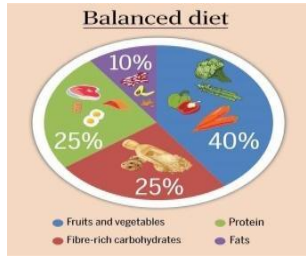






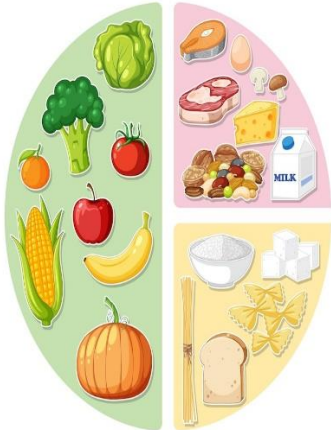

**Vidya Pratishthan's**  
**Dr. Cyrus Poonawalla School & Jr. College (CBSE)**

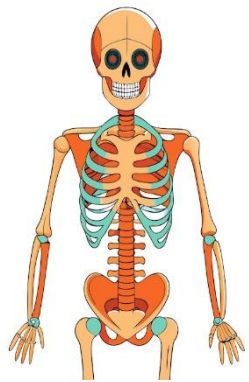
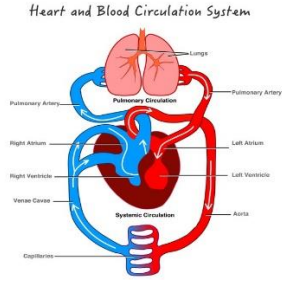
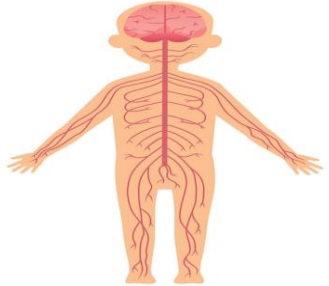
Sub - Science


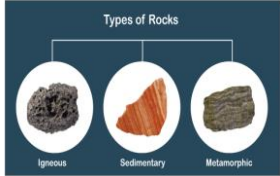
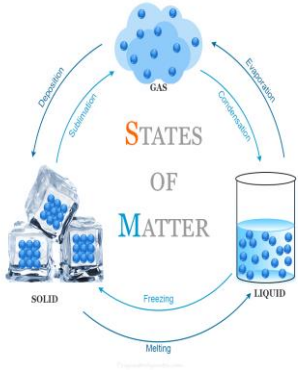
Annual Planning 2025 - 2026

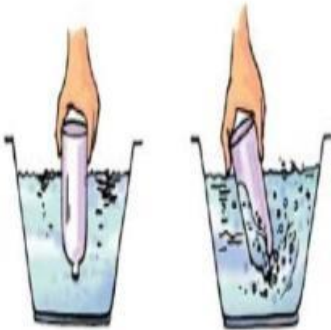
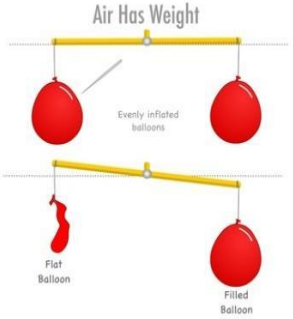
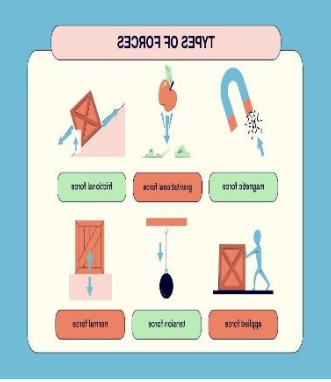

Std - V

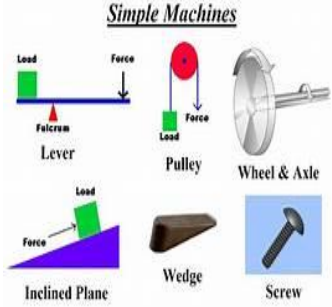
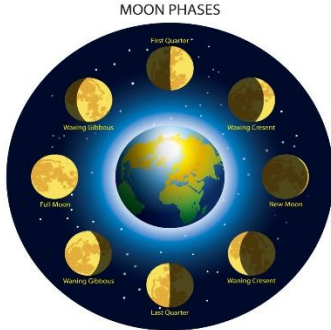

Sr. No	Month	Topic	Learning Objectives	Learning outcomes	Teaching aids	Activity	21 <sup>st</sup> century skills
1.	April 10	Bridge course <ul style="list-style-type: none"> <li>• Food</li> <li>• States of Matter</li> <li>• Force work and energy</li> <li>• Air, water and weather</li> <li>• Knowing our environment</li> </ul>	To enable students to understand <ul style="list-style-type: none"> <li>• balanced diet</li> <li>• properties of solids, liquids &amp; gases</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 the types of forces</li> <li>• Enlists the different causes of pollution and how to prevent it</li> </ul>	ICR, Videos	Worksheets  	Critical Thinking
2.	April/ May 10/01	Growing Plants  	To enable students to understand <ul style="list-style-type: none"> <li>• Growing plants from seeds</li> <li>• Seed Dispersal</li> <li>• Growing plants from other parts of plants</li> <li>• Crops and Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the parts of a seed</li> <li>• Realizes 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>• Realizes that different crops grow in different seasons and weather conditions</li> </ul>	ICR, Bengal gram (chana) seed	To understand the conditions necessary for seed germination. <ul style="list-style-type: none"> <li>• To understand plants can be grown from roots and stem</li> </ul> 	Applicative thinking Integrated learning Observatio, Identification



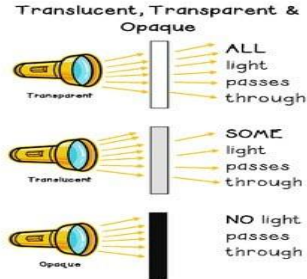

<p><b>3.</b></p>	<p><b>June 10</b></p>	<p>The World of Animals</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Animals and their habitat</li> <li>• Body coverings</li> <li>• Feeding habits</li> <li>• Organs for breathing</li> <li>• Movement in animals</li> <li>• Migration</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 organs of breathing in different animals</li> <li>• Describe how animals move</li> </ul>	<p>ICR, videos</p>	<p>To identify how legs make us stable. Collect more information on animals with different body coverings. Collect information on migratory birds</p> 	<ul style="list-style-type: none"> <li>• Applicative thinking</li> <li>• Integrated learning</li> <li>• Critical &amp; logical thinking</li> </ul>
<p><b>4.</b></p>	<p><b>June/ July 06/ 05</b></p>	<p>Food and Health</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Components of food</li> <li>• Health</li> <li>• Diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Identify healthy food 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> </ul>	<p>ICR, charts, videos</p>	<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>• Creativity</li> <li>• Critical thinking</li> <li>• Scientific temper, Investigation</li> </ul>

				<ul style="list-style-type: none"> <li>• Understands the importance of exercising regularly and maintaining a good posture</li> </ul>			
5.	<b>July 08</b>	<p>The Skeletal system and the Circulatory System</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Skeletal system</li> <li>• Circulatory 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> </ul>	ICR, models of systems	<ul style="list-style-type: none"> <li>• To understand the movements of joints</li> <li>• To analyze skeletal system in our body</li> </ul> 	<ul style="list-style-type: none"> <li>• Applicative Thinking</li> <li>• Integrated learning</li> <li>• Creativity</li> </ul>
6.	<b>July/ August 02/ 06</b>	<p>The Nervous System</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Nervous system</li> <li>• Brain</li> <li>• Spinal Cord</li> <li>• Nerves, Sense organs</li> </ul>	<p>Identify the major components of the nervous system and describe their role</p> <ul style="list-style-type: none"> <li>• of the major parts of the nervous system</li> <li>• different sense organs</li> </ul>	ICR, Puzzles, model of nervous system	<ul style="list-style-type: none"> <li>• To understand the parts of brain</li> <li>• To understand the sense organs</li> </ul>	<ul style="list-style-type: none"> <li>• Applicative Thinking</li> <li>• Integrated learning</li> <li>• Creativity</li> </ul>

7.	<b>August 07</b>	<p>Rocks and Minerals.</p> 	<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>• Identify precious metals</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>• Applicative Thinking</li> <li>• Integrated learning</li> <li>• Scientific temper</li> </ul>
8.	<b>August 10</b>	<p>States of Matter.</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Matter</li> <li>• Solubility of substances in water</li> <li>• Change of state of matter</li> <li>• Physical and chemical changes</li> <li>• Expansion and contraction</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the three states of matter on the basis of arrangement of particles</li> <li>• Describes how temperature affects state</li> <li>• Describes expansion and contraction in substances</li> <li>• Describes the physical and chemical changes in matter</li> <li>• Describe the changes in our surrounding</li> </ul>	ICR, video	<ul style="list-style-type: none"> <li>• To observe evaporation of water where water changes to water vapor on heating.</li> <li>• To observe change of water vapor into water on cooling.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Critical thinking</li> <li>• Investigation</li> </ul>

<p>9.</p>	<p><b>September 08</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>	<ul style="list-style-type: none"> <li>• To show that air occupies space and has mass, exerts pressure and is essential for burning.</li> </ul>  <p>Collect information on depletion of ozone.</p>	<ul style="list-style-type: none"> <li>• Applicative thinking</li> <li>• Integrated learning</li> <li>• Creativity</li> </ul>
<p>10.</p>	<p><b>September/October 04/ 03</b></p>	<p>Force and Energy</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Force</li> <li>• Work</li> <li>• Energy</li> </ul>	<p>Understands</p> <ul style="list-style-type: none"> <li>• Different types of forces</li> <li>• Different forms of energy</li> </ul>	<p>ICR, video</p>	<ul style="list-style-type: none"> <li>• To make a model of windmill</li> <li>• To gather information about the dams in India</li> </ul> 	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Logical thinking</li> <li>• Integrated learning</li> </ul>

<p><b>11.</b></p>	<p><b>October 10</b></p>	<p>Simple Machines</p>  <p>The diagram shows six types of simple machines: a lever with a fulcrum, a pulley with a wheel and rope, a wheel and axle, an inclined plane, a wedge, and a screw.</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</p> <p>Know about Inclined Plane</p>	<p>ICR, simple machines</p>	<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 10</b></p>	<p>The Moon.</p>  <p>The diagram shows the moon's phases as seen from Earth: Waxing Gibbous, Full Moon, Waning Gibbous, Waxing Crescent, First Quarter, and Last Quarter.</p>	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• The moon and its surface</li> <li>• Atmospheric conditions on the moon</li> <li>• Phases of the moon</li> <li>• Eclipses</li> <li>• Expedition to the moon</li> <li>• Artificial Satellite</li> </ul>	<p>Understands that moon is a natural satellite of Earth</p> <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>	<p>ICR, model of phases of moon</p>	<ul style="list-style-type: none"> <li>• To make model of phases of moon</li> <li>• To demonstration eclipse by using charts and by placing two balls in line with a source of light. This would help form a shadow</li> </ul>	<ul style="list-style-type: none"> <li>• Applicative thinking</li> <li>• Critical thinking</li> <li>• Creativity</li> </ul>
<p><b>13.</b></p>	<p><b>November 12</b></p>	<p>Natural Disasters</p>  <p>The images show a cracked ground from an earthquake, a volcanic eruption, a tsunami wave, and a drought with a cracked road.</p>	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Earthquake,</li> <li>• volcano,</li> <li>• tsunami and tidal waves,</li> <li>• Drought</li> </ul>	<ul style="list-style-type: none"> <li>• Describes what a natural disaster is</li> <li>• Describes various natural disasters like earthquake, tsunami, volcano, and drought</li> <li>• Describes earthquake safety</li> </ul>	<p>ICR, videos</p>	<ul style="list-style-type: none"> <li>• To Collect more information on how tsunamis are caused.</li> <li>• To identify the only active volcano in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Applicative thinking</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Scientific temper</li> </ul>

<p><b>14.</b></p>	<p><b>December 15</b></p>	<p>Our environment</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Pollution</li> <li>• Types of Pollution</li> <li>• Ways of reducing pollution</li> <li>• Protecting our Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that our environment is precious and we must work together to protect it.</li> <li>• Describes the effects of Pollution on health</li> <li>• Study about greenhouse Effects.</li> <li>• Spreads awareness about keeping our environment clean.</li> </ul>	<p>ICR, videos</p>	<ul style="list-style-type: none"> <li>• To reuse and recycle the things.</li> <li>• To demonstrate the effect of global warming.</li> <li>• To Find out what should be the appropriate quality of air.</li> </ul> 	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Applicative thinking</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Scientific temper</li> </ul>
<p><b>15.</b></p>	<p><b>January 13</b></p>	<p>Light and Shadow</p> 	<p>To enable students to understand</p> <ul style="list-style-type: none"> <li>• Transparent, Translucent and Opaque materials</li> <li>• Shadow</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies luminous and non-luminous objects</li> <li>• Characteristics of shadow</li> </ul>	<p>ICR, Activity</p>	<ul style="list-style-type: none"> <li>• Analyze and name the objects</li> <li>• Word puzzle</li> </ul> 	<ul style="list-style-type: none"> <li>• Applicative thinking</li> <li>• Integrated learning</li> <li>• Creativity</li> </ul>
<p><b>16.</b></p>	<p><b>February / March 22/ 03</b></p>	<p>Revision</p>					