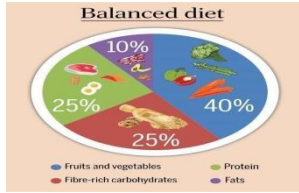


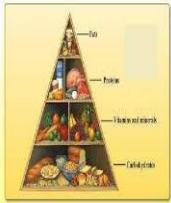
**Vidya Pratishthan's  
Dr. Cyrus Poonawalla School (CBSE)**

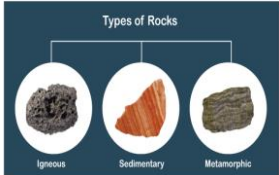
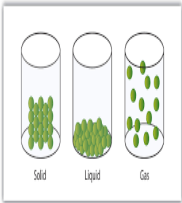
**Sub - Science**


**Annual Planning 2024-2025**

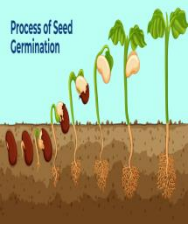

**Std - V**

<b>Sr. No</b>	<b>Month</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning outcomes</b>	<b>Teaching aids</b>	<b>Activity</b>	<b>21<sup>st</sup> century skills</b>
1.	April	Bridge course <ul style="list-style-type: none"> <li>• Food and digestion</li> <li>• Solids, liquids and gases</li> <li>• How plants make their food</li> <li>• Animals and their young ones</li> <li>• Force, work and energy</li> <li>• Air, water and</li> </ul>	To enable students to understand <ul style="list-style-type: none"> <li>• balanced diet</li> <li>• states of matter</li> <li>• balance in nature</li> <li>• animals and their young ones</li> <li>• types of forces</li> <li>• pollution and their types</li> <li>• recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the balanced diet</li> <li>• Describes the states of matter</li> <li>• Describes how animals reproduce</li> <li>• Describes the types of forces</li> <li>• Enlists the different causes of pollution and how to prevent it</li> </ul>	ICR, Videos	Worksheets 	Critical Thinking



		weath er <ul style="list-style-type: none"> <li>• Our green world</li> </ul>					
		Food And Health 	To enable students to understand <ul style="list-style-type: none"> <li>• Components of food</li> <li>• Balanced diet</li> <li>• Diseases</li> <li>• Hygiene</li> <li>• Rest, exercise and posture</li> </ul>	<ul style="list-style-type: none"> <li>• Identify healthy foods and understand the importance of eating a balanced diet</li> <li>• Plans healthy meals for themselves</li> <li>• Differentiates between non-communicable and communicable diseases</li> <li>• Explains how to prevent and control vitamin and mineral deficiencies</li> <li>• Describes the causative agents and mode of transmission of communicable diseases</li> <li>• Understands the importance of exercising regularly and maintaining a good posture</li> </ul>	ICR, charts, videos	<ul style="list-style-type: none"> <li>• To prepare a menu for four days.</li> <li>• To prepare a pamphlet on how to wash hands properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>
2	<b>June</b>	Synthetic material	To enable students to understand <ul style="list-style-type: none"> <li>• What are plastics</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what is material. Differentiate between natural and synthetic materials.</li> </ul>	ICR, video	<ul style="list-style-type: none"> <li>• To encourage students to create awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>

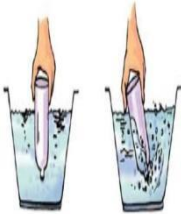
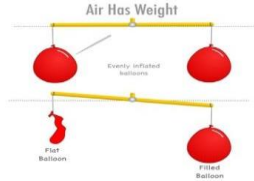
			<ul style="list-style-type: none"> <li>• Uses, advantages and disadvantages of plastics</li> <li>• Uses, advantages and disadvantages of synthetic fibers</li> <li>• Uses of synthetic rubber</li> <li>• Uses of synthetic adhesives</li> </ul>	<ul style="list-style-type: none"> <li>• Describe advantages of plastics</li> <li>• State uses of Nylon</li> <li>• State Uses of synthetic rubber</li> </ul>		about plastics	
<b>3</b>	June	Rocks and Minerals.	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Different types of rocks</li> <li>• Minerals</li> <li>• Uses of rocks and minerals</li> <li>• Use of rocks as Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Classify rocks as igneous, sedimentary, and metamorphic</li> <li>• Describes the uses of rocks and minerals</li> </ul>	ICR Rocks and Minerals	<p>To Encourage students to collect different types of rocks.</p> 	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>
<b>4</b>	<b>July</b>	States of Matter.	 <p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Change of state</li> <li>• Expansion and</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the properties of solids, liquids, and gases</li> <li>• Describes the three states of matter on the basis of arrangement of particles</li> </ul>	ICR, video	To observe evaporation of water where water would change to water vapour on heating.	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>

			contraction in solids	<ul style="list-style-type: none"> <li>• Describes how temperature affects state</li> <li>• Describes expansion and contraction in substances</li> </ul> <p>Describe the changes in our surrounding</p>		To observe change of water vapour into water on cooling.	
<b>5</b>	<b>July</b>	Types of Animal and Plants	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Animals and the places where they live</li> <li>• Body coverings</li> <li>• Animal with backbone</li> <li>• Animals without Backbone</li> <li>• Non-flowering Plants</li> <li>• Flowering Plants</li> </ul>	<ul style="list-style-type: none"> <li>• Understands why an animal is found in a certain region</li> <li>• Adaptations that animals have developed to live in their environment</li> <li>• Describes eating habits by looking at mouth parts and vice versa</li> <li>• Describes the behavior of different animals</li> <li>• Describe animals with backbone and without backbone, study about flowering and non-flowering plants</li> </ul>	ICR, videos	<p>To identify how legs make us stable. Collect more information on animals with different body coverings. Collect information on camouflage by various animals.</p> 	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>

<p><b>6</b></p>	<p><b>August</b></p>	<p>Plant Reproduction and Agriculture</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>Plants grow from seeds</li> <li>Dispersal of seeds</li> <li>Growing plants from roots, stems, and leaves</li> </ul> <p>Agriculture</p>	<ul style="list-style-type: none"> <li>Describes the parts of a seed</li> <li>Realises the importance of seed dispersal and the modes of dispersal</li> <li>Describes the conditions needed for seed germination</li> <li>Appreciates that different plants grow from different parts</li> <li>Realises that different crops grow in different seasons and weather conditions</li> </ul>	<p>ICR, A Bengali gram (channa) seed</p>	<p>To understand the conditions necessary for seed germination. To understand plants can be grown from roots and stem</p>	<ul style="list-style-type: none"> <li>Experimentation</li> <li>Critical thinking</li> </ul>
<p><b>7</b></p>	<p><b>August</b></p>	<p>Skeletal, Nervous</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>Skeletal system</li> <li>Nervous system</li> </ul>	<p>Identify the major components of the skeleton and describe their role</p> <ul style="list-style-type: none"> <li>Describes the functions of the skeletal system</li> <li>Explains the role of the muscles</li> <li>Names and describe various kinds of joints</li> <li>Names and describe the role of the major parts of the nervous system</li> </ul>	<p>ICR, models of systems</p>	<ul style="list-style-type: none"> <li>To understand the movements of joints</li> <li>To test our reaction time.</li> <li>To understand that muscles are everywhere, not just in their torsos, arms, and legs. Small muscles in the face help us make facial expressions and share emotions. The tongue and the muscles</li> </ul>	<ul style="list-style-type: none"> <li>Experimentation</li> <li>Critical thinking</li> </ul>

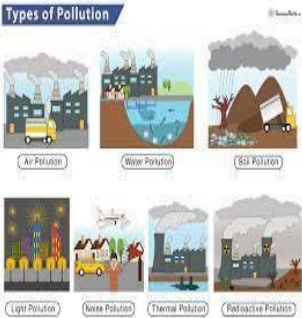

						around the mouth help us talk	
<b>8</b>	<b>August</b>	Circulatory ,Excretory System	<ul style="list-style-type: none"> <li>• Circulatory system</li> <li>• Excretory System</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the function of Circulatory system</li> <li>• Describe the role of major parts of Excretory system</li> </ul>	ICR, models of systems	To understand the working of circulatory an excretory system and its organs	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>
<b>9</b>	<b>September</b>	Germs and Diseases	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• What microbes are</li> <li>• What are useful and harmful microbes</li> <li>• Prevention of communicable Diseases</li> <li>• What are congenital Diseases,Allergy</li> </ul>	<ul style="list-style-type: none"> <li>• What microbes are?</li> <li>• What are useful and harmful microbes</li> <li>• Prevention of communicable Diseases</li> <li>• Describe what are congenital Diseases,Allergy</li> <li>• Describe diseases caused by viruses</li> <li>• Describe the term Pasteurization.</li> </ul>	ICR, Videos	To Understand how microbes are useful to humans	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>

10	<b>October</b>	<p>Safety and First Aid</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Road safety</li> <li>• Safety from fire</li> <li>• First aid</li> <li>• Water Safety</li> <li>•</li> </ul>	<p>Understands the need to be alert</p> <ul style="list-style-type: none"> <li>• Understands road signs for warnings</li> <li>• Gives simple first aid to help people in need</li> </ul>	ICR, First aid box	<p>To understand safety signs and symbols Sketch different road signs.</p> <p>To demonstrate the first aid administered to the patient. Students could also be shown an old X-ray film of a fracture and explain why the fractured part should not be moved.</p>	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>
11	<b>October</b>	<p>Simple Machines</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Simple machines</li> <li>• Types of simple Machines</li> <li>• Lever</li> <li>• Pulley</li> <li>• Wheel and axle</li> <li>• Inclined Plane</li> </ul>	<p>Understands that machines help us to work faster and make work easier</p> <ul style="list-style-type: none"> <li>• Knows that levers are simple machines</li> <li>• study types of lever</li> </ul> <p>Understand the concept of Pulley Know about Inclined Plane</p>	ICR, simple machines	<ul style="list-style-type: none"> <li>• To understand how a lever works</li> <li>• To understand an inclined plane.</li> </ul>	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>

<p><b>12</b></p>	<p><b>November</b></p>	<p>Air and Water</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Components of Air</li> <li>• Importance of Atmosphere</li> <li>• Properties of Air</li> <li>• Properties of water</li> <li>• Purification of Water</li> <li>• Removing impurities</li> <li>• Removing germs from drinking water</li> </ul>	<p>Understands that air is a mixture of gases</p> <ul style="list-style-type: none"> <li>• Understands that air occupies space, has mass, exerts pressure, and supports combustion</li> <li>• Knows about soluble and insoluble impurities</li> <li>• Describes the processes of sedimentation and decantation, or filtration to remove impurities</li> <li>• Knows that water is chlorinated at the waterworks to kill germs</li> </ul>	<p>ICR, charts</p>	<p>To show that air occupies space and has mass, exerts pressure and is essential for burning.</p>  <p>Collect information on depletion of ozone.</p>	<ul style="list-style-type: none"> <li>• Experimentation</li> <li>• Critical thinking</li> </ul>
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13	November	The Sun, the earth and the moon.	To enable students to understand <ul style="list-style-type: none"> <li>• Solar system</li> <li>• Earth</li> <li>• Sun</li> <li>• Planets</li> <li>• Moon</li> <li>• Eclipses</li> <li>Man-made Satellite</li> </ul>	Understands that moon is a natural satellite of Earth <ul style="list-style-type: none"> <li>• Describes interesting facts about moon's surface</li> <li>• Knows that artificial satellites are sent in orbit by man</li> <li>• Describes the uses of artificial satellites</li> </ul>	ICR, model of solar system	To make model of solar system. To demonstrate eclipse by using charts and by placing two balls of different sizes in line with a source of light. This would help form a shadow	<ul style="list-style-type: none"> <li>• creativity</li> <li>• Critical thinking</li> </ul>
14	December	Changes in our environment	To enable students to understand <ul style="list-style-type: none"> <li>• Green house effect</li> <li>• Global Warming</li> <li>Protecting our Environment</li> </ul>	Understands that our environment is precious and we must work together to protect it <ul style="list-style-type: none"> <li>• Describes the effects of Global Warming</li> <li>Study about green house Effects.</li> <li>• Spreads awareness about keeping our environment clean</li> </ul>	ICR, videos	To demonstrate the effect of global warming. To Find out what should be the appropriate quality of air.	Citizenship critical thinking

							
15	January	<p>Natural Disasters</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>-Floods, earthquake, tsunami, volcano, landslides, cyclones, forest fires</li> </ul>	<ul style="list-style-type: none"> <li>• Describes what a natural disaster is</li> <li>• Describes various natural disasters like flood, earthquake, tsunami, volcano, landslides, cyclones, forest fires</li> <li>• Describes how and why different disasters occur</li> </ul>	ICR, videos	<p>To reuse and recycle the things. To Collect more information on how floods and tsunamis are caused. To identify the only active volcano in India.</p>	Citizenship critical thinking
16	February	Interdependence In Nature	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Interrelationship Between Living and non-living things</li> <li>• Interdependence between plants and animals</li> <li>• Balance In Nature</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the Interrelationship Between Living and non-living things</li> <li>• To study about</li> <li>• Interdependence between plants and animals</li> <li>• Balance In Nature</li> </ul>	ICR, videos	To demonstrate the Interrelationship Between Living and non-living things	Citizenship critical thinking

