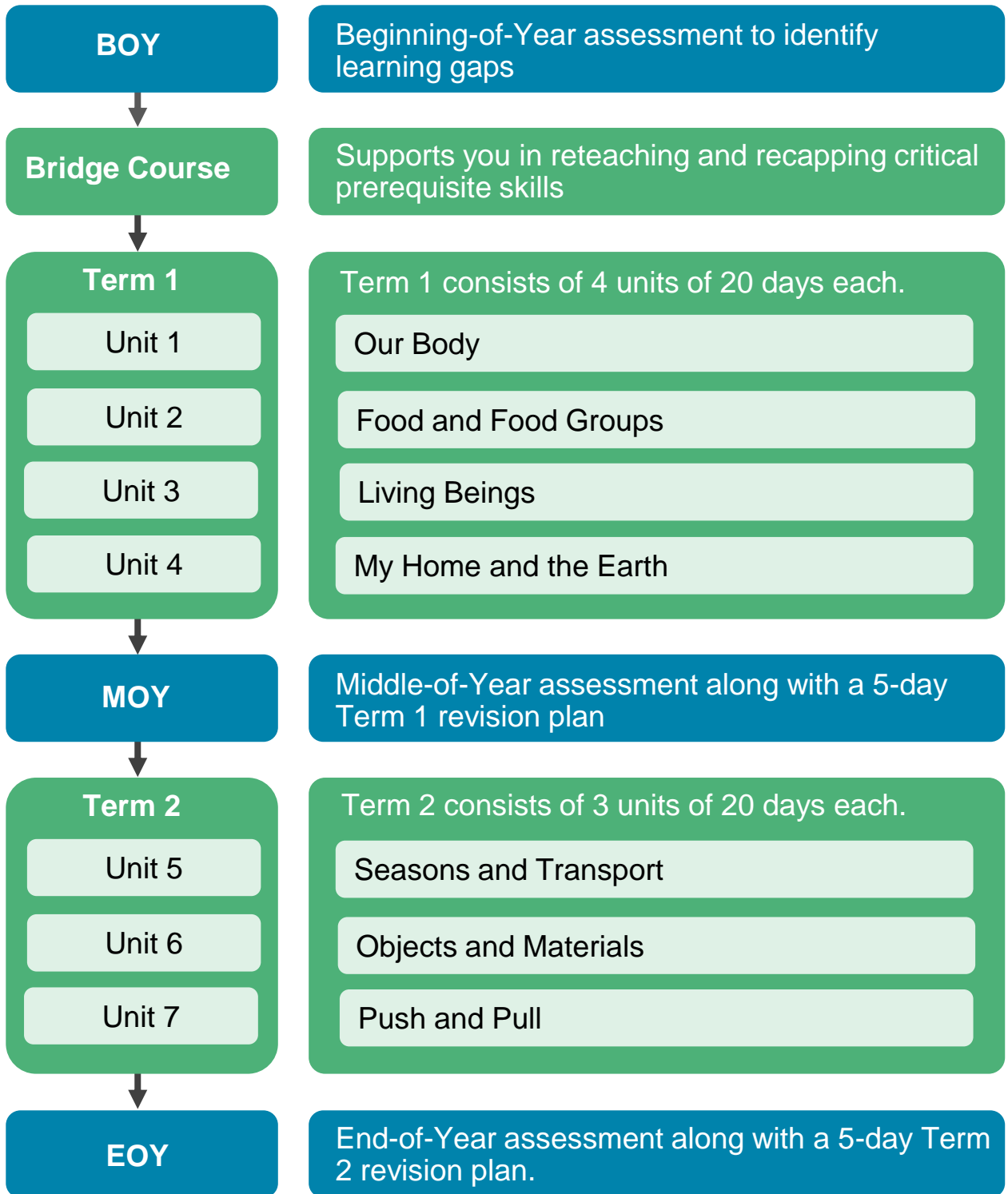


Learning Journey for the Year

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

2

UNIT 1 — OUR BODY

- Parts of the Body
- Functions of Parts of the Body
- Keeping the Body Safe

UNIT 2 — FOOD AND FOOD GROUPS

- Need for Food
- Food Groups
- Balanced Diet

4

3

UNIT 4 — MY HOME AND THE EARTH

- My Home on Earth
- Public Places
- Earth — Our Home

UNIT 3 — LIVING BEINGS

- Classification — Living and Non-Living
- Animals and Plants as Living Beings
- Taking Care of Living Beings

TERM 2

5

6

UNIT 5 — SEASONS AND TRANSPORT

- Weather and Seasons
- Making Choices for Different Seasons
- Transport — Public and Private

UNIT 6 — OBJECTS AND MATERIALS

- Objects and Materials
- Features of Materials
- Uses of Different Materials

7

UNIT 7 — PUSH AND PULL

- Force
- Types of Movements
- Factors Affecting Motion

The important skills that students will develop this year are as follows:



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



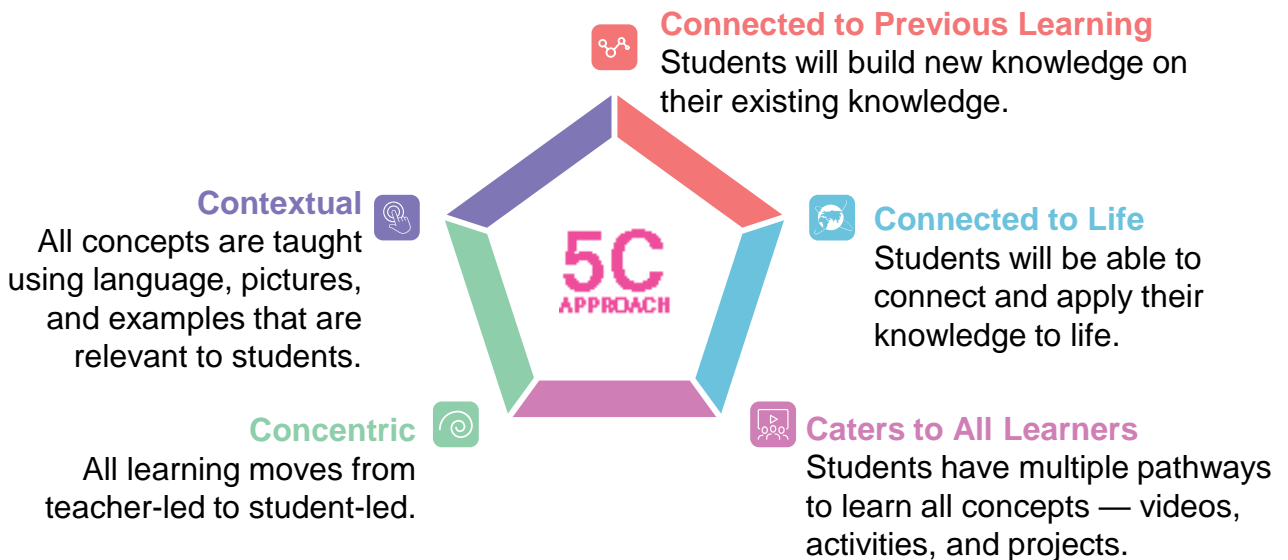
COLLABORATION SKILLS

- Working with others
- Resolving conflicts

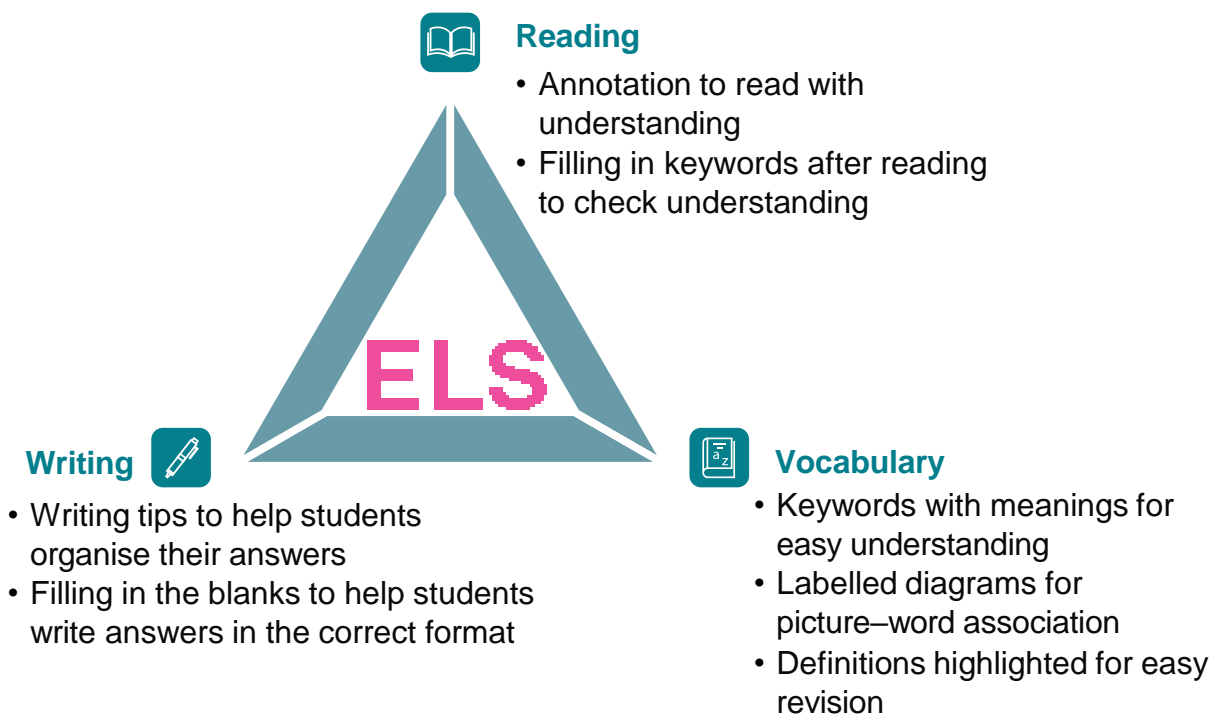
The LEAD Method

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.

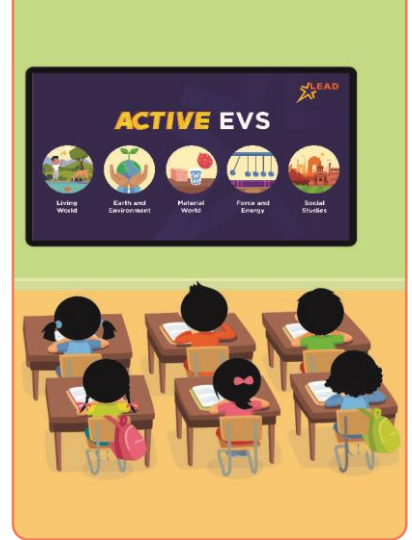
Activities and Experiments



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.



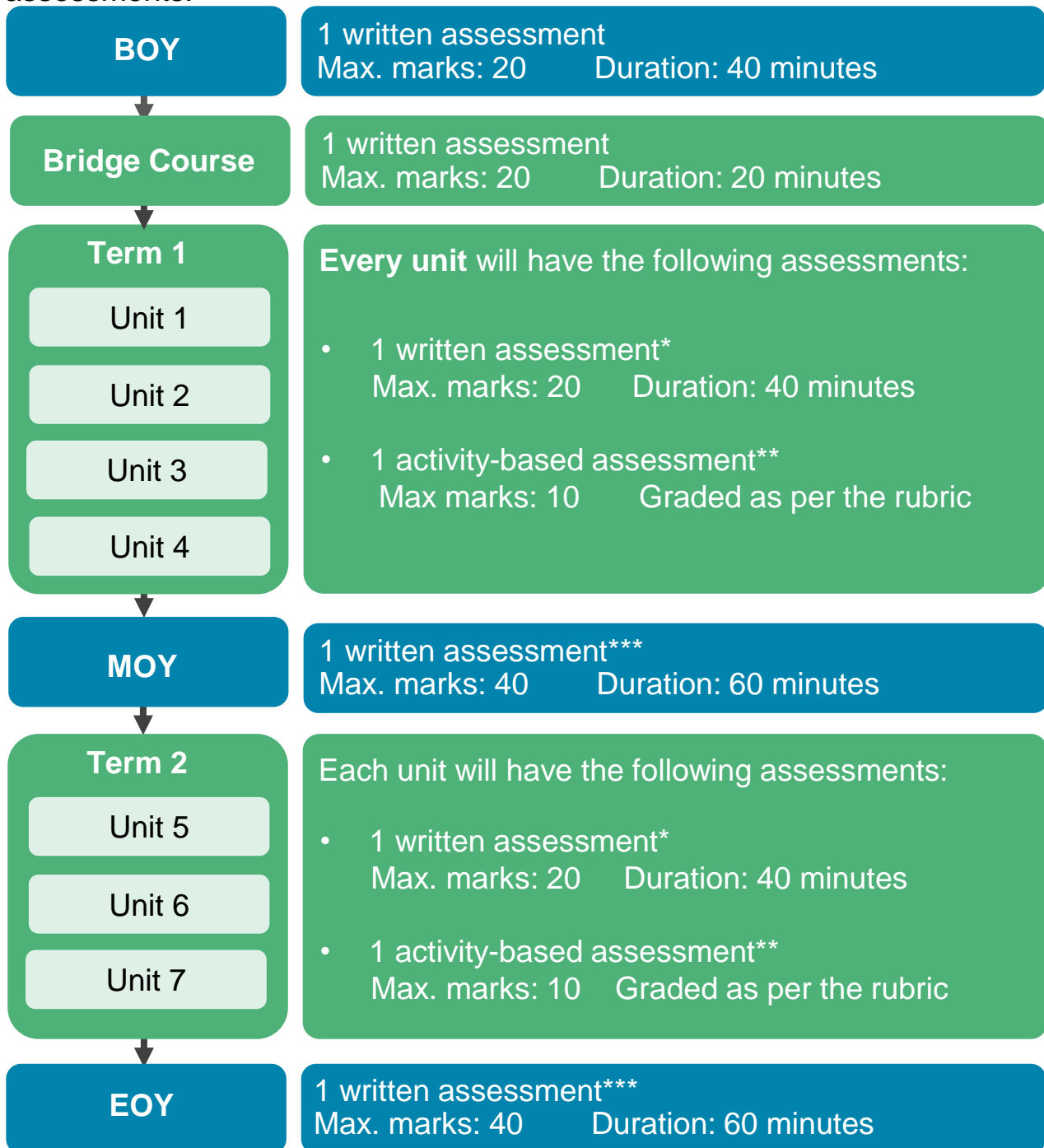
Turn and Talk



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 assessment data, it is very important to do conduct remedial classes using LEAD's remedial recommendations before progressing forward. LEAD prescribes the following assessments:



*This includes an oral assessment for 5 marks.

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

***This includes an oral assessment for 10 marks.

Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

Type of Question	Marks	Number of Questions	Total Marks
Select type Questions	2	2	4
True / False	0.5	2	1
Match the following	2	1	2
Fill in the blanks	2	2	4
Short answer questions	2	2	4
Oral questions – Short	1	3	3
Oral questions – Long	2	1	2
		13 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Type of Question	Marks	Number of Questions	Total Marks
Select type Questions	2	3	6
True / False	0.5	4	2
Match the following	2	2	4
Fill in the blanks	2	5	10
Short answer questions	2	4	8
Oral questions – Short	1	6	6
Oral questions – Long	2	2	4
		26 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
<p>Unit 1: Our Body</p> <ul style="list-style-type: none"> • CRP-1 — Parts of the Body 	<p>Unit 1: Our Body</p> <ul style="list-style-type: none"> • Black marker — 1 • Chart papers — 4 • A4 size sheets — 5 • Red and green-coloured paper — 5 • Glue • A pair of scissors • Cotton balls — 10 • Silk cloth — 1 piece • Seasonal flower • Talcum powder • Dry sand
<p>Unit 2: Food and Food Groups</p> <ul style="list-style-type: none"> • CRP-2 — Food Groups 	<p>Unit 2: Food and Food Groups</p> <ul style="list-style-type: none"> • A4 size sheets — 10 • Chart paper — 1 • Tape — 1 roll • Bowls — 15 • A pair of scissors • Paper cups — 1 per student • Magnifying glass — 1 per group • Lemon squeezer — 1 per group
<p>Unit 3: Living Beings</p> <ul style="list-style-type: none"> • CRP-3 — Living Beings and Non-Living Things • Doll — 1 	<p>Unit 3: Living Beings</p> <ul style="list-style-type: none"> • Black marker — 1 • A4 size sheets — 5 • Double-sided tape — 1 roll • Chart papers — 6 • Glue — 1 per group • Potted plant with flower — 1 • A plant with thick stem and one with thin stem or grass • Plant with a thick stem — 1 • Plant with a thin stem — 1 or grass • Whistle — 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 4: My Home and the Earth <ul style="list-style-type: none">• CRP-4 — Map of India• Globe	Unit 4: My Home and the Earth <ul style="list-style-type: none">• Chart papers — 4• A4 size sheets — 10 for flashcards and 1 per student• Black markers — 5• Coloured A4 papers — 4 for each group• Tape — 1 roll• Stapler with pins — 1• Blue plastic balls (30 cm diameter) — 5• Outline map of your state — 1 per student• Cardboard sheet — 1 for each group• Glue — 1 per student in group• A pair of scissors — 1 per student in group

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