



ARMY PUBLIC SCHOOL
VIDYA PRAVESH FOR SEAMLESS TRANSITION
CLASS- 2 (SUB- EVS)



Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
April (19 days)	Chapter-1, Our Wonderful Body Concept: Our Wonderful Body Sub-concept: - Brain - Heart - Lungs - Stomach - Bones & Muscles - Postures	Vijnanamaya Kosha CG-7 Gains foundational familiarity with basic concepts and methods from the natural sciences. • Develops sensitivity about our body and its internal parts (organs) • Know about the different parts of our body and their importance. • Learns and understand the need of basic self care activities like bathing, nail cutting, etc.	Competency: C 7.2 Gains familiarity with the world around through observation and logical thinking. C 3.1 Describe the basic safety needs and protection regarding health and hygiene. Identifies different internal organs of our body and its functions. • Demonstrates responsibility in keeping their body neat and clean. Learning Outcomes: Basic: Recognize the names of various body parts. Medium: Develops a sense of care and understanding towards their internal body parts. Advance: Become aware about the importance and functions of the internal organs like heart, brain, etc.	Critical Thinking Communication Skills Problem Solving Self direction Collaboration	• Value Education : Respect and cleanliness. • Physical Fitness: Participating in outdoor drill or activities. • Creative Learning: Role-plays, storytelling, & discussion	ENG/HINDI: Learning to write about 'Myself' Mathematic: Counting/Knowing about the number of bones present in our fingers & body. Art & Craft: Drawing and colouring some organs like lungs and stomach.	• Watch Video on Human Body Parts. • Classroom discussion and Bio-lab visit to see the model of internal body organs Activity corner: Role-play	• Observation: Exploring and listing different parts of our body and comparing with peers and other animals. • Checklist: Checking important hygiene habits. • Worksheets: Identifying and labelling the different organs of our body. • Rubrics: Evaluating participation in group discussions. • Portfolio: Drawing and describing internal organs of our body.	• Project Based Learning • Joyful learning • Experiential Learning • Suggestive Assessment: 1*Worksheet *Multiple-choice questions. *Lower order thinking skills questions. *HOTS questions
April (19 days)	Chapter 2, Food for Us Concept: Food for Us Sub-Concept: - Kinds of Food - Energy Giving Food - Body Building Food - Protective Food - Raw and Cooked Food - Balanced Diet - Healthy Eating Habits	Vijnanamaya Kosha Domain:- Physical Development CG1 Children develop habits that keep them healthy and safe Manomaya Kosha CG-4 Develops sensitivity towards social and natural environment	C 3.1 Describes and practices the basic needs of health and hygiene C 4.4 Demonstrates how natural resources can be shared and conserved (plant / animal food) Learning Outcomes: Basic: Identify the various types of food and its importance in our body Medium: Explain the need for having healthy and balanced diet/food Advance: Become sensitive about healthy eating habits and not wasting food.	Critical thinking Problem solving Collaboration Teamwork Social responsibility Self- direction Initiative	Scientific Temper: *List food items that you carry in your lunch box every day and why? *Which food items will you eat on regular basis at home and why? Activity: Visiting local vegetable market and grocery shop	English / Hindi: <u>*Write two reasons why we should we take balanced diet and two different ways to cook food.</u> Mathematics: <u>*Make a list of food items that give us energy.</u> <u>*Make a list of fruits and vegetables that you have seen in vegetable market in your locality.</u> Art/Craft: <u>Draw two body building food and two energy giving food in your notebook.</u>	Activity room / Classroom *Watch a video on different kinds of food we eat. *Visit the kitchen at your home and identify the various grains present there. Take the help of your parent in doing so.	Class Assignment: Children will bring various food items in their tiffin and classify them as Energy giving food/Body building food & Protective food. Home Assignment: Make a list of food items in your house that are stored in Refrigerator.	Joyful learning Experiential Learning Suggestive Assessment: *Worksheet *Multiple-choice questions. *Lower order thinking skills questions. *HOTS questions
Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)

<p>April (19 days)</p>	<p>Chapter 3, Clothes for Us</p> <p>Concept: Clothes for Us</p> <p>Sub-concept: - Clothes worn by Early Man</p> <p>- Different clothes for different season</p> <p>- Clothes are made of: Cotton, wool, silk, etc.</p> <p>- Spinning</p> <p>- Weaving</p> <p>- People wear different Uniform</p>	<p>Vijnanamaya kosha</p> <p>Domain: Socio-Emotional and Ethical Development</p> <p>CG-3 Children become involved learners.</p> <p>CG-6-Children develop a positive regard for the natural environment around them</p> <p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p>	<p>Competency:</p> <p>C-6.1 Shows care and joy in engaging with all life forms</p> <p>C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage</p> <p>Learning Outcome:</p> <p>Basic: Recognize and name different types of clothes worn in different season.</p> <p>Medium: Explain the need of wearing clothes.</p> <p>Advance: Identify the common materials used in making clothes and also to identify uniforms worn by different people of society (police, doctors, fire-fighters, etc.)</p>	<p>Critical Thinki ng</p> <p>Communicat ion Skills</p> <p>Creativity</p> <p>Collaboration</p>	<p>Arts:</p> <p>Make a Collage of different clothes worn by different people</p> <p>Scientific Temper:</p> <p>Collect information/Survey any area in your locality to find out if any variety of cloth materials are grown/found there.</p>	<p>ENG/HINDI:</p> <p>Describe your favorite clothes using adjectives (like soft, warm, colourful, etc.)</p> <p>Art/Craft: Paste picture of different types of clothes people wear in winter season.</p>	<p>● Assembly Ground</p> <p>● Activity Room/Classroom for watching videos on spinning and weaving</p>	<p>● Observation: Exploring and listing different types of clothes people wear in summer and rainy season.</p> <p>● Worksheets: Identifying and labeling the different materials used for making clothes</p>	<p>· Project Based Learning</p> <p>· Joyful learning</p> <p>· Experiential Learning</p> <p>Suggestive Assessment:</p> <p>1**Worksheet</p> <p>*Multiple-choice questions.</p> <p>*Lower order thinking skill questions.</p> <p>*HOTS questions</p>
<p>May (09 days)</p>	<p>Chapter 4, We Need Shelter</p> <p>Concept: We Need Shelter</p> <p>Sub-Concept: - Animals Need Shelter</p> <p>- What are Houses Made of?</p> <p>- Types of Houses</p> <p>- Kuccha House (Hut)</p> <p>- Pucca House (Single-storeyed or Multi-storeyed Building)</p> <p>- Apartment (Flats)</p> <p>- Bungalow</p> <p>- House-Boats</p> <p>- Stilt- Houses</p> <p>- Igloos</p> <p>- Tents</p> <p>- Caravans</p>	<p>Vijanamaya Kosha</p> <p>Domain:-Socio-Emotional and Ethical Development</p> <p>CG 4: Children develop emotional intelligence i.e. the ability to understand and manage their own emotions</p> <p>CG 5: Children develop a positive attitude towards productive work</p> <p>CG 6: Children develop a positive regard for the natural environment around them</p> <p>Manomaya Kosha</p> <p>CG-4 Develops sensitivity towards social and natural environment</p>	<p>Competency C3.1 Describes the basic safety needs and protection of all living things.</p> <p>C4.3 Describes usage of natural resources in their immediate environment</p> <p>Learning Outcome:</p> <p>Basic: Identifies the basic need of a shelter to protect themselves from harsh environment and weather conditions.</p> <p>Medium: Understands the structure of houses and the materials used to build the houses there.</p> <p>Advance: Identifies the needs of people in terms of access to resources and shelter.</p>	<p>Critical thinking</p> <p>Problem solving</p> <p>Communication</p> <p>Adaptability</p> <p>Social responsibility</p> <p>Initiative</p>	<p>Scientific Temper:</p> <p>a) Find out what type of houses are found in your locality, snowcapped mountains, deserts and water bodies.</p> <p>b) Make model of any one type of house.</p>	<p>English / Hindi: <u>Write five lines on how should we keep our house clean.</u></p> <p><u>Maths:</u> <u>a) How many rooms are there in your house?</u> <u>b) Measure the length and height of your study table.</u></p> <p><u>Art/Craft:</u> <u>Draw the picture of a hut and an igloo in your notebook.</u></p>	<p>Activity room / Classroom</p> <p>Watch a video on different types of houses in which people live.</p> <p>Outdoor Activity: Visit a village and find out the different types of materials people used to make a house.</p>	<p>Class Assignment:</p> <p>Make a origami house model and paste in your note book.</p> <p>Home Assignment: Speak to your elders at home, find out and then make a list of materials that are used to make the house you live in.</p>	<p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:</p> <p>1. Worksheet</p> <p>2. Multiple-choice questions.</p> <p>3. Lower order thinking skill questions.</p> <p>4. HOTS questions</p>

5	<p>Ch-5 I Love My School</p>	<ul style="list-style-type: none"> Develops awareness about the school and its surroundings. Understands different areas of the school and their functions. Learns basic social skills such as following rules and cooperating with peers. 	<p>Competency:</p> <ul style="list-style-type: none"> Identifies different places in the school and their functions. Demonstrates responsibility in keeping the school clean. Expresses likes/dislikes about school. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recognizes and names different sections of the school (library, music room, playground, etc.). Develops a sense of belongingness towards school. Communicates about school activities and celebrations. 	<ul style="list-style-type: none"> Communication Skills: Describing their school and its features. Creativity: Making drawings, crafts, or models of their school. Collaboration: Working in groups for school-related activities. Critical Thinking: Understanding the importance of different school places. 	<ul style="list-style-type: none"> Value Education: Respect for school property and cleanliness. Physical Fitness: Participation in playground activities. Creative Learning: Role-plays, storytelling, and discussions. 	<ul style="list-style-type: none"> EVS: Learning about surroundings and hygiene. Mathematics: Counting different sections of the school. Art & Craft: Drawing and coloring school buildings, classrooms, and playgrounds. English: Speaking and writing about school. 	<ul style="list-style-type: none"> Classroom discussion and storytelling sessions. School tour to identify important places. Activity corners for role-play (e.g., librarian, principal, etc.). - Group projects on school cleanliness and teamwork. 	<ul style="list-style-type: none"> Observation: Exploring and listing different rooms in the school. Checklist: Checking important school rules and hygiene habits. Worksheets: Labeling different school places. Rubrics: Evaluating participation in group discussions. Portfolio: Drawing and describing their school. 	<ol style="list-style-type: none"> Jump Start Activity: - Filling out the School Identity Card with personal details. - Pasting their picture. Experiential Learning: - School walk-through tour to identify different places. - Role-playing different people in the school (teacher, nurse, librarian, etc.). Storytelling & Discussion: - Narrating a story about a school experience. - Encouraging students to share their own experiences. Art Integration: - Drawing and coloring their school. - Making a model of a school using craft materials. Interactive Activities: - "Find the Place" Treasure Hunt (students locate different rooms in school). - Group discussion on "Why do you like your school?"
6	<p>Ch-6 My Neighbourhood</p>	<ul style="list-style-type: none"> Develops awareness about neighbourhood and its importance. Identifies and understands the roles of different places and people in the neighbourhood. Learns about community helpers and their services. 	<p>Competency:</p> <ul style="list-style-type: none"> Identifies different neighbourhood places and their functions. Recognizes the role of community helpers in daily life. Develops a sense of responsibility towards keeping the neighbourhood clean. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Names and describes various neighbourhood places (market, bank, post office, hospital, etc.). Explains how different places provide essential services. Demonstrates awareness of safety and cleanliness in the neighbourhood. 	<ul style="list-style-type: none"> Critical Thinking: Understanding the role of different neighbourhood places. Problem-Solving: Identifying how community helpers assist in daily life. Decision-Making: Choosing appropriate actions to keep the neighbourhood clean. Communication Skills: Expressing ideas about their surroundings. 	<ul style="list-style-type: none"> Value Education: Teaching responsibility and cooperation within the community. Civic Awareness: Understanding the importance of public services. Experiential Learning: Visiting local places (market, bank, post office). 	<ul style="list-style-type: none"> EVS: Learning about surroundings, cleanliness, and community services. Mathematics: Counting different neighbourhood places. Art & Craft: Drawing maps of their neighbourhood. English: Speaking and writing about places in their locality. 	<ul style="list-style-type: none"> Classroom discussions and storytelling about neighbourhood places. Neighbourhood walk (if possible) to observe community places. Role-play activities (e.g., shopkeeper, postman, doctor, police officer). Group projects on neighbourhood cleanliness and teamwork. 	<ul style="list-style-type: none"> Classroom discussion on the importance of prayer and kindness. Visual presentations or videos on different places of worship. Storytelling sessions about festivals and religious teachings. Group activities promoting respect for cultural diversity. 	<ol style="list-style-type: none"> Jump Start Activity: - Numbering the places Githika passes on her way to school. - Discussion on "What makes a good neighbourhood?" Experiential Learning: - Neighbourhood tour to visit key places (if feasible). - Role-playing different community helpers (e.g., shopkeeper, doctor, postman). Storytelling & Discussion: - Narrating stories about different neighbourhood services. - Encouraging students to share their experiences in their neighbourhood. Art Integration: - Drawing a map of their neighbourhood. - Making a mini-model of a market or post office using craft materials. Interactive Activities: - "Find the Place" game (matching neighbourhood places with their functions). - Discussion on "How can we keep our neighbourhood clean?"
			<p>Competency:</p> <ul style="list-style-type: none"> Identifies different places of worship and their significance. Develops an appreciation for religious diversity and values. Understands the role of prayer in promoting kindness and peace. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Names and describes various places of worship (temple, mosque, church, gurdwara). Associates holy books and festivals with different religions. Demonstrates respect towards different faiths and traditions. 	<ul style="list-style-type: none"> Critical Thinking: Understanding different religious customs. Appreciation of Literature: Learning about holy books and their teachings. Life Skills & Values: Developing kindness, respect, and gratitude. Cultural Awareness: Understanding different religious celebrations. 		<ul style="list-style-type: none"> EVS: Learning about cultural diversity. Social Studies: Understanding religious practices and traditions. Art & Craft: Drawing and coloring different places of worship. English: Writing about festivals and religious values. 	<ul style="list-style-type: none"> Classroom discussion on the importance of prayer and kindness. Visual presentations or videos on different places of worship. Storytelling sessions about festivals and religious teachings. Group activities promoting respect for cultural diversity. 	<ul style="list-style-type: none"> Observation: Identifying and listing different neighbourhood places. Checklist: Understanding roles of community helpers. Worksheets: Matching places with their functions. Rubrics: Evaluating participation in group activities. Portfolio: Drawing and describing their own neighbourhood. 	<ol style="list-style-type: none"> Jump Start Activity: - Writing down three things they are thankful for. - Sharing how prayer helps them in their daily lives. Experiential Learning: - Virtual tour or visit to a place of worship (if possible). - Role-playing different religious customs (e.g., offering namaz, lighting a lamp, etc.). Storytelling & Discussion: - Narrating short stories about kindness and unity from different religions. - Encouraging students to talk about how they celebrate festivals at home. Art Integration: - Drawing and coloring different places of worship. - Creating a collage of religious symbols and festivals. Interactive Activities: - Matching activity: Connecting holy books with the correct religion. - Group discussion on "What do all religions teach us?"
			<p>Competency:</p> <ul style="list-style-type: none"> Identifies different festivals celebrated in India. Understands the religious and cultural significance of festivals. Develops appreciation for India's rich traditions and unity in diversity. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Lists various religious and national festivals. Associates festivals with their respective religions and states. Describes how people celebrate different festivals. - Shows respect and appreciation for different cultural practices. 			<ul style="list-style-type: none"> EVS: Understanding cultural and environmental aspects of festivals. Social Studies: Learning about historical significance and national festivals. Art & Craft: Creating festival-themed decorations and rangoli. English: Writing about a favorite festival or drawing a festival scene. 	<ul style="list-style-type: none"> Classroom discussion on different festivals and their significance. Video or presentation showcasing various festival celebrations. Storytelling on why we celebrate certain festivals. Group activities to explore how different cultures celebrate the same occasion. 		<ol style="list-style-type: none"> Jump Start Activity: - Color the words describing festival feelings (e.g., happy, together, joyful). - Discuss how students celebrate festivals at home. Experiential Learning: - Role-playing: Dressing up and enacting festival traditions. - Virtual tour: Exploring festival celebrations from different regions of India. Storytelling & Discussion: - Narrating short stories about why festivals are celebrated. - Encouraging students to talk about their favorite festival. Art Integration: - Drawing and coloring festival decorations (e.g., diyas, rangoli, Christmas tree, etc.). - Creating a collage of Indian festivals. Interactive Activities: - Matching game: Connecting festivals with their significance. - Group discussion on "What makes festivals special?" - Making greeting cards for festival celebrations.

<p>Chapter-10 Our Environment</p> <p>Concept: Our Environment</p> <p>Sub-concept:</p> <p>v Natural things and Human made things</p> <p>v Living things ü breathe ü need food and water ü Grow ü Move ü Feel ü Have young ones</p>	<p>Vijnanamaya Kosha</p> <p>CG-7 Gains foundational familiarity with basic concepts and methods from the natural sciences.</p> <ul style="list-style-type: none"> Develops sensitivity about our Our Environment Learns and understand the basic characteristic of living things 	<p>Competency: C 7. Gains familiarity with Our Environment through observation C 3.1 Describes about Natural things and Human made thing</p> <p>Identifies difference between living and non living things Explains the basic characteristic of living things Learning Outcomes:</p> <p>Basic: Recognize tour environment Medium: Develops an understanding of Natural things and Human made thing</p> <p>Advance: Become aware about the characteristics of living things</p>	<p>Critical Thinking</p> <p>Communicat ion Skills</p> <p>Problem Solving</p> <p>Self direction</p> <p>Natural things and Human made thing</p> <p>Collaboration</p>	<ul style="list-style-type: none"> Value Education Appreciates natural things Physical Fitness: Participati ing in outdoor walk Creative Learning: Role-plays(enacting the things given by the teacher), storytelling, & discussion 	<p>ENG/HINDI: Learning to write about 'Our Environment'</p> <p>Art & Craft: Drawing and colouring some Natural things and Human made thing</p>	<p>Watch Video on Natural things and Human made thing · Classroom discussicare for pet and stray animals</p> <p>Activity corner: Role- • Play (enacting the things given by the teacher),</p>	<p>Observation: Exploring and listing different Natural things and Human made thing</p> <p>Checklist: Checking basic characteristic of living things</p> <p>• Worksheets: Identifying and circling living and non living things</p> <p>• Rubrics: Evaluating participation in group discussions.</p> <p>• Portfolio: Drawing and describing internal organs of our body.</p>	<ul style="list-style-type: none"> Project Based Learning Joyful learning Experiential Learning Suggestive Assessment: 1*Worksheet *Multiple-choice questions. *Lower order thinking skills questions. *HOTS questions
<p>Chapter 11, Plants our Friends</p> <p>Concept: Plants our Friends</p> <p>Sub-Concept: v trees v shrub v herb v creeper</p> <p>v Places where plants grow</p> <p>v Things plant gives us</p>	<p>Vijnanamaya Kosha</p> <p>Domain:- Physical Development Walk around the campus and observe nature</p> <p>Manomaya Kosha CG-4 Develops sensitivity towards plants</p>	<p>C 3.1 Describes and recollect the types of plants C 4.4 listout things obtained from plants Learning Outcomes:</p> <p>Basic: Identify the various trees around Medium: Explain the different types of plants Advance: appreciate the diverse things we get from plants</p>	<p>Critical thinking</p> <p>Problem solving</p> <p>Collaboration</p> <p>Teamwork</p> <p>Social responsibility</p> <p>Self- direction</p> <p>Initiative</p>	<p>Scientific Temper:</p> <p>*creepers creep and climbers climb why?</p> <p>*some plants are called trees,some shrub,some herb why?</p> <p>Activity: Visiting a herbal garden</p>	<p>English / Hindi: <u>Write five lines about any medicinal plant.</u></p> <p>Mathematics: <u>*count the numbers of trees,shrubs and herbs in your campus.</u></p> <p>Art/Craft: <u>Draw and colour kinds of plants</u></p>	<p>Activity room / Classroom</p> <p>*Watch a video on different kinds of plants</p> <p>*Visit the herbalgardenand identify the types of plants .Take the help of your teachers in doing so.</p>	<p>Class Assignment:</p> <p>Children will bring various things obtained from plants and discuss in class</p> <p>Home Assignment: draw and colour the vegetables that we get from climbers and creepers</p>	<p>Joyful learning</p> <p>Experiential Learning</p> <p>Suggestive Assessment:</p> <p>*Worksheet</p> <p>*Multiple-choice questions.</p> <p>*Lower order thinking skills questions.</p> <p>*HOTS questions</p>

	Chapter 12, Animals our friends Concept: Animals our friends Sub-concept: v Wild and domestic animals v Animal homes v Types of animals on the basis of their habitat	Vijayanamaya Kosha Domain: Socio-Emotional and Ethical Development by CG-3 Children become involved learners. CG-6-Children develop a positive regard for their environment	Competency: C-6.1 Shows care and joy in engaging with Animals and protecting them C-12.5 Communicates and appreciates a variety of Products we get from animals Learning Outcome: Basic: Recognize and name different types domestic and wild animals Medium: Explain the various animal products Advance: Identify the types of animal homes	Critical Thinking Communication Skills Creativity Collaboration	Arts: Make a Collage of different types of animal homes Scientific Temper: Collect information/Survey of stray dogs in your colony	ENG/HINDI: Describe animal types on the basis of their habitat Art/Craft: make a animal house or bird nest	Activity Room/Classroom for watching videos on YouTube Observation: visit to a zoo and observe their habitat	Project Based Learning Joyful learning Experiential Learning Suggestive Assessment: 1**Worksheet *Multiple-choice questions. *Lower order thinking skill questions. *HOTS questions	
May (09 days)	Chapter 13, Our Earth Concept: Our Earth Sub-Concept: v Plain v Hill v Mountain v Valley v Island v Plateau	Vijayanamaya Kosha Domain:-Socio-Emotional and Ethical Development CG 4: Children develop emotional intelligence i.e. the ability to understand and manage their own emotions CG 5: Children develop a positive attitude towards productive work CG 6: Children develop a positive regard for the natural environment around them Manomaya Kosha CG-4 Develops sensitivity towards social and natural environment	Competency C3.1 Describes the basic type of earth Learning Outcome: Basic: Understands a globe Medium: Understands the structure of earth Advance: Identifies the difference between plateau and mountain	Critical thinking Problem solving Communication Adaptability Social responsibility Initiative	Scientific Temper: a) Find out what type of earth structure are found in your locality, mountains, hills etc. b) Make model of globe	English / Hindi: <u>Write five lines on mountains and islands</u> <u>Maths:</u> <u>a) climb any hill in your campus and count the number of steps</u> <u>Art/Craft:</u> <u>Draw the picture of a island</u>	Activity room / Classroom Watch a video on earth's landforms. Outdoor Activity: walk around your campus and identify the earth structure of your campus	Class Assignment: Make a scenario with various landforms in note book. Home Assignment: Speak to your elders at home, about earth day	Joyful learning Experiential Learning Suggestive Assessment: 1. Worksheet 2. Multiple-choice questions. 3. Lower order thinking skill questions. 4. HOTS questions
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9

Ch-14
Seasons

- Cognitive Development
- Environmental Awareness
- Observation and Expression

- Identifies and names different types of weather and seasons
- Describes features of summer, monsoon, autumn, winter, spring
- Relates seasonal changes to food, clothing and activities

- Observation
- Critical Thinking
- Communication
- Creativity

- Environment Awareness Campaign
- Poster Making on Seasonal Care
- Storytelling about seasonal habits

- Science: Weather & Seasons
- Language: Vocabulary (rainbow, shiver, sweat)
- Art: Drawing seasons

- Classroom discussions
- Audio-Visual room for seasonal videos
- Outdoor space for weather observation

- Worksheet: Match seasons with clothes/food
- Checklist: Weather change observation
- Rubrics: Role play participation
- Portfolio: Drawing "My Favorite Season"

Experiential Learning
Role Play
Storytelling
Visual Aids
Art Integration
Group Discussions

- Environmental Literacy
- Sensitivity towards surroundings
- Cognitive & Moral development

- Identifies and differentiates between types of pollution (land, water, air, noise)
- Understands the causes, effects, and preventive measures
- Demonstrates responsible behavior toward environmental cleanliness

- Critical Thinking
- Decision Making
- Observation & Reasoning
- Environmental Awareness
- Communication

- Cleanliness Drive (within school)
- Poster Making: "Save Nature"
- Paper Bag Day (No plastic pledge)
- Participation in AWES "Green Initiatives"

- Science: Types of pollution and effects
- English: Environmental vocabulary & story writing
- Art: Drawing posters, slogan designing
- Math: Bar graph on classroom pollution habits (integrated project)

- Classroom (Discussions, storytelling)
- AV Room (for showing short videos)
- School Garden (observation and awareness walk)
- Activity area (for drawing and hands-on learning)

- Worksheets: Match the type of pollution with pictures
- Observation checklist: Clean habits
- Drawing task: "Say No to Pollution"
- Portfolio: Slogan + drawing for pollution control
- Rubrics for project and oral participation

Storytelling (e.g., "The Garbage Monster")
Group Discussions & Role Play- Think-Pair-Share
Audio-visual aids
Art Integration
Observation-based learning

8

Ch-15
Pollution

- Understanding human development and transport
- Environmental Literacy
- Physical & Social Understanding

- Identifies different means of transport
- Categorizes transport into land, water, air
- Understands historical development of travel
- Describes use of animals in transport

- Communication
- Critical Thinking
- Reasoning
- Problem Solving

- Heritage Club (discuss traditional transport)
- Transport collage
- Talk on eco-friendly transport
- Road safety awareness

- English: Writing safety rules
- Art: Poster making
- Science: First aid items identification

- Smart class for videos
- Playground for safety demonstration
- AV Room for storytelling
- Classroom for group activities

- Worksheets: Match transport to type
- Observation: Transport around home
- Portfolio: "My Dream Vehicle" drawing
- Rubric: Class discussion on favourite transport

Storytelling ("Journey of the Wheel")
Picture talk
Role play (be a vehicle)
Concept mapping
Art Integration
Group discussion

Role play- Circle Time Discussions
Demonstrations (First Aid)- Visual Learning (Videos)
Poster Making
Real-life Situations