

**DAV CENTENARY PUBLIC SCHOOL, PASCHIN ENCLAVE ,NEW DELHI-87**  
**ACADEMIC PLAN (SESSION 2016-17)**

**CLASS - IV**

**SUBJECT General Science**

<b>Assessment / month</b>	<b>Content Topic/Subtopic</b>	<b>Learning outcome/objective</b>	<b>HW/ Assignment (No.)</b>	<b>Activities</b>	<b>Life skills</b>	<b>Attitudes/ Values</b>
April (18)	<b><u>L-2 Plants</u></b> <ul style="list-style-type: none"> <li>• Parts of a plant</li> <li>• Difference between root and shoot</li> <li>• Types of roots</li> <li>• Functions of the root</li> <li>• Special functions of the root</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire the detailed knowledge about the types of roots</li> <li>• Understand the various functions of the root of a plant</li> </ul>	H.W. -2 Assign.-1	➤ <b><u>Herbarium File</u></b> - (Collection of tap roots & fibrous roots) ➤ Seed Germination  (Enrichment & Remedial worksheets)	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Critical thinking</li> <li>• Rational thinking</li> </ul>	Arouse curiosity towards nature
May (15)	<b><u>L-9 water scarcity and conservation of water</u></b> <ul style="list-style-type: none"> <li>• Earth – a blue planet</li> <li>• Factors causing shortage of water</li> <li>• Need for conserving water</li> <li>• Ways of conserving water</li> <li>• Rain water harvesting</li> </ul>	<ul style="list-style-type: none"> <li>• Infer factors causing shortage of water</li> <li>• Understand the need of conserving water</li> <li>• Acquire the detailed knowledge of ways of conserving water</li> </ul>	H.W.-2 Assign.-1	➤ <b><u>Poster making</u></b> - “Conserve water”	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Problem solving</li> </ul>	Need to conserve water

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July (19)	<b><u>L-1 My body</u></b> <ul style="list-style-type: none"> <li>• Digestive system</li> <li>• Types of Teeth</li> <li>• Taste buds on tongue</li> <li>• Precautions taken at the time of eating food</li> <li>• Sources of infection</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the function of various organs present in digestive system of our body.</li> </ul>	HW-3 Assign.-1	<b><u>Denture making</u></b> (Using dough and a few peeled peanuts) <ul style="list-style-type: none"> <li>• <u>Role Play-</u>                (Depicting different parts of digestive system (group activity))</li> </ul> (Enrichment & Remedial worksheets)	<ul style="list-style-type: none"> <li>• Decision making</li> </ul>	Develop personal Hygiene
July (19)	<b><u>L-10 Water Pollution</u></b> <ul style="list-style-type: none"> <li>• Causes of water pollution</li> <li>• Harmful effects of water pollution</li> <li>• Prevention of water pollution</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the process by which water becomes impure.</li> <li>• Generalize the causes and effects of water pollution</li> <li>• Find out the ways of preventing water pollution</li> </ul>	H.W.-1 Assign.-1	<ul style="list-style-type: none"> <li>• <b><u>Picture Composition-</u></b>                (Students will be given a picture showing water pollution)</li> </ul>	<ul style="list-style-type: none"> <li>• decision making</li> <li>• critical making</li> <li>• problem solving</li> </ul>	Develop a sense of preventing water pollution

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August (20)	<b><u>L-4 Plants in our neighbourhood</u></b> <ul style="list-style-type: none"> <li>• Terrestrial plants</li> <li>• Aquatic plants</li> <li>• Cultivation of plants</li> <li>• weeds</li> </ul>	<ul style="list-style-type: none"> <li>• To infer that plants differ in shape as per the habitat.</li> <li>• To acquire the knowledge about the cultivation of plants</li> <li>• To differentiate between cultivated plants and weeds.</li> </ul>	H.W.-3 Assign.-1	<ul style="list-style-type: none"> <li>➤ <u>Scrap file-</u> ( Pasting pictures of plants in different regions)</li> </ul> (Enrichment & Remedial worksheets)	<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Interpersonal relationship skills</li> <li>• Critical Thinking Decision making</li> </ul>	Develop care for nature
September (14)	<b><u>L-1 My body (contd.)</u> + Revision</b>					
October (15)	<b><u>L-3 Flowers &amp; Fruits</u></b> <ul style="list-style-type: none"> <li>• Features of Flowers</li> <li>• Uses of flowers</li> <li>• Uses of fruits</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the various uses of flowers</li> <li>• To make them aware of the importance of flower and fruits.</li> <li>• Enable the students to identify the various parts of a flower</li> </ul>	H.W.-2 Assign.-1	<u>Dissection of flower</u> ( To observe different parts of a 'hibiscus flower') <ul style="list-style-type: none"> <li>• Make Rangoli using petals &amp; leaves</li> <li>• Visit a florist shop and make a survey of flowers available in his shop</li> </ul> (Enrichment & Remedial worksheets)	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Creative thinking</li> </ul>	Restraining from plucking flowers.

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November (20)	<p><b><u>L-6 Insects</u></b></p> <ul style="list-style-type: none"> <li>• Features of Insects</li> <li>• Pollination</li> <li>• Useful insects</li> <li>• Harmful insects</li> <li>• Stinging insects</li> <li>• Life cycle of a silk moth</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the common features of an insect.</li> <li>• Classify insects as useful and harmful insects</li> <li>• Relate the knowledge of useful &amp; harmful insects in daily life</li> </ul>	H.W.-2 assign.-1	<p><b><u>Incredible Insects</u></b></p> <ul style="list-style-type: none"> <li>• Honeybee comb(The students will draw six sided chambers called combs in their note-book)</li> <li>• Silk moth on a mulberry leaf ( The students will collect one mulberry leaf and paste it in their note book. With the help of cotton and silk thread, they will make a cocoon and paste on mulberry leaf)</li> <li>• Different lac products ( The students will paste the pictures of lac products)</li> </ul>	<ul style="list-style-type: none"> <li>• creative thinking</li> <li>• decision making</li> <li>• problem solving</li> </ul>	arouse curiosity towards insects

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December (20)	<p><b><u>L-5 Birds- beaks &amp; claws</u></b></p> <ul style="list-style-type: none"> <li>• Features of birds</li> <li>• Types of beaks</li> <li>• Uses of beaks</li> <li>• Types of claws</li> <li>• Uses of claws</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the different features of birds.</li> <li>• Classify birds according to various types of beaks &amp; claws</li> <li>• Acquire the knowledge of feeding habits of birds .</li> </ul>	<p>H.w. -3 Assign.-1</p>	<p><b><u>Role Play</u></b> – (To depict beaks and claws of different birds)</p> <p><b><u>Scrap file-</u></b> (Collection of feathers of various birds)</p>	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Analytical reasoning</li> </ul>	<p>Develop curiosity towards birds</p>

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January (14)	<p><b><u>L-7 Food</u></b></p> <ul style="list-style-type: none"> <li>• Importance of food</li> <li>• Classification of food</li> <li>• Sources and functions of different types of food</li> <li>• Sources and functions of vitamins &amp; minerals</li> <li>• Balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Recall various types of nutrients present in different food stuffs .</li> <li>• Categorize various food stuffs into energy giving ,body building &amp; protective food.</li> <li>• Identify the sources &amp; function of various types of vitamins &amp; minerals.</li> <li>• Categorize the diseases as “Deficiency “ &amp; “Communicable” diseases</li> <li>• Understand the importance of Balanced Diet</li> </ul>	H.W.-2 Assign.-1	<ul style="list-style-type: none"> <li>• Classify the food items according to the nutrients as well as the categories of food i.e. body building/energy giving /protective food.</li> <li>• <u>Rapid- fire Quiz-</u></li> <li>• <b><u>Meal chart-</u></b> ( Students will be asked to prepare a meal chart for one day showing the combination of different nutrients in their diet. Also, they will categorize food items into building food, energy giving food &amp; protective food)</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Developing healthy eating habits</li> </ul>

<p>February (19)</p>	<p><b><u>L-10 Safe handling &amp; storage of water</u></b></p>	<ul style="list-style-type: none"> <li>• To make the students aware of the term “potable water”</li> <li>• Understand the importance of clean water.</li> <li>• Find out the appropriate method of purification of water in a given situation</li> <li>• Acquire the knowledge of safe handling &amp; storage of water</li> </ul>	<p>H.W. -2 Assign.-1</p>	<ul style="list-style-type: none"> <li>• <b>“Glass in the class”</b> (Method of filtration)</li> <li>• <u>Situation based activity-</u> (Some situations will be given to the students &amp; they will decide the method of purification of water)</li> <li>• <u>Survey-</u> The students will carry out a survey in five houses to make the following observations- source of water, storage of water, method of purification, handling of water. By observation , the students will draw the conclusion i.e whose house did they find the best and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Self awareness</li> <li>• Problem solving</li> </ul>	<p>Importance of safe handling of water</p>
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**YEARLY PLANNER (SESSION 2016-17)**

**SYLLABUS AT A GLANCE**

**CLASS-IV**

**SUBJECT: GENERAL SCIENCE**

FORMATIVE ASSESSMENT	MONTH/S	CONTENT
I	APRIL – MAY	L-2 PLANTS L-8 WATER SCARCITY AND CONSERVATION OF WATER
II	JULY-AUGUST	L-1 MY BODY L-4 PLANTS AROUND US L-10 WATER POLLUTION
III	SEPTEMBER-DECEMBER	L-3 FLOWERS & FRUITS L-5 BIRDS- BEAKS & CLAWS L-7 FOOD
IV	JANUARY- MARCH	L-6 INSECTS L- 9 SAFE HANDLING AND STORAGE OF WATER