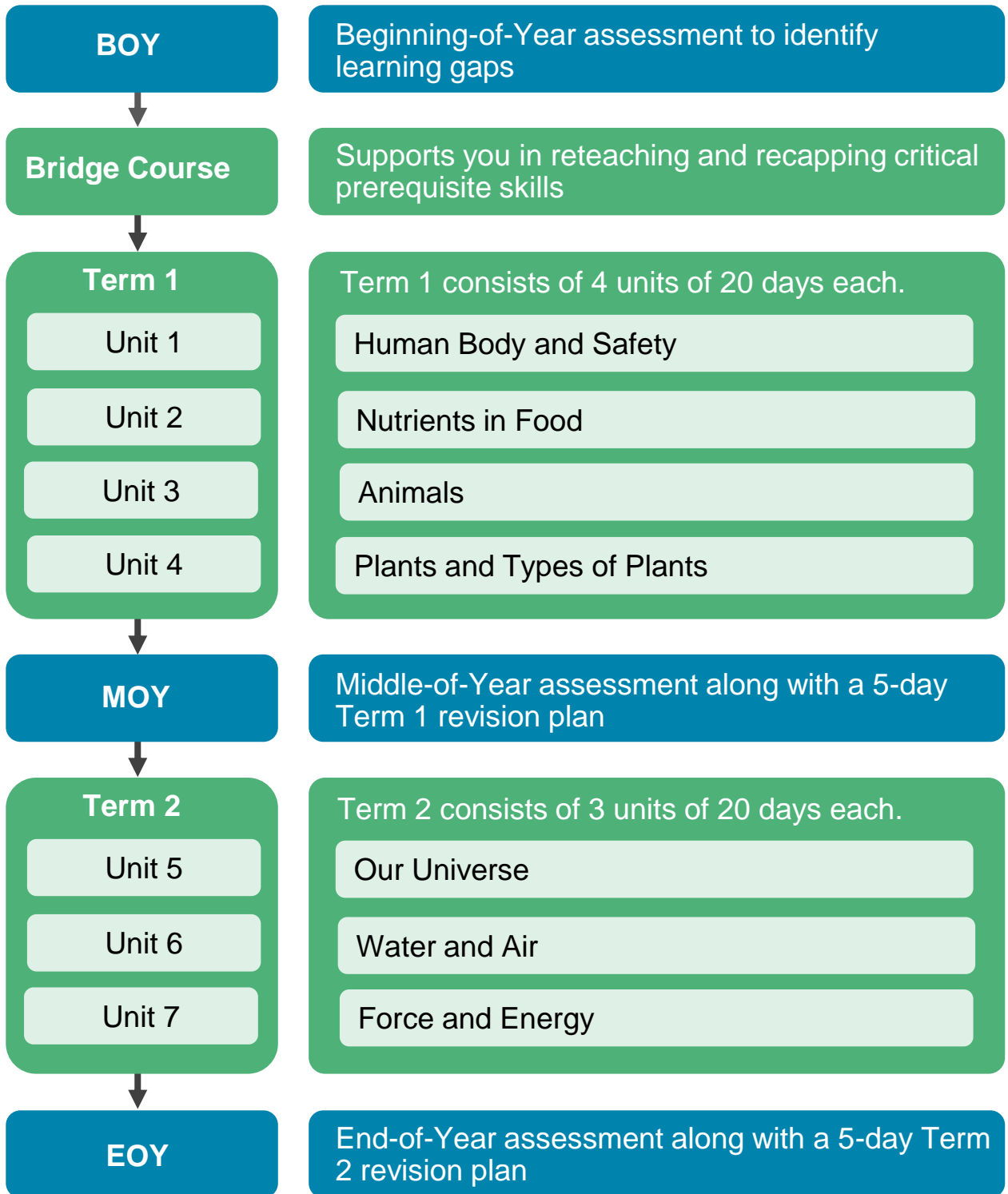


# Learning Journey for the Year

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 — HUMAN BODY AND SAFETY

- External Organs
- Internal Organs
- Habits to Keep the Body Safe

### UNIT 2 — NUTRIENTS IN FOOD

- Food Groups and Nutrients
- Balanced Diet
- From the Farm to the Table

4

### UNIT 4 — PLANTS AND TYPES OF PLANTS

- Parts of Plants and Their Functions
- Growth of Plants
- Taking Care of Plants

3

### UNIT 3 — ANIMALS

- Different Types of Animals
- Importance of Animals
- Ways to Take Care of Animals

## TERM 2

5

6

### UNIT 5 — OUR UNIVERSE

- Solar System
- Features of Planets
- Phases and Features of Moon

### UNIT 6 — WATER AND AIR

- Properties and Importance of Water
- Properties and Importance of Air
- Ways to Keep Water and Air Clean

7

### UNIT 7 — FORCE AND ENERGY

- Effects of Force
- Relative Motion
- Heat Energy — Sources and Properties

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



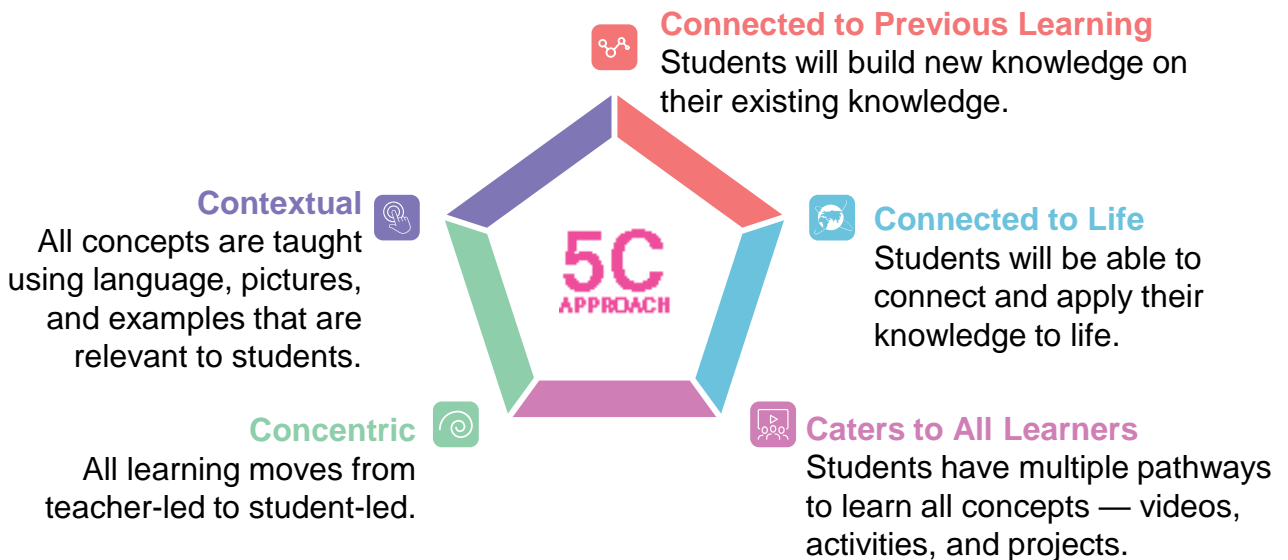
#### COLLABORATION SKILLS

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

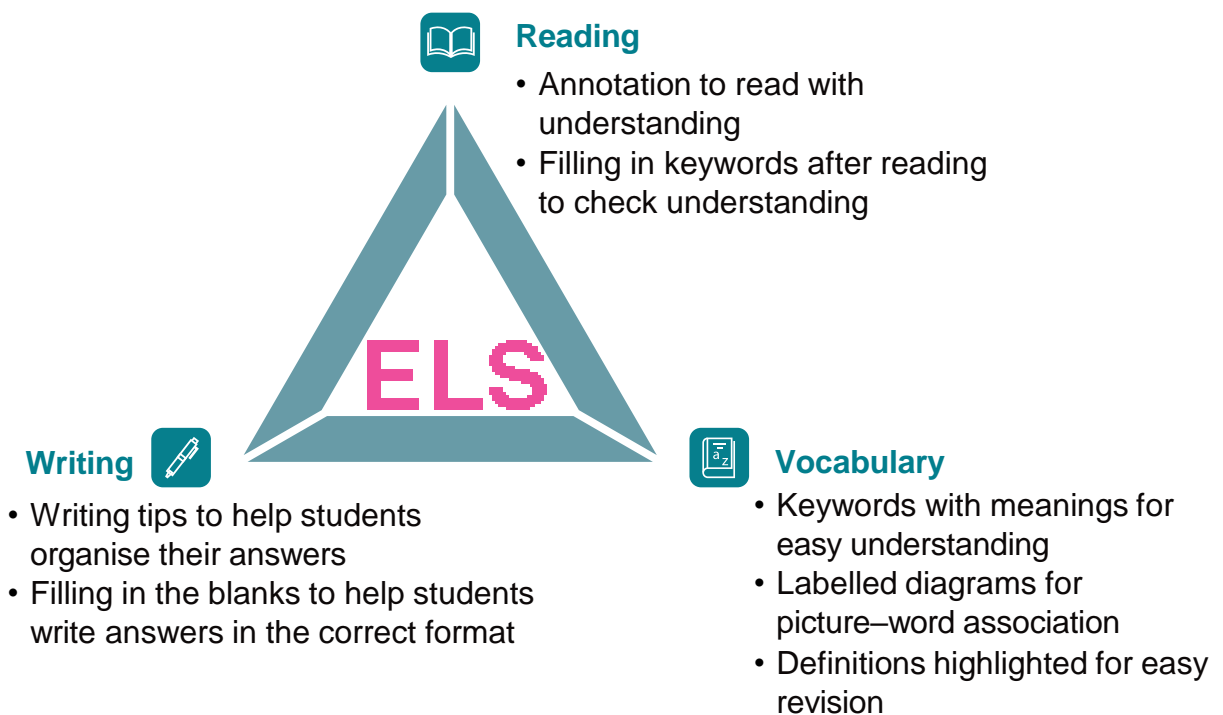
# The LEAD Method

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.

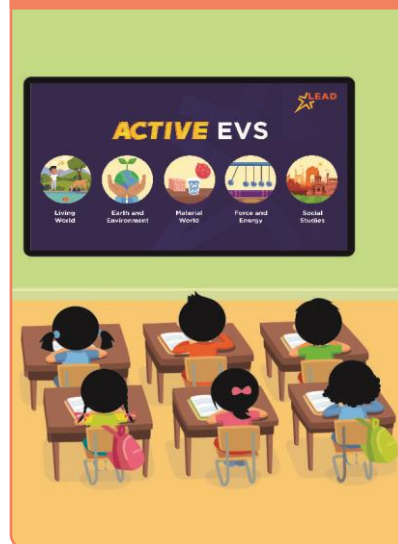
## Activities and Experiments



## 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.



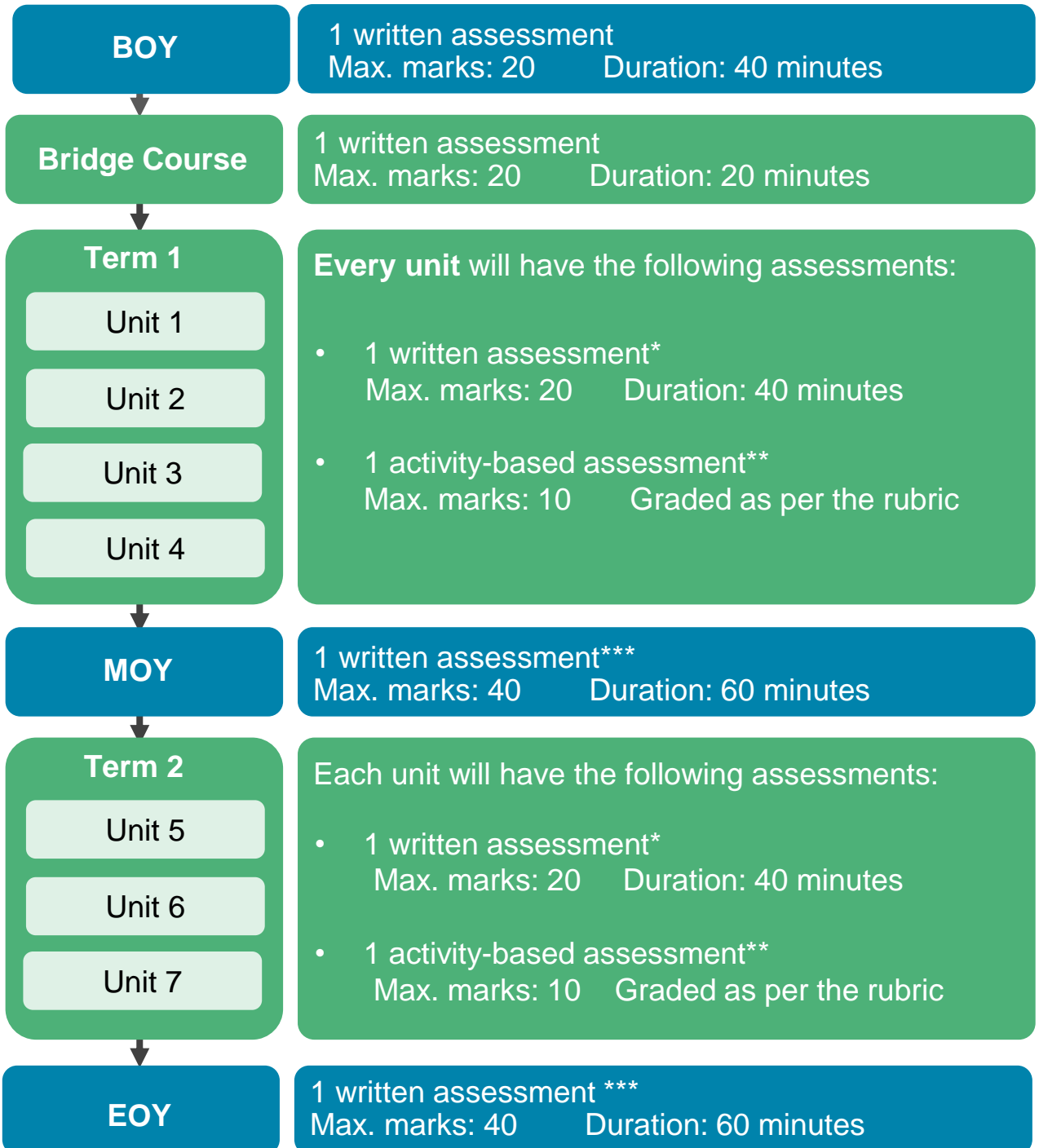
### Turn and Talk



### 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 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	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
		<b>13 questions</b>	<b>20 marks</b>

## MOY and EOY Assessments

MOY and EOY assessments have the following structure:

Type of Question	Marks	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
		<b>26 questions</b>	<b>40 marks</b>

# 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:

	<b>LOTS</b> (Lower Order Thinking Skills)	<b>MOTS</b> (Middle Order Thinking Skills)	<b>HOTS</b> (Higher Order Thinking Skills)
<b>Definition</b>	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
<b>Bloom's Level</b>	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
<b>Unit 1: Human Body and Safety</b> <ul style="list-style-type: none"> <li>• CRP-6 — Skelaton</li> </ul>	<b>Unit 1: Human Body and Safety</b> <ul style="list-style-type: none"> <li>• Clay of three different colours</li> <li>• A piece of sponge</li> <li>• Four bendable straws</li> <li>• One big balloon</li> <li>• Three small balloons</li> <li>• A ball of clay</li> <li>• Two rubber bands</li> <li>• One dry coconut and one walnut</li> </ul>
<b>Unit 2: Nutrients in Food</b> <ul style="list-style-type: none"> <li>• CRP-7 — Food Groups</li> <li>• 25 Unifix blocks of different colours</li> </ul>	<b>Unit 2: Nutrients in Food</b> <ul style="list-style-type: none"> <li>• A banana/A potato</li> <li>• Banana chips/potato chips</li> <li>• A fruit drink (packed)</li> <li>• Cut-outs of foods: fruits, vegetables, grains, meat, milk, etc.</li> <li>• A battery</li> </ul>
<b>Unit 3: Animals</b> <ul style="list-style-type: none"> <li>• CRP-8 — Overview of the unit</li> <li>• CRP-9 — Flashcards of animals</li> <li>• Puzzles on animals that live on land, water, and air</li> </ul>	<b>Unit 3: Animals</b> <ul style="list-style-type: none"> <li>• A big torch</li> <li>• A piece of vegetable that can be eaten raw</li> <li>• Scissors</li> <li>• Chart paper sheets</li> </ul>
<b>Unit 4: Plants and Types of Plants</b> NA	<b>Unit 4: Plants and Types of Plants</b> <ul style="list-style-type: none"> <li>• Chart papers</li> <li>• Sketch pens</li> <li>• Airtight boxes</li> <li>• A4 sheets and marker</li> <li>• Transparent glasses/cups</li> <li>• Plastic straw</li> <li>• A whistle</li> <li>• Coloured paper</li> </ul>

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