

INFANT JESUS CONVENT SCHOOL
ANNUAL PLAN
SCIENCE
CLASS: V

MONTH/NO OF DAYS	TOPIC: SUB TOPIC	OBJECTIVES	AIDS/ACTIVITIES	MULTIPLE INTELLIGENCE SKILLS	LEARNING OUTCOME
<p style="text-align: center;">APRIL No of Days: 17</p>	<p>REPRODUCTION IN PLANTS:</p> <ul style="list-style-type: none"> • Reproduction through various plant parts • Seed germination • Structure of seeds • Seed dispersal • Agriculture <p>THE MOON:</p> <ul style="list-style-type: none"> • Natural satellite of Earth • Surface of moon • Is life possible on moon • Gravity on moon • Tides and eclipses • Artificial satellites 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the methods of reproduction in plants • Experience the germination process by sprouting seeds • Dissect and learn the parts of a seed • Analyze the conditions why life is not possible on Moon • Compare the gravitational forces of Earth and Moon 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Discuss the importance of plants on Earth • Name the different planets in our Solar System <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Observation Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Categorise the reproduction pattern of different plants • Identify various parts of a seed <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • List the factors for germination 	<ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Naturalist 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the different methods of reproduction in plant • Identify the given seed as monocot or dicot • Recognise different methods of seed dispersal. • Understand the nature of moon's surface • Understand the formation of eclipses • Apply scientific knowledge in daily life

			<ul style="list-style-type: none"> List the various uses of artificial satellites 		
<p>MAY</p> <p>No of Days: 12</p>	<p>FOOD AND HEALTH</p> <ul style="list-style-type: none"> Balanced diet Nutrients in food Balanced diet Deficiency diseases 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Cite the necessity of food List the deficiency diseases. Inculcate the habit of taking balanced diet Understand the different types of disease causing microbes Steps to control spread of communicable diseases 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> List the various food items eaten How food is related to health <p>SKILLS:</p> <ul style="list-style-type: none"> Verbal Skills Writing Skills Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> Model reading of the lesson Practice exercise to improve our health Make a chart on balanced diet <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> Identify the food sources with their nutrients Recognize the different types of disease causing microorganisms 	<ul style="list-style-type: none"> Interpersonal Intrapersonal Naturalist 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recall the importance of balanced diet List the different nutrients in food item Map the deficiency diseases with their nutrients Memorize the different microorganisms Follow the steps to prevent spread of communicable diseases
	REVISION: PT – 1				
CONDUCTION OF PT-1 ASSESSMENT (Third Week of May)					
<p>JULY</p> <p>No. of Days: 23</p>	<p>SAFETY AND FIRST AID</p>	<p>Students will be able to:</p>	<p>KNOWLEDGE:</p>	<ul style="list-style-type: none"> Interpersonal Intrapersonal 	<p>Students will be able to:</p>

	<ul style="list-style-type: none"> • What are accidents • Safety rules to be followed to avoid accidents • First Aid given in different situations • Safety measures to put out fire 	<ul style="list-style-type: none"> • Understand why to avoid accidents • Follow safety rules • Capable to do First aid • Understand different methods of first aid during different situations 	<ul style="list-style-type: none"> • Understand the do's and don'ts while walking on road • Recall the reasons why accidents occur • Remember that prevention is better than cure <p>SKILLS:</p> <ul style="list-style-type: none"> • Verbal Skills • Listening skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson. • Role play on safety rules • Prepare first aid kit <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Value the importance to carry a first aid kit • Understand why it is important to give first aid • Practice ways to avoid accidents 	<ul style="list-style-type: none"> • Existential 	<ul style="list-style-type: none"> • Recall the ways to avoid accidents • Explain the first aid to be followed in different scenarios • Identify the type of injury and perform the first aid accordingly • Applying scientific knowledge in daily life
<p>AUGUST</p> <p>No. of Days: 23</p>	<p>THE SKELETAL SYSTEM</p> <ul style="list-style-type: none"> • Parts of skeletal system 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the different bones 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Recall the functions of 	<ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Kinesthetic • Existential 	<p>Students will be able to:</p>

	<ul style="list-style-type: none"> • Joints and its types • Kinds of muscles <p>ANIMAL LIFESTYLES</p> <ul style="list-style-type: none"> • Breathing in animals and the different organs • Feeding habits and classification of animals • Movement and migration of animals 	<p>and their function in the human body</p> <ul style="list-style-type: none"> • Recognize the different joints of human body • Learn the types the muscles and its functions • Identify the organs of breathing and feeding • Categorize the animals on feeding habits • Define migration and the need for migration in animals 	<p>different parts of brain</p> <ul style="list-style-type: none"> • List the organ for breathing in human • Point out the organs of movement in animals <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Differentiate the types of animals based on feeding habits • Classify the parts of our body based on the type of joint <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Recall the different organs in animals for movement • List the functions of skeletal system • Know the number of bones in human body 		<ul style="list-style-type: none"> • List the functions of skeletal system • Compare voluntary and involuntary muscles • Recognize the different organs of breathing and their functioning • Understand the use of limbs for animals
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			<ul style="list-style-type: none"> • Recognize the different types of bones • Identifying the different types of joints 		
SEPTEMBER No. of Days: 05	REVISION: TERM – 1				
CONDUCTION OF TERM -1 ASSESSMENT (Second Week of September)					
OCTOBER No of Days: 22	AIR AROUND US <ul style="list-style-type: none"> • Layers of Atmosphere • Composition of Air • Air pressure WATER <ul style="list-style-type: none"> • Water as a solvent • Water purification • Soluble and insoluble substances in water • Uses of water 	Students will be able to: <ul style="list-style-type: none"> • Air is a mixture of gases • Identify the different gases present in the atmosphere • Recall the uses of air • List the methods to separate impurities in water • Recall the uses of water • Recognize the need to purify water 	KNOWLEDGE: <ul style="list-style-type: none"> • Name the gas needed for living organisms • Tell one use of air • State the uses of water SKILLS: <ul style="list-style-type: none"> • Reasoning Skills • Analyzing Skills • Critical Thinking APPLICATION: <ul style="list-style-type: none"> • Model reading of the lesson • Draw the composition and layers of atmosphere • Experiment sedimentation, decantation and filtration UNDERSTANDING:	<ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Naturalist 	Students will be able to: <ul style="list-style-type: none"> • Memorize the composition of air • Draw the layers of atmosphere • Cite the uses of artificial satellites • Understand why water is a universal solvent • Inspect the usage of water • Appraise the need on conservation of water • List the different ways to purify water

			<ul style="list-style-type: none"> • Memorize the composition of air • Recall the uses of air • Observe the working of siphon • Value water as an important resource • Infer the separation technique needed to separate impurities from water depending on the type of impurity 		
<p>NOVEMBER No of Days: 22</p>	<p>NERVOUS SYSTEM AND SENSE ORGANS</p> <ul style="list-style-type: none"> • Nervous system • Kinds of nerves • Functions of brain • Sense organ 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the functions of nervous system • Label the parts of nervous system • Summarize the different sense organs and their functions • Learn how to take care of sense organs 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Cite the part of the body that helps you to take decisions • Identify the given picture <p>SKILLS:</p> <ul style="list-style-type: none"> • Observation Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Sketch the different types of nerves 	<ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Kinesthetic 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define nervous system • Recall the functions of nervous system • Learn the functions of parts of brain • Classify the 3 types of nerves • Identify the different nerves of sense organs • Suggest ways to take care of sense organs

			<ul style="list-style-type: none"> • Draw the diagram of brain and eye <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Recall the functions of nervous systems • List the parts of nervous system • Recognize the five sense organs of our body 		
REVISION: TERM – 2					
CONDUCTION OF PT-2 ASSESSMENT (Fourth Week Of November)					
<p>DECEMBER No of Days: 11</p>	<p>ROCKS AND MINERALS</p> <ul style="list-style-type: none"> • Different kinds of rocks • Minerals • Fossil fuels <p>A HOUSE TO LIVE IN</p> <ul style="list-style-type: none"> • Different Types of houses • Factors that determine making a house • Construction and maintenance of the house 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the formation of different types of rocks • Compare the properties of different rocks • List the uses of rocks and minerals • Understand the formation of coal and petroleum • Analyze the need for house • Categorize the type of houses according to the climate and location 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Tell what is a rock • List the material used to make igloo and thatched hut <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Illustrate the types of rocks • Cite the factors that influence the making of a house <p>UNDERSTANDING:</p>	<ul style="list-style-type: none"> • Interpersonal • Linguistic • Naturalist 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the types of rocks and its various kinds • Recognize the need to use the fossil fuels wisely • Learn the different uses of rocks and minerals • Understand the need to build a house • Classify the types of houses

		<ul style="list-style-type: none"> • Identify the different building materials 	<ul style="list-style-type: none"> • Recall the 3 types of rocks • Give examples of each type of rock • Know importance of fossil fuel • Recognize the building materials • Investigate the type of houses in various places 		<ul style="list-style-type: none"> depending on the climate • Discuss the need for sanitation and maintenance of house
<p>JANUARY No of Days: 18</p>	<p>STATES AND MATTER</p> <ul style="list-style-type: none"> • What is matter - solids, liquids and gases • Molecules, Elements and Compounds • Properties of solids, liquids and gases • Physical and Chemical changes 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Know about matter and its 3 states • Give examples of molecules, elements and compounds • Compare the properties of 3 states of matter • Distinguish between physical and chemical changes 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Express if the given items can be compressed or not <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Analyze the properties of solid, liquid and gas with concept map • Experiment on physical and chemical change <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Review the properties of solid, liquid and gas 	<ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Linguistic • Spatial 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define matter • Classify the states of matter • Understand the properties of 3 states of matter

			<ul style="list-style-type: none"> • Recognize the type of matter of substances around us • Classify the changes as physical or chemical change 		
<p>FEBRUARY No of Days: 23</p>	<p>SIMPLE MACHINES</p> <ul style="list-style-type: none"> • Machine and its uses • Some simple machines used in our daily life 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe a machine • Express the different types of machines • List the uses of machines in various fields 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Name the machine that helps us to travel • List the machines found in classroom that helps in your activities <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Sketch the types of machines • Draw the types of lever <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Recall the different types of machines • Classify the machines as first order, second 	<ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Spatial 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define a machine • Identify the machines based on their types • Recognize the various machines used in daily life • Classify the above machines as simple or complex machines

			order and third order lever		
	REVISION: TERM-2				
MARCH	CONDUCTION OF TERM-2 ASSESSMENT				