p> <p>Oceans- <a href="https://youtu.be/1WZsxVDTqcu?si=f-aDgyZkuwrBNxr9">https://youtu.be/1WZsxVDTqcu?si=f-aDgyZkuwrBNxr9</a></p> | <p><u>Online-</u></p> <p>Explore Google Earth to observe the shape of the Earth and location of land and water bodies on the earth.</p> <p>Take a virtual trip to the 7 continents</p> <p>Click on the link below and mark the continents on the world map <a href="http://www.mapchart.net">www.mapchart.net</a></p> <p><u>Offline-</u></p> <p>Hold the Globe and talk about its features.</p> <p>Mark the oceans and continents on the tools option of senses board.</p> | <p>SDG-GOAL 13- CLIMATE ACTION</p> <p>Make a finger puppet of the earth. Make a promise to save your planet on this Earth Day.</p>  | <p><b>APPLYING:</b><br/>Why is a map more useful than a globe?</p> <p><b>CREATING:</b><br/>Make an Earth puppet and speak about your resolution to save the earth.</p> <p><b>EVALUATING:</b><br/>You plan to go on a world tour. How will you collect the required information without taking help from a travel agent.</p> <p><b>COMPETENCY BASED-</b><br/>What am I?<br/>1. I represent a part of the Earth on a flat surface.<br/>2. I am used to find directions.<br/>3. I lie between the South and the East directions.<br/>4. On a map I am shown by thick dashes and dots.<br/>5. I help people understand the colour scheme and symbols on a map.</p> | <p><b>PT-1</b><br/>(20 marks)</p> <p>Objective type<br/>Assessment will be taken up after the completion of each topic</p> |

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|  | <p><b>TOPIC –</b> Parallels and Meridians</p> <p><b>SUB TOPICS-</b></p> <p>a. Parallels<br/>b. Meridians<br/>c. Grid</p> <p><b>TEACHING POINTS</b></p> <p>a. The Earth has several imaginary lines like axis, equator, parallels and meridians<br/>b. The Earth rotates on its axis which passes through the two end points called the North and the South Poles.<br/>c. The Equator divides the Earth into two equal halves called Hemispheres.<br/>d. Parallels are lines running on the globe from east to west.<br/>e. Meridians are lines running from north to south.<br/>f. A network of parallels and meridians is called a grid.</p> <p><b>TEACHING PERIODS-14</b></p> | <p><b>EACH CHILD WILL BE ABLE TO:</b></p> <p>Identify the-<br/>-axis<br/>-North/south pole<br/>-equator<br/>-northern/ southern hemisphere</p> <p>-Identify the important parallels and draw them<br/>-List at least 4 features of parallels<br/>-Identify the meridians and draw them.<br/>-List at least 4 features of meridians<br/>-Number the parallels and meridians<br/>-Locate places using a grid<br/>-write the Importance of a grid<br/>-Locate places in the atlas from the grid address<br/>-Draw the following on a map :<br/>Tropic of Cancer<br/>Tropic of Capricorn<br/>Equator<br/>Arctic Circle<br/>Antarctic Circle<br/>Prime Meridian</p> | <p>Joyful Learning-</p> <p>A game to be played in the class in which the desks are assumed to be parallels and meridians. The ball is thrown at random to a student who tells the location of his/her seat.</p> <p>-Pair &amp; share<br/>-Pair share square<br/>-Thumbs-up<br/>Thumbs- down</p> | <p>Parallels and meridians</p> <p><a href="https://youtu.be/ChBhKPhB4VE?si=pTtwIBHibPyDiu6u">https://youtu.be/ChBhKPhB4VE?si=pTtwIBHibPyDiu6u</a></p> | <p>Online-<br/>-Google Earth</p> <p>Offline-<br/>Senses board<br/>-Map of Asia<br/>-Map of World</p> | <p>1.Show important parallels on a paper plate using thread or ribbon.</p>  <p>2.Draw a map of your class and locate and colour your seat.</p> | <p><b>EVALUATING</b><br/>How are parallels and meridians different from each other?</p> <p><b>ANALYZING</b><br/>What would happen if the parallels and meridians were not marked on the globe?</p> <p><b>CREATING (AIL)</b><br/>Make a coaster depicting a grid using two different colours of origami paper.</p> <p><b>COMPETENCY BASED-</b></p> <p>1.Which latitude passes through India?<br/>2. My home is located in 28°N77°E. Which hemisphere am I in?<br/>3. How many degrees do you move from the equator to the poles?</p> | <p><b>SUBJECT ENRICHMENT-</b><br/>(5 marks)<br/>-Classroom involvement<br/>-Listening/speaking Skills<br/>-Presentation/Group discussion<br/>-Map skills-<br/>(Accuracy/Neatness)</p> <p><b>MULTIPLE ASSESSMENT-</b><br/>(5 marks)<br/>-Notebook<br/>(completion /index / neatness/corrections)<br/>-Quiz<br/>-Role Play</p> <p><b>PROJECT/ EBSB/AIL –</b><br/>(5 marks)<br/>-Presentation<br/>-Research/Data<br/>-Creativity<br/>-HHW</p> <p><b>PORTFOLIO-</b><br/>(5 marks)</p> <p><b>ATTENDANCE-</b><br/>(5 marks)</p> <p><b>HALF YEARLY-</b><br/>(50 Marks)</p> |
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| <p>July-'24<br/>Working days- 21<br/>Teaching days- 14</p> <p><u>Value-</u><br/>Sensitivity towards our environment.</p> <p><u>Life skill-</u>Taking care of our surroundings.</p> <p><u>Gender sensitization-</u><br/>Maintaining cleanliness inside and outside our homes.</p> <p><u>Health and wellness-</u><br/>Breathing exercises and meditation.</p> | <p><b>TOPIC– WEATHER AND CLIMATE</b></p> <p><b>SUB TOPICS –</b></p> <p>a. The three seasons of India<br/>b. Their impact on our lifestyle<br/>c. Factors affecting weather and climate<br/>d. Differences between weather and climate<br/>e. The three Heat Zones Into which the Earth is divided.</p> <p><b>TEACHING POINTS</b></p> <p>-The three main seasons of India are summer, winter and monsoon.<br/>-They impact our lifestyle- the way we dress up, the food we eat and the various activities we indulge in.<br/>-Weather of a place changes frequently.<br/>-Climate remains the same for a longer duration of time.<br/>-Climate depends upon various factors-<br/>-distance from Equator<br/>-distance from the sea<br/>-direction of winds<br/>-height above the sea level<br/>- humidity and rainfall.<br/>-The Earth is divided into 3 Heat Zones.<br/>-torrid, Temperate and Frigid</p> <p><b>TEACHING PERIODS-10</b></p> | <p>Each child will be able to:</p> <p>-Write at least two Weather conditions from the weather reports.</p> <p>-Write at least two differences between weather and climate.</p> <p>-Describe the effect of the Sun's heat on weather and climate with the help of a diagram.</p> <p>-List the five Factors affecting the climate of a place.</p> <p>-Draw a diagram depicting the 3 Heat Zones.</p> | <p>Joyful learning</p> <p>'Weather song" to be sung in the class-<br/><a href="https://youtu.be/fAB4BXSHOA">https://youtu.be/fAB4BXSHOA</a></p> <p>Experiential learning<br/>Make a wind wane using the waste material easily available.<br/><a href="https://youtu.be/jHgHcuCRXmA?s=j=V4YP9FKWgXtq8A6X">https://youtu.be/jHgHcuCRXmA?s=j=V4YP9FKWgXtq8A6X</a></p> <p>Pair &amp; share<br/>-Pair share square<br/>-Thumbs-up<br/>Thumbs- down</p> | <p>Weather and Climate<br/><a href="https://youtu.be/A_LOsCaRzNA">https://youtu.be/A_LOsCaRzNA</a></p> <p>'Predicting the weather'<br/><a href="https://youtu.be/zvHcjRqdeFE?si=ysiOnTRn8c-xXAPA">https://youtu.be/zvHcjRqdeFE?si=ysiOnTRn8c-xXAPA</a></p> | <p>FLIPPED LEARNING-</p> <p>ONLINE<br/>Flipped learning-<br/><a href="https://youtu.be/41Bt4eOg6HU">https://youtu.be/41Bt4eOg6HU</a><br/>-Take a virtual trip to learn about different Weather and Climate zones.</p> <p>OFFLINE<br/>1.Students will collect weather reports of Delhi for one week and observe the changes in the temperature and rainfall.</p> | <p>Make a wind wane using the waste material easily available.</p> <p>Design a poster to advertise about the International Mango Festival to be held on 22<sup>nd</sup> July,2024 in Delhi.</p> | <p><b>EVALUATING:</b><br/>How does weather affect our lifestyle? List any 3 ways.</p> <p><b>ANALYZING</b><br/>Draw and explain how the sunrays affect the climate.</p> <p><b>CREATING:</b><br/>Make a wind wane using the waste material easily available.</p> <p>Make a table to list down the items used, types of clothes worn, fruits and vegetables eaten during summer, winter and monsoon season.</p> <p>1.Which is the most enjoyable season for you?</p> <p>2. What type of clothes will you carry in your bag while visiting Meghalaya?</p> | <p><b>SUBJECT ENRICHMENT-</b> (5 marks)<br/>-Classroom involvement<br/>-Listening/speaking Skills<br/>-Presentation/Group discussion<br/>-Map skills- (Accuracy/Neatness)</p> <p><b>MULTIPLE ASSESSMENT-</b> (5 marks)<br/>-Notebook (completion /index / neatness/corrections)<br/>-Quiz<br/>-Role Play</p> <p><b>PROJECT/ EBSB/AIL</b> (5 marks)-<br/>-Presentation<br/>-Research/Data<br/>-Creativity<br/>-HHW</p> <p><b>PORTFOLIO-</b> (5 marks)<br/><b>ATTENDANCE-</b> (5marks)<br/><b>HALF YEARLY-</b> (50 Marks)</p> |
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|  | <p><b>TOPIC - MAJOR LANDFORMS</b></p> <p>(Multiple Assessment Strategy)</p> <p><b>SUB TOPICS –</b></p> <p>a. Mountains<br/>b. Plains<br/>c. Plateaus<br/>d. Deserts<br/>e. Islands.<br/>f. Rivers</p> <p>-The major landforms of the Earth</p> <p><b>TEACHING POINTS</b></p> <p>-Landforms are natural features of the Earth's surface.</p> <p>-The major landforms of the Earth are</p> <p>-Mountains are the highest landforms. They have peaks.</p> <p>-Plateaus are highlands rising from the surrounding area. They have flat tops.</p> <p>-Flat and low-lying land surfaces are called plains. They are thickly populated.</p> <p>-Deserts are large areas covered with sand. They receive very little rainfall.</p> <p>-A river passes through three stages- upper, middle and lower- before reaching the sea.</p> <p><b>TEACHING PERIODS- 4</b></p> | <p>Each child will be able to:</p> <p>Collect information about the various landforms for their project.</p> <p>-Find out at least 2 features of each landform.</p> <p>- categorize various landforms according to their distribution on the Earth.</p> | <p><b>Collaborative learning</b></p> <p>-Collection of material and information for the project will be done by the students</p> <p>- Completion and Presentation will be done in the class</p> | <p><b>Exploring landforms-</b></p> <p><a href="https://youtu.be/BsqKTJtK_vw?si=OMHuc117J43d8">https://youtu.be/BsqKTJtK_vw?si=OMHuc117J43d8</a></p> <p><a href="https://youtu.be/ODDjMlx1EqA?si=SZ6X-BiHwpkwdrai">https://youtu.be/ODDjMlx1EqA?si=SZ6X-BiHwpkwdrai</a></p> | <p><b>OFFLINE</b></p> <p>-Collection of material and information.</p> <p><b>ONLINE:</b></p> <p>Google Earth</p> <p>Reach your destination on Google Earth</p> | <p>- Make a newsletter/ brochure about the major landforms of the Earth.</p> | <p><b>CREATING:</b><br/>Make a newsletter/ brochure about the major landforms of the Earth.</p> <p><b>ANALYZING:</b><br/>Sahara and Antarctica are both deserts. Explain?</p> <p><b>EVALUATING:</b><br/>Life in the mountains is tougher than deserts. Give your opinion with examples.</p> |  |
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