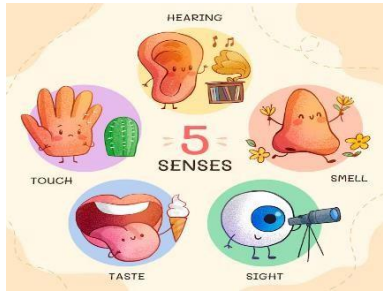
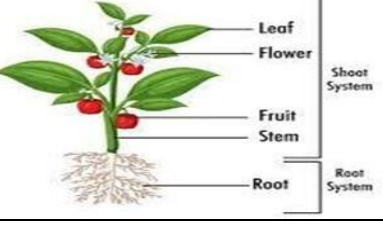


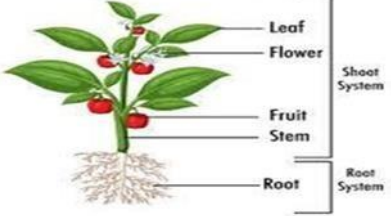


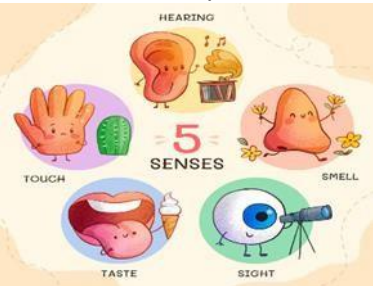




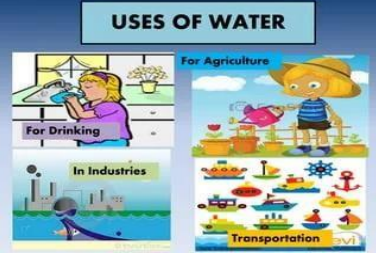



**Vidya Pratishthan's**  
**Dr. Cyrus Poonawalla School (CBSE)**  
**Annual Curriculum Planning (ACP) 2026-27**

Sub- EVS									
Sr. No	Content/ Topic	Month	No. of Teaching Periods	Learning Objectives	Expected Learning Outcome.	Activity	Teaching Aids	Assessment	21 <sup>st</sup> Century Skills
1.	<b>Bridge course</b>	April	05						
a)	<ul style="list-style-type: none"> <li>Our Body</li> </ul> 	April	01	<ul style="list-style-type: none"> <li>-To know the different sense organs of our body.</li> <li>- To show co-ordination between sensorial perceptions and body movements in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to develop the discrimination in the smell, sense and touch</li> </ul>	<ul style="list-style-type: none"> <li>- Do the exercise of inhalation and exhalation</li> <li>- Singing rhyme</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Stethoscope</li> <li>- Story</li> </ul>	Draw a diagram of all 5 sense organs	Creativity and Exploration
b)	<ul style="list-style-type: none"> <li>Parts of a Plant</li> </ul> 	April	01	<ul style="list-style-type: none"> <li>-To observe and describes diversity among plants in their immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to tell the characteristics &amp; functions of parts of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>- Collecting the different parts of plant and explaining their functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Specimens of plant</li> </ul>	Draw a diagram of parts of plant. Colour it and label it.	Scientific temper Art integration
c)	<ul style="list-style-type: none"> <li>Living things and Non-Living things</li> </ul> 	April	01	<ul style="list-style-type: none"> <li>- Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses</li> <li>- To differentiate between Living and Non-living things</li> </ul>	<ul style="list-style-type: none"> <li>- Students will able to show care for and joy in engaging with each life form</li> <li>- Students will be able to observe, understand and differentiate between the categories of objects and the relationship between them.</li> </ul>	Differentiate between the Living and Non-living things	Materials and objects which are Living and non-living	<ul style="list-style-type: none"> <li>- Write examples 10 living and non-living things</li> </ul>	Creativity and Critical thinking Problem solving
d)	<ul style="list-style-type: none"> <li>Safe and Sound</li> </ul> 	April	01	<ul style="list-style-type: none"> <li>-To describe the basic needs and protection of human beings</li> <li>- To discuss that how to prepare for emergency situations and ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to follow all the safety rules</li> <li>-Students will be able to perform first aid procedure on the person in need</li> </ul>	<ul style="list-style-type: none"> <li>- Playing game of safe and non-safe/Red light Green light</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards of different colours</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and colour the traffic signals and what the different colours says.</li> </ul>	Problem solving and Critical thinking Self-awareness
		(Worksheet)	(01)						

2.	<p>Ch. No-1 Our Surroundings</p> 	April	07	<ul style="list-style-type: none"> <li>- To observe understands different categories of objects and the relationships between them.</li> <li>- Observes and understands cause and effect relationships in nature by forming simple hypotheses &amp; uses observations to explain their hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to starts recognizing 'self' as an individual belonging to a family and community</li> <li>-Students will be able to Shows care for and joy in engaging with all life forms.</li> </ul>	<ul style="list-style-type: none"> <li>- Telling Story</li> <li>- Asking the things, we find in our surroundings</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Charts</li> <li>- Story</li> </ul>	<ul style="list-style-type: none"> <li>- Observe and write 10 places you find on the way to school.</li> </ul>	Information literacy, observation, and critical thinking
3.	<p>Ch. No-2 Living things and Non-Living Things</p> 	April	08	<ul style="list-style-type: none"> <li>- Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses</li> <li>- To differentiate between Living and Non-living things</li> </ul>	<ul style="list-style-type: none"> <li>- Students will able to show care for and joy in engaging with each life form</li> <li>- Students will be able to observe, understand and differentiate between the categories of objects and the relationship between them.</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiate between the Living and Non-living things</li> </ul>	<ul style="list-style-type: none"> <li>Materials and objects which are Living and non-living</li> </ul>	<ul style="list-style-type: none"> <li>Write examples 10 living and non-living things</li> </ul>	Creativity and Critical thinking Problem solving
4.	<p>Ch. No-3 Food from Plant</p> 	June	08	<ul style="list-style-type: none"> <li>-To Shows a liking for and understanding of nutritious food and does not waste food</li> <li>- To understand the importance of food.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to tell about the importance of plants and the food we get from them.</li> </ul>	<ul style="list-style-type: none"> <li>- List the food we get from the plants.</li> </ul>	<ul style="list-style-type: none"> <li>- Food items</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- Make a chart of food you get from plants.</li> </ul>	Problem solving and Critical thinking Self-awareness
5.	<p>Ch. No-4 Plant World</p> 	June	08	<ul style="list-style-type: none"> <li>- To observe and describe cultural diversity according to the nature and environment.</li> <li>- To observe and identify the natural and social components in their immediate environment.</li> <li>- To observe the diversity among Plants.</li> <li>- To identify the needs of plants and how they can be supported.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to tell the meaning of habit and habitat of plants.</li> <li>- Students will be able to tell the importance of adaptation in plants.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation of plants in biodiversity park.</li> <li>- Draw and colour different types of plants.</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Chart</li> <li>- Plant Specimens</li> </ul>	<ul style="list-style-type: none"> <li>- Observe the plants and draw them as well as colour them.</li> </ul>	Initiative, self-awareness, Problem solving, scientific temper
6.	<p>Ch. No. 5 Parts of Plant</p> <p><b>Parts of a plant</b></p> 	July	08	<ul style="list-style-type: none"> <li>-To observe and describes diversity among plants in their immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to tell the characteristics &amp; functions of parts of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>- Collecting the different parts of plant and explaining their functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Specimens of plant</li> </ul>	<ul style="list-style-type: none"> <li>Draw a diagram of parts of plant. Colour it and label it.</li> <li>*Periodic Test I</li> </ul>	Scientific temper Art integration
7.	<p>Ch. No-6 Animal World</p> 	July	07	<ul style="list-style-type: none"> <li>- To observe and identify the natural and social components in their immediate environment.</li> <li>- To observe the diversity among animals.</li> <li>- To observes and understands different categories of objects and the relationships between them.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to shows care for and joy in engaging with all life forms</li> <li>- Students will be able to tell the uses of animals</li> </ul>	<ul style="list-style-type: none"> <li>- Telling story</li> <li>- Watching short film</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Chart</li> <li>- Animal Toys</li> </ul>	<ul style="list-style-type: none"> <li>- Observe the plants and draw them as well as colour them.</li> </ul>	Initiative, self-awareness, Problem solving, scientific temper

8.	Ch. No. 7 Born Free – Wild Animals 	August	08	<ul style="list-style-type: none"> <li>- To observe and identify the natural and social components in their immediate environment.</li> <li>- To observe the diversity among animals.</li> <li>- To identify the needs of animals and how they can be supported.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to tell the meaning of habit and habitat of animals.</li> <li>- Students will be able to tell the different characteristics of animals.</li> </ul>	<ul style="list-style-type: none"> <li>- collect the different images of birds, insects and fish. Paste them in the notebook and tell about their habitats.</li> <li>- Magic box activity.</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Chart</li> <li>- Toys</li> <li>- Magic box</li> </ul>	Paste the pictures of types of animals, their houses and write their names.	Critical thinking, Scientific temper, Problem solving
9.	Ch. No. 8 Birds, Insects and Fish 	August	10	<ul style="list-style-type: none"> <li>-To know about the reproduction in the animals.</li> <li>- To observe and identify the natural and social components in their immediate environment.</li> <li>- To observe the diversity among animals.</li> <li>- To identify the needs of animals and how they can be supported.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to tell different characteristics of birds, fish and insects.</li> </ul>	<ul style="list-style-type: none"> <li>- Sorting the animals</li> <li>- Watching short film</li> </ul>	<ul style="list-style-type: none"> <li>-ICR</li> <li>- Charts</li> <li>-Animal toys</li> </ul>	Worksheet and Quiz	Critical thinking, Problem solving observation
	Revision	September				-		*Half Yearly Examination	
10.	Ch. no. 9 Our Body 	September	12	<ul style="list-style-type: none"> <li>-To know the different sense organs of our body.</li> <li>- To show co-ordination between sensorial perceptions and body movements in various activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to develop the discrimination in the smell, sense and touch.</li> <li>- Students will be able to recall the functions of sense organs.</li> </ul>	<ul style="list-style-type: none"> <li>- Do the exercise of inhalation and exhalation</li> <li>- Singing rhyme</li> </ul>	<ul style="list-style-type: none"> <li>- ICR</li> <li>- Flashcards and Specimens</li> <li>- Story</li> </ul>	Draw a diagram of all 5 sense organs	Creativity, Self-awareness and Exploration
11.	Ch. No 10- Things Our Body Needs <b>PERSONAL HYGIENE THINGS</b> 	October	10	<ul style="list-style-type: none"> <li>- To show co-ordination between sensorial perceptions and body movements in various activities</li> <li>- To create self-awareness about self.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to tell a liking for and understanding of nutritious food and does not waste food</li> <li>- Students will be able to Show balance, coordination, and flexibility in various physical activities</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the different forms of energy by applying it with the help of force and work.</li> </ul>	<ul style="list-style-type: none"> <li>-ICR.</li> <li>- charts</li> <li>-Hygiene products</li> </ul>	Worksheet and quiz	Critical Thinking Awareness and problem solving
12.	Ch. No. 11- Healthy Habits 	October	09	<ul style="list-style-type: none"> <li>-To show a liking for and understanding of nutritious food and does not waste food</li> <li>- To recognize different emotions and makes deliberate efforts to regulate them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to practices basic self-care and hygiene</li> <li>- Students will be able to keep school and classroom hygienic and organized.</li> </ul>	<ul style="list-style-type: none"> <li>- Watching short film</li> <li>- Telling story</li> <li>-Performing yoga</li> </ul>	<ul style="list-style-type: none"> <li>-ICR.</li> <li>- Charts.</li> </ul>	List out the different healthy habits.	Productivity, Awareness Problem solving Media literacy
13	Ch. No. 12 Safe and Sound 	November	10	<ul style="list-style-type: none"> <li>-To describe the basic needs and protection of human beings</li> <li>- To discuss that how to prepare for emergency situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to follow all the safety rules</li> <li>- Students will be able to tell about unsafe situations and ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>- Playing game of safe and non-safe/Red light Green light</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards of different colours</li> </ul>	Draw and colour the traffic signals and what the different colours says.	Problem solving and Critical thinking And Self-awareness

14.	Ch. No-13 Season, Clothes and Houses 	December	10	- To observe and understand cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses.	- Students will be able to observe, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions.	- Write about your favourite season - Draw an umbrella & colour it.	- ICR - Charts - Story telling	- Draw and colour different types of clothes you wear in the summer, winter & monsoon season.	Art integration Observation Self-awareness
15.	Ch. No-14 Air and Water 	January	10	- To observe and understand cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses	- Students will be able to observe, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions	- Laboratory activity.	- Chart - ICR	- Worksheet and quiz competition  *Periodic Test II	Problem solving and Critical thinking And Self-awareness
16.	Ch. No-15 Sun, Moon and Stars 	February	10	- To observe and understand cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses - To understand about the natural phenomenon.	- Students will be able to list the characteristics about sun, moon, and stars. - Students will be able to draw the diagram of sun, moon and stars	- Telling story - Singing rhyme	- ICR - Projectors - Charts	- Draw the diagram of Moon, Sun, and Stars	Observation, Information literacy Art Integration
17.	Revision	February And March	09 08	- To revise and study all the chapters.	- Students will prepare and study for the examination.	- Worksheets - Quiz competition	- Textbook - ICR	*Second Terminal Examination	Scientific temper Discussion & Observation

• **Subject Teachers-**

- Mrs. Bhoopali J.
- Mrs. Priya k.
- Mrs. Pratiksha S.

**Moderator**

**Principal**