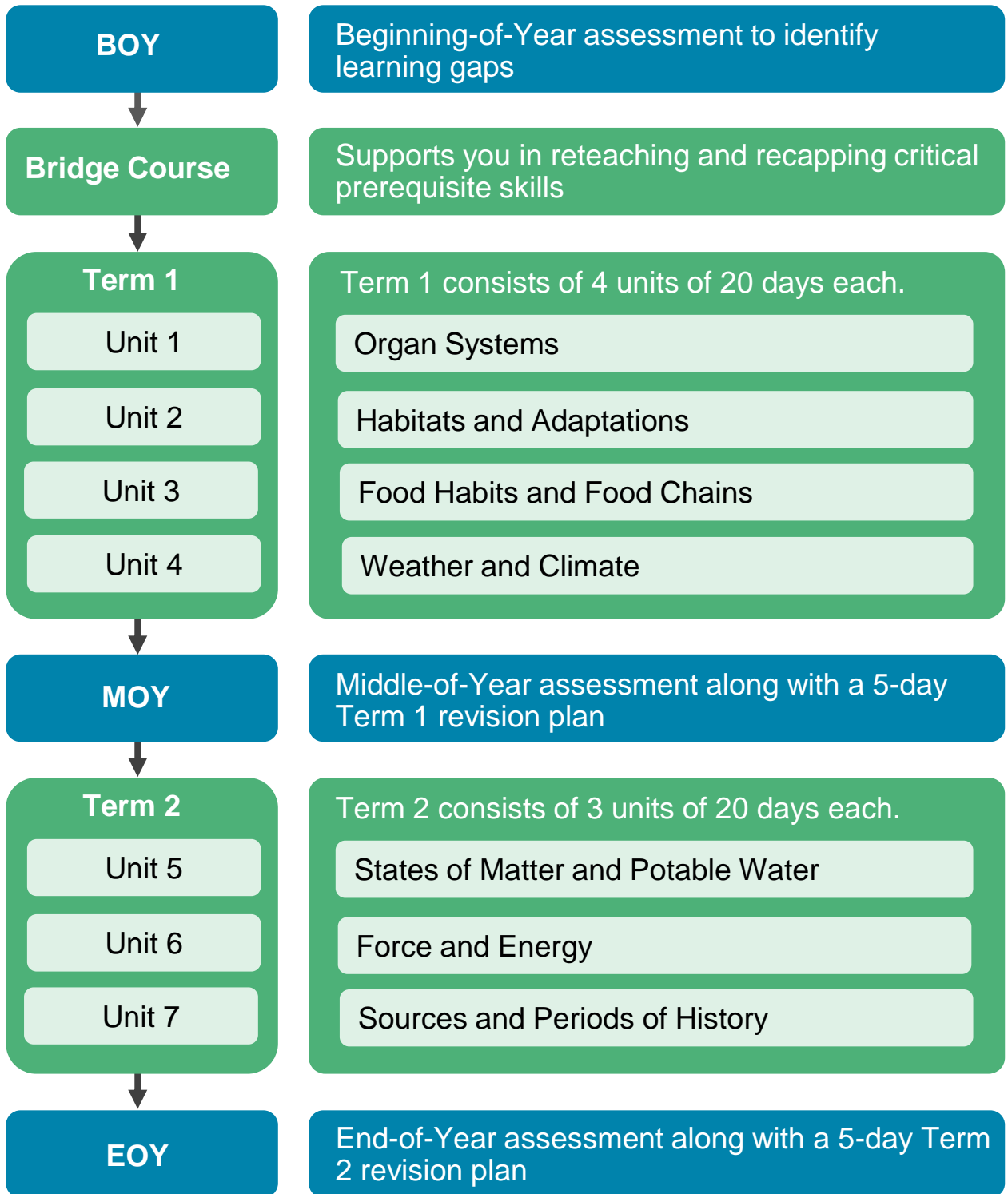


Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of the MOY assessment.



TERM 1

1

UNIT 1 — ORGAN SYSTEMS

- Digestive System
- Circulatory System
- Respiratory System
- Excretory System

2

UNIT 2 — HABITATS AND ADAPTATIONS

- Types of Habitats
- Adaptations in Different Habitats
- Threat to Habitats

4

UNIT 4 — WEATHER AND CLIMATE

- Atmosphere and Its Layers
- Weather and Climate
- Climate Change and Its Prevention

3

UNIT 3 — FOOD HABITS AND FOOD CHAINS

- Food Habits
- Food Chains
- Imbalance in Food Chains

TERM 2

5

UNIT 5 — STATES OF MATTER AND POTABLE WATER

- States of Matter and Their Properties
- Potable Water
- Water Impurities and the Purification Process

6

UNIT 6 — FORCE AND ENERGY

- Friction
- Magnets
- Light, Sound, and Electrical Energy

7

UNIT 7 — SOURCES AND PERIODS OF HISTORY

- Meaning and Sources of History
- Human History
- First Civilisations and Empires

The important skills that students will develop this year are:



THINKING SKILLS

- Solving real-world problems
- Creating new ideas
- Being curious
- Reflecting on their learning
- Learning from mistakes
- Thinking scientifically



COMMUNICATION SKILLS

- Communicating effectively
- Presenting ideas
- Using information
- Using different media



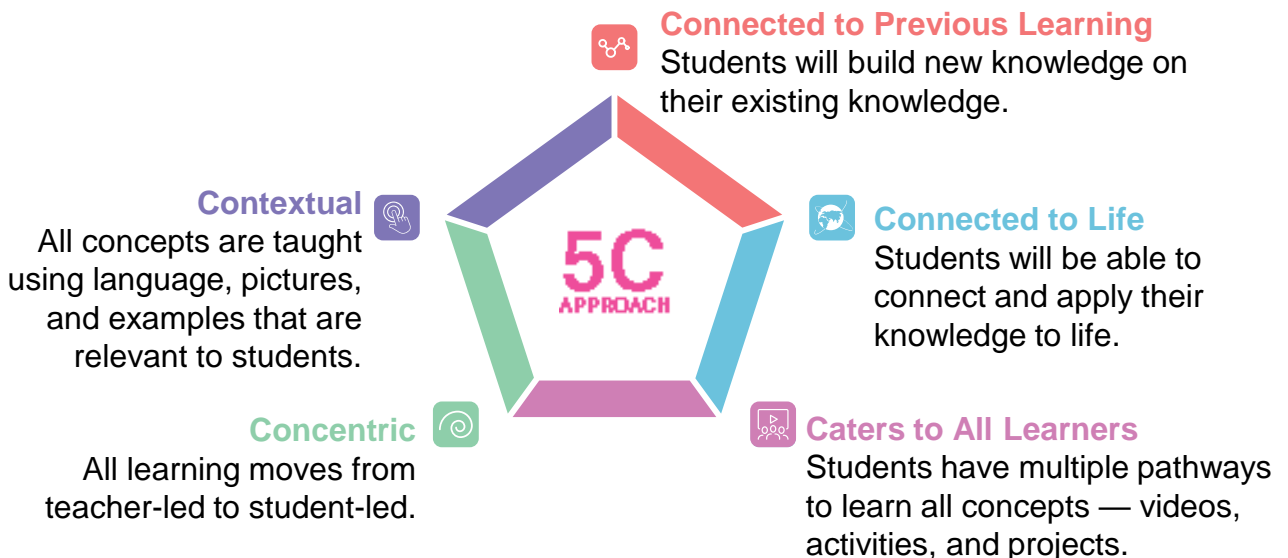
COLLABORATION SKILLS

- Working with others
- Appreciating others' ideas
- Resolving conflicts
- Connecting to their community
- Connecting to the nation

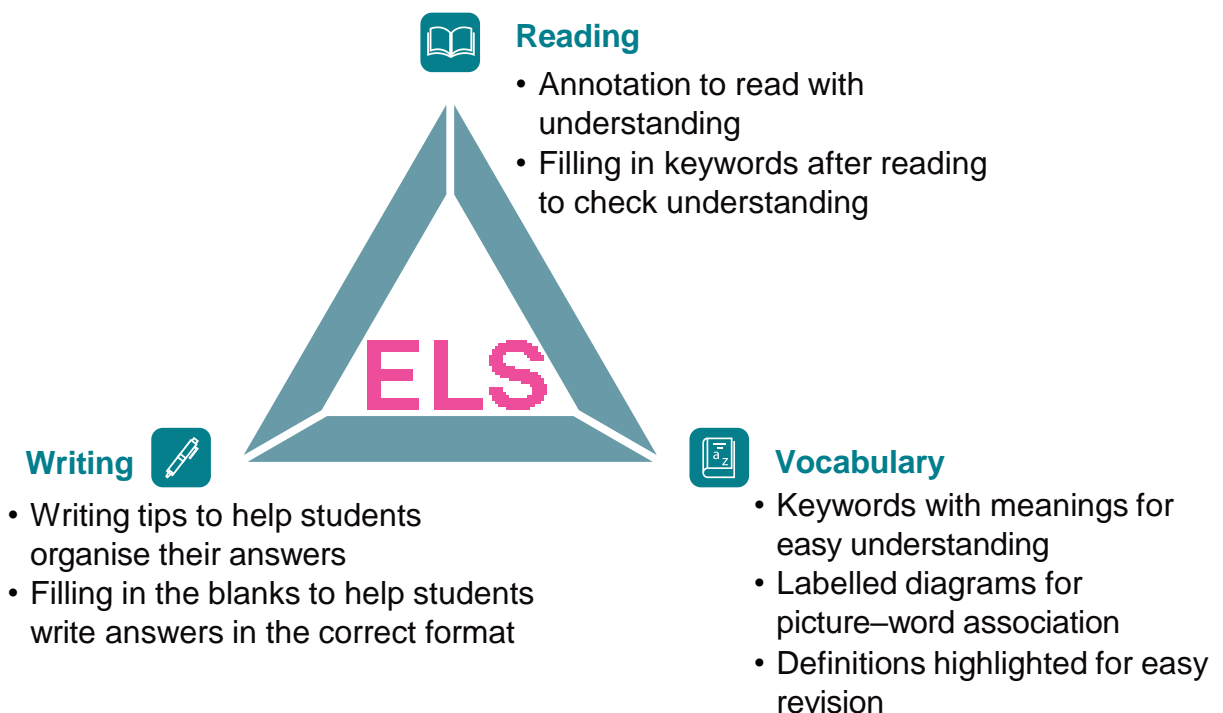
The LEAD Method

The infographics below show the LEAD method that you will be following with your students.

1. The 5C Approach: Every concept is taught through the 5C approach.



2. ELS: English Language Strategies



The LEAD Method

3. LBD: Learning by Doing is used in various ways to teach concepts.

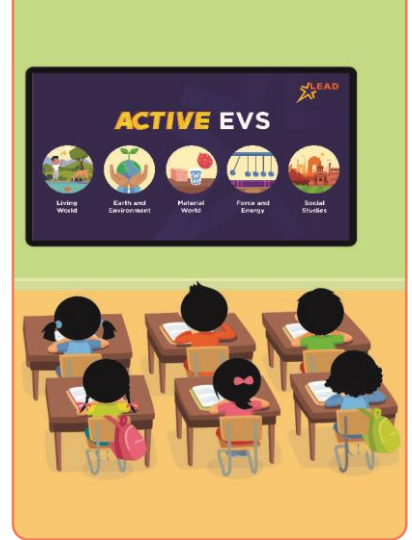
Activities and Experiments



Demonstrations



Videos



Models and Charts



Presentations



Role-Plays



Important Icons

Icons and Features of the Books



Let's Think

Provides opportunities for building thinking skills



Let's Discuss

Provides opportunities for building communication skills



Let's Work Together

Provides opportunities for building collaboration skills



Reflection Corner

Helps students think deeply about their learning and how to improve for the future



Activity Corner

Helps students understand concepts and apply their learning

Keywords

Provides meanings of difficult words

Scan me



to watch a video.

Students can access important resources at home by scanning these codes using LEAD Student App.

Icons and Features in the Lesson Plans



Think

Ensure that you use the routines and structures mentioned in the plans to achieve excellence in each unit.



Observe



Read

Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used.



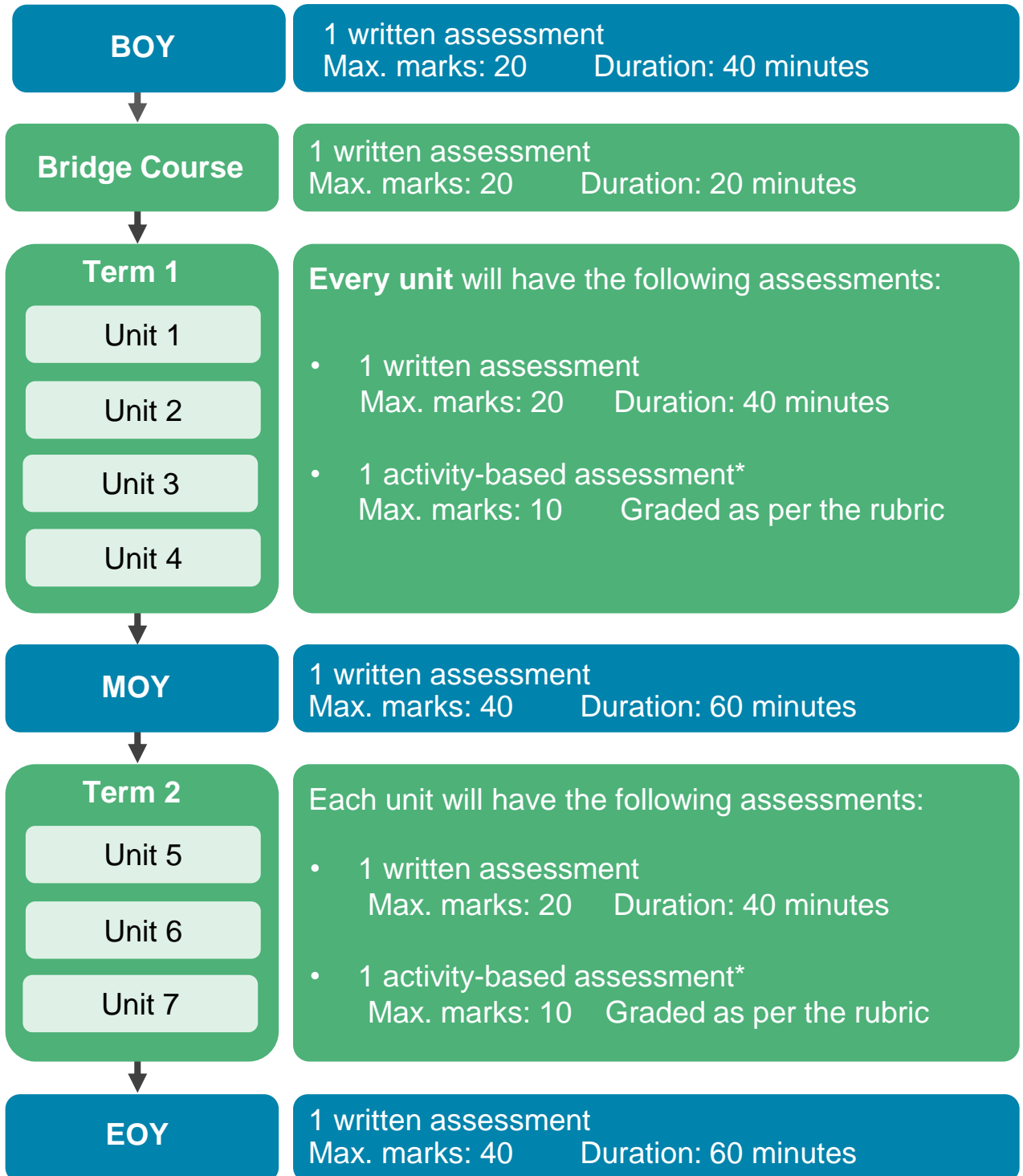
Turn and Talk



Think-Write-Pair-Share

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on the assessment data, it is very important to conduct remedial classes using LEAD's remedial recommendations before progressing forward. LEAD prescribes the following assessments:



*This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

Assessment Framework

Unit Assessments

The written unit assessments have the following structure:

Type of Question	Marks	Number of Questions	Total Marks
Multiple choice questions	1	4	4
Match the following	0.5	4	2
Fill in the blanks	1	4	4
Fill GO	3	1	3
Short answer questions	2	2	4
Long answer questions	3	1	3
		16 questions	20 marks

MOY and EOY Assessments

MOY and EOY assessments have the following structure:

Type of Question	Marks	Number of Questions	Total Marks
Multiple choice questions	1	6	6
Match the following	0.5	8	4
Fill in the blanks	1	8	8
Fill GO	3	2	6
Short answer questions	2	5	10
Long answer questions	3	2	6
		31 questions	40 marks

Assessment Framework

Spiralling in Assessments

- In the MOY assessment — 100% of the questions will be from Term 1 units.
- In the EOY assessment — 85% of the questions will be from Term 2 units and 15% will be from Term 1 units.
- In Unit Assessments — The Unit 1 assessment has no spiralling. In the Unit 2 assessment, 90% of the questions will be from the unit and 10% will be from previous unit. In every subsequent unit assessment, 85% of the questions will be from the unit and 15% will be from the previous two units. This is to help students practise concepts and be better prepared for the MOY and EOY assessments.

Difficulty Level of Questions

The difficulty levels of the questions in the assessments are based on board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations, and building on top of what was taught in class
Bloom's Level	Remember	Understand	Application (complex) Evaluate Analyse Create

In line with board guidelines, LEAD assessments follow the structure explained below.

Unit 1 — 60% LOTS : 30% MOTS : 10% HOTS

Unit 2 — 50% LOTS : 40% MOTS : 10% HOTS

Unit 3 — 40% LOTS : 50% MOTS : 10% HOTS

Unit 4 — 30% LOTS : 50% MOTS : 20% HOTS

MOY — 30% LOTS : 50% MOTS : 20% HOTS

Units 5, 6, and 7 — 30% LOTS : 50% MOTS : 20% HOTS

EOY — 30% LOTS : 50% MOTS : 20% HOTS

We gradually increase the level of difficulty for students in Term 1.

Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 1.

To Be Taken from the School Kit	To Be Bought Locally
Unit 1: Organ Systems <ul style="list-style-type: none">• CRP-25• Plastic tubes — 6	Unit 1: Organ Systems <ul style="list-style-type: none">• Biscuits — One per student• Clay or <i>atta</i> dough• Packets of ENO — 6• Ziplock bags — 6• Packet of bread — 1• Bucket — 1• Plastic glasses — 6• Hand towels — 6
Unit 2: Habitats and Adaptations <ul style="list-style-type: none">• CRP-15• CRP-16• CRP-17• CRP-18• A globe	Unit 2: Habitats and Adaptations <ul style="list-style-type: none">• Half a brick of butter• Tissue paper — 1• Stopwatch — 1• Toothpicks — 20• Packet of <i>rava/sooji</i> — 1
Unit 3: Food Habits and Food Chains <ul style="list-style-type: none">• 12–15 Unifix blocks• CRP-19• CRP-20• CRP-21• CRP-22	Unit 3: Food Habits and Food Chains <ul style="list-style-type: none">• A4 sheets of paper — 5• Chart papers — 20• Double-sided tape — 1• Glue stick — 1• A pair of scissors• Woollen/cotton ball — 1

Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 1.

To Be Taken from the School Kit

Unit 4: Weather and Climate

- A globe
- A torch

To Be Bought Locally

Unit 4: Weather and Climate

- Small white plastic ball — 1
- Small tube of adhesive liquid — 1
- A pair of scissors
- Silver sparkle — 2-3 small packets
- Thermometer — 1
- Plastic bottles: one for each student (1-litre or bigger bottles)
- Pebbles
- Adhesive tape — 1
- Paper clips — 4
- Glass jar — 1
- Strainer — 1
- Straw — 1
- Push pin — 1
- Glue stick — 1
- Compass — to identify directions

The list of materials required for Term 2 will be uploaded after the completion of Term 1.