

ES Scheme of Work, Gr: 2
First Term, 2008
H.DH. AEC

WK	LSN	Topic	Objectives	Suggested Teaching Activities	T.Aids
One	1	I am special	<ul style="list-style-type: none"> ▪ To give information about themselves. ▪ To draw and write about things can do cannot do well. 	<ul style="list-style-type: none"> ▪ Ask children's to tell their names. Check if there are two children with a same name, if their parents are same or if they have the same face. Tell that every one is special. Ask children's about different things they can do and cannot do. Draw or paste their own picture and let them to list things they like about themselves. Let them draw and write 2-3 sentences about his things they can do and cannot do. (Do the activity on pages 26, 27. 	PB
	2	I respect other people	<ul style="list-style-type: none"> ▪ To tell how they feel in different situation. 	<ul style="list-style-type: none"> ▪ Give a happy face and sad face to children and then teacher tell a situation and the children will have to raise a face to express how they feel. Give different situation to groups and ask them to write how they would feel. Eg: If my mother shouts at me. I will feel sad. Present their work and let them to do work on pages 28 and 29. 	Happy face and Sad face PB
	3	Growth	<ul style="list-style-type: none"> ▪ Measure and record the rate of the growth. (record their height and weight in the previous year to see how they have grown and gained) 	<ul style="list-style-type: none"> ▪ Do some pair work. Pare of the students of the same sex ▪ Ask them to measure each other by using their hand span. ▪ How many hand spans is your partners height? ▪ Discuss the different students' height. See who is the tallest in the class. Measure the weight and see who is the heaviest. After that ask them to look their report books to find out students weight and height of the previous year. ▪ Draw a graph to show how they have grown and gained. ▪ Do activity 13a on page 32 and 33 	PB
	4	Growth	<ul style="list-style-type: none"> ▪ Measure and record the rate of the growth (Identify and write the changes come to them) 	<ul style="list-style-type: none"> ▪ Ask them to bring the pictures of them from their first year to till now. ▪ Paste them in their exercise book in cycle. ▪ First teacher shows the pictures and discuss about the differences and after that ask children to discuss about the difference and what changes come to them. ▪ Write the differences in their exercise book. 	Pictures

	5	Growth	<ul style="list-style-type: none"> Draw and list the changes that took in some living things(rate of the growth 	<ul style="list-style-type: none"> Show them real or picture of baby animals and old ones. In groups ask them to discuss about the differences and the changes come to them while they growing. Draw some living things and write some changes come to them. Eg: seed → plant → tree Egg → chick → hen Give notes about growing. Eg: All living things move, they grow, they need food, they breathe. They can feel changes around them. They produce young ones. They get old and die. 	Real animals or pictures
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Two	1	Family size	<ul style="list-style-type: none"> Compare the size of the small and large family and list advantages and disadvantages of having large and small family. 	<ul style="list-style-type: none"> Read a story relating to the large and small family. Discuss about the thing happen to the large and small family. In groups ask them to discuss about, what are the problems will be there having large and small family. Present their work. Explain the advantages and disadvantages of having large and small family. 	Pictures
	2	Family size	<ul style="list-style-type: none"> Compare the size of the one's family and those of the parents 	<ul style="list-style-type: none"> Make two families from the class. Ask to look at the family and ask which family has the most number of the people? Which has the least number of the people? How many members are there in your mother's, father's and your family? Compare their own family and their parent's family. Ask about the differences. Explain them to note on page 38,39,40 Ask them to do the activity on the page 40 and draw their own family tree in their exercise book. 	PB
	3	Family	<ul style="list-style-type: none"> Express one's own responsibility as a member of family. Identify and list the ways how each member of their family help the other member (family) 	<ul style="list-style-type: none"> Ask them to recall the name of the family members. Eg: Father, mother, brother, sister etc Give each group name cards and ask them to list how they help to their family. (Jobs they do at home) Eg: Mother –cook-wash Father works to get money. Sister sweep the house. Present their work and let them to draw and name jobs they do. 	Name cards
	4	Family	<ul style="list-style-type: none"> Identify and write things they can do to help their family. 	<ul style="list-style-type: none"> In groups, ask them to mime something (action) that they do to help their family. List some of them on the b.board. Whole class discussion about things that they do and that they can do to help their family. Eg: Wash the plates, sweep the house, arrange the books etc. Ask them to list some of them in their exercise book. 	Word cards

	5	Assessment 1		Assessment 1 Family growth	
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Three	1	Senses	-Be able to identify how our senses help us	- play feely bag with different objects. E.g.: orange, sweet, phone ball, walk man, drink rose. Ask different children to come and feel an object and describe. (Can they guess that objects? If No then how will we find out more information about that objects. Eg: by looking, by touching, by smelling, etc.	
	2	Senses	Be able to identify how our senses help us	Play a parcel passing game (sensory organs). Discuss about the uses of our sense organs. Ask to draw sense organs and write the uses of the sense organs near it in their ex-book. Eg: ears to hear, nose to smell, tongue to taste, eyes to see, hand or skin to touch.	pictures
	3 & 4	Senses of hearing	-Listen to different sounds and draw what makes those sounds.	-Teacher makes different sounds and ask ch/n to identify the sounds and draw the things that made those sounds on the WB. After that explain them how do our ears help us. And the things that makes different sounds. -Let them do the activities on page 3 & 4. And let them to draw the things which make sounds. Eg: radio, car, drum, guitar, alarm clock, mobile phone etc.	Real things like whistle, pen, hand, ruler, spoon etc.

	5	Senses of hearing	-To list the sounds they hear. To draw the things which makes pleasant and unpleasant sound?	-Ask ch/n to sit quietly and listen to the sounds that they hear and ask to list on the WB, sounds they hear. After that whole class discussion about things which make pleasant and unpleasant sounds. Play the tape and ask ch/n to list the sounds carefully and identify what makes pleasant and unpleasant sounds from those sounds. They have to make two columns on the WB and list the sounds by listening. And let them to draw sounds they like best and don't like in their ex-book. Do the activity on page 5	picture
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	LSN	Topic	Objectives	Suggested Teaching Activities	T.Aids
Four	1	Senses of touch (feeling)	-To touch different objects feel it and tell its name without looking it and draw. - To read by touching what number it is.	-Place different objects in a bag, blind fold a child and ask that child to feel objects and tell what it is without saying its name. Give pieces of Styrofoam boards with numbers outlined with pins. Blind fold another child and ask that child to read the numbers by feeling it Do the activity on page 9 -Let them to draw and name some objects in their ex-book.	Real objects
	2	Senses of touch	-To touch different objects feel it and tell its name and draw them. -To group the objects to hot, cold , smooth , rough , wet and dry and draw the objects in	-Blind fold a child and give a bag with lot of objects and ask the child touch one object from the box and guess its name. Show them pictures or real things.eg: hot drinks, wet clothes, dry leaves, cold drinks, sponges, and clothes. By asking questions explain them how do they feel. Eg: hot, dry, smooth, cold, hard, soft, wet, rough. Let them to differentiate some of the objects according to these groups. Do the activity on page 10	Real things
	3	Taste and smell	-To identify the taste of different food items.	Blind fold a child. Let the child to taste the different drinks and guess it . Then ask to do the same by holding their nose and identify its taste. Discuss about the things which has different tastes and let them to draw and name one food item for each taste. Do the activity on page 11 - 13	Real things (food)

	4	Taste	-To group the food according to its taste. (salty , sour , bitter & sweet) After tasting it and list.	-Give Ch/n to taste the food ask them to group the food to sweet , sour, bitter and salty.eg: sour- lemon, bilinbi, sweet- sugar, cake, salty- salt, rihaakuru. Bitter- coffee, bitter gourds. Ask them to group the foods and draw in their ex book. Do the activity on page 14	Food items Real food
	5	Smell (pleasant & unpleasant)	-To smell different things and tell what it is -To draw that has a smell which they like and dislike	- After covering the cups with different things (onion, lemon, rose, garlic) in it , ask the Ch/n to smell it and what is inside it. - Ask them to tell the smell like and outside. From those smell. - Let them draw what they like and dislike on their ex: book - Do the activity on page 15 - 17	

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Five	1	Senses of sight	-To draw the things they see around the school	- Take the Ch/n to the play ground ask them to close their eyes and walk straight - Teacher will ask to identify something that they passed , a clue will be given - After going to the class let them to draw and name the things they saw Do the activity on page 18 &19	BB P.B
	2	How our senses help us	-To guess and tell the things from a given set of things. -Say how our eyes are important for us.	Ask a child cover an eye and then other has to move the button over the table the child tells to drop the button. Like that see the button could fall directly into the cup. Give two pictures and ask to find the differences. Give another picture to find hidden objects. Give difference fruits to different group. Let them write the description on their ex: book. Do the activity on page 20 – 25. Place set of things on a tray. Let them to observe for one minute. Then cover it. Ask questions about the things they have seen.	Real objects

	3	Assessment 2		Assessment 2.	Test paper
	4	Our teeth	-To differentiate permanent and baby teeth.	- paste 2 set of teeth on the. Ask do they look the same? - compare the 2 sets of teeth. Ask questions. - Why is the first teeth called baby teeth? - Why is the second set of teeth called permanent teeth? - look at your teeth? Are they your baby teeth or permanent teeth? - draw your teeth after looking at them through a mirror	
	5	Uses of our teeth	-To write sentences about something they can bite, tear and chew and draw them	- explain the uses of our teeth. Show something they can bite, tear, and chew. - explain the words bite, tear and chew. Do activity 189 * What happens when you use your teeth to do other things? Discuss, draw and write sentences about some thing bite tear and chew.	Apple Chewing gum roshi

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Six	1	Care for our teeth	<ul style="list-style-type: none"> - be able to say why teeth are becoming decay. - Be able to say how we take care of our teeth. 	<ul style="list-style-type: none"> - Ask how many children had decayed teeth? Why teeth are becoming decayed. Discuss - explain how germs has come to our teeth - ask questions - How often do you brush your teeth? Ask them to count how many teeth they had decayed 	
	2	Care for our teeth	<ul style="list-style-type: none"> - be able to say why teeth are becoming decay. <p>Be able to say how we take care of our teeth.</p>	<ul style="list-style-type: none"> - Ask questions. How many times you brush your teeth every day? How you brush your teeth? - Tell them we have to brush our teeth at least 2 times every day. Once in the morning and once before going to bed. - Ask them write 2-3 sentences about how you take care of our teeth. Show how to brush the teeth(out side/ inside/biting surface of every tooth) explain p-49 and 53 	Mirror brush

	3	Different types of food	<ul style="list-style-type: none"> - be able to identify the healthy food - be able to draw what food they like best and dislike. 	<ul style="list-style-type: none"> -Give them pictures of healthy and non healthy food - Ask them differentiate healthy and non healthy food. - Make two columns on the black board divide the foods healthy and non healthy food. -explain p.54 -Ask them to draw 2 healthy foods and 2 non healthy food . 	Pictures
	4	Different types of food	<ul style="list-style-type: none"> - be able to identify the healthy food - be able to draw what food they like best and dislike 	<ul style="list-style-type: none"> - Show them a food and ask they like and dislike. -Bring a child in front and ask to draw a food that he/she like and dislike. -explain p.54. -Ask them to draw 2 foods they like and 2 foods they dislike. 	pictures
	5	Food Group	<ul style="list-style-type: none"> - be able to identify the food groups 	<ul style="list-style-type: none"> -Show them cornflakes, rice, milk ,chicken ,fish ,carrot ,apple ,and ask questions. Do you know the food groups? Apple goes to which groups ? -Tell them to differentiate these foods in to groups . (from the groups). Present their work. -Draw on the black board . Check whether it is correct or not . Ask them to draw 4 food groups and make sentence Grow food ,Glow food ,Go food 	Picture

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Seven	1	Food Group	<ul style="list-style-type: none"> - be able to identify the food groups 	<ul style="list-style-type: none"> - Give A4 paper to each group and ask them to write things they ate yesterday for Lunch ,Dinner and Break fast. - Present their group work . List it on the black board with the help of students and teacher differentiate the foods for the groups. Ask is any group missing? Explain P.57 . Ask to draw what they eat on breakfast ,lunch , dinner . 	
	2	What food groups do	<ul style="list-style-type: none"> - be able to say go food and grow food and how the food help us. 	<ul style="list-style-type: none"> - Paste some picture of foods on the B.B . eg :rice flour vegetable fruit milk meat . Point the picture ask them to tell the group of the food eg: rice _go food . Give pictures of working people and explain how go food help us, and the sentence on page 58 go food helps the body to run work and play. - Show the pictures of healthy people and discuss about their muscles and explain the Grow food helps the body muscles and nerves to develop. Ask to draw the picture and write a sentence 	

	3	What food groups do	<ul style="list-style-type: none"> - be able to say go food and grow food and how the food help us. 	<p>-Show a beautiful woman and talk about her hair , skin and eyes and explain glow food help us. Make three columns table and write GO ,GROW ,GLOW and how it help us.</p> <table border="1"> <tr> <td>Go food</td> <td>Glow food</td> <td>Grow food</td> </tr> <tr> <td>Go food helps the body to run ,walk and play</td> <td>Glow food helps to keep the hair eyes skin healthy</td> <td>Grow food helps the body muscles and nerves to develop</td> </tr> </table>	Go food	Glow food	Grow food	Go food helps the body to run ,walk and play	Glow food helps to keep the hair eyes skin healthy	Grow food helps the body muscles and nerves to develop	
	Go food	Glow food	Grow food								
	Go food helps the body to run ,walk and play	Glow food helps to keep the hair eyes skin healthy	Grow food helps the body muscles and nerves to develop								
4	What food groups do	<ul style="list-style-type: none"> - be able to say go food and grow food and how the food help us. 	<p>Give WB to each pair and ask them to draw what they like to have on their lunch ,breakfast ,dinner . Give feed and present the pair work. Explain page 59 activity 22a . If you had a choice what would you eat 1 for breakfast ,2 lunch ,3 dinner ask them to draw in their ex : book</p>								
5	What food groups do	<ul style="list-style-type: none"> - be able to say go food and grow food and how the food help us 	<p>Ask Qus : about the previous work what do you like for you dinner? Ask them to make three column in their ex book</p> <table border="1"> <tr> <td>Go</td> <td>Glow</td> <td>Grow</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Divide the foods they have drawn in the previous lesson . Draw it on the ex book . Ask them do you get what you need to grow go, glow ? Think of food do you like the best.</p>	Go	Glow	Grow					
Go	Glow	Grow									

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Eight	1	What food groups do,	<ul style="list-style-type: none"> - be able to make displays about go glow grow healthy non healthy food 	<p>Ask Qus: from food group. Explain how to make display Make groups A- Glow food B- Go food C- Grow food D- Healthy food E- Non healthy food F- To write how food groups help us</p>	
	2	Assessment 3	-	- ASSESMENT 3	Test paper

	3	Transport	* Identify, name and draw vehicles which use fuel and understand what effects it has on the environment.	- Find out how children in the class come to school. As say it write it down on the BB. Go out side and ask them to look for the vehicles and list on the WB. Come to the class and discuss about the things that they have seen. In groups ask them to discuss the vehicles which use fuel and what affects it on the environment. - let them to draw and name vehicles which use fuel. And write what effects it on the environment. -Explain them the note on page 180.	Pictures of vehicles
	4				
	5	Transport	* Identify, name and draw vehicles which do not use fuel and understand which effects it has on the environment. * Say what is transport.	- In groups ask them to discuss the vehicles which do not use fuel and what affects it on the environment. Show them pictures and explain the vehicles which do not use fuel. Eg: bicycle, cart, camel cart, wheel barrow etc. - Let them to draw and name vehicles which do not use fuel. Explain and write what effects it has on the environment. - Explain them the pages 181, 182 and 183.	Pictures of vehicles,

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Nine	1	Transport	* Identify forms of transport use in the Maldives.	- In groups ask them to discuss about forms of transport used in Maldives. Present their work. Write their answers on the BB. Show them pictures of ambulance, seaplane, dhoni and ask where do we use these forms of transport. - let them to do a work sheet. - Explain 177, 178 and 179.	Pictures of vehicles, vessels, aircrafts
	2	Transport	* Identify, draw and name forms of sea, land and air transport.	- Ask questions. If you want to go to India what form of transport do you need and write where you use it. In groups ask them to list forms of transport used for sea, land and air. Show pictures and explain them. Eg: bicycle, car, sea plane, aeroplane, dhoni, ship, lorry, ferry etc. - Make three columns on the BB (sea, land and air). Paste three heading on the board. Give a picture to each child. Let them come and paste under the correct heading. Let them to draw and name forms of land, air and sea transport in their ex-book. Explain the pages 174, 175 and 176.	Pictures of vehicles, vessels, aircrafts

	3	Types of Transport	* Identify and draw useful types of transport in your island..	- In groups ask them to discuss about the forms of transport used in your island and from that what is the most useful form of transport in your island. - Let them to draw and write sentences about why it is most useful.	Pictures of vehicles
	4	Transport	* Identify, draw some road rules and signs. * follow road rules.	- Show them pictures of a busy road where lots of things are happening? People riding bicycle, driving cars, traffic jam, small children running etc. - In groups discuss about some road rules and signs. After that show them some pictures and explain road rules and signs. - Let them to draw and name some road rules and signs in their exercise book. - In class or school paste some road signs and practice.	Pictures of road signs.

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Ten	1	Transport	* Identify some rules and signs used at sea.	- If possible take the children on a field trip to a place where there are lots of vessels. Ask them to imagine what it is like on the sea. What type of accident occurs on the sea? What are the safety measures to be taken at sea? Show them pictures of sea rules and signs and explain it. - Let them to draw and name some sea rules and signs in their exercise book	Pictures of signs used at sea.
	2	Revision	* Recall the information from the previous topics.	- Play parcel passing. - Play moving answers. – Have quiz. - Let them to do worksheet.	Pictures Work sheet

	3	Assessment -4		Assessment - 4	Test papers
	4	Weather	* Differentiate the two seasons of the Maldives.	- Show them two pictures rainy day and sunny day. Ask them to what are the things You can see from these pictures. Sunny, clouds, rainy, windy, etc. Explain them the note on pages 95, 96 and 97. Ask which season do ypu like most and why. What thing can you see during Hulhan'gu and Iruvai season. - Let them to draw two seasons in Maldives.	Pictures of Hulhan'gu and Iruvai.
	5	Weather	* Identify and name nakaiy in Iruvai season. * Identify and name nakaiy in Hulhangu season.	- Talk about that day, weather? Teacher demonstrates how weather would be in both season, Hulhangu & Iruvaa. Let them to guess. - Give each group a calendar and small piece of papers. Let them to identify the nakaiy and period it begins and end. They have write it down on given pieces of papers. There will be six groups. Each group should find the nakaiy included in given two month. Eg: January, February. - Teacher pastes two heading in the board. They have to identify whether it is nakaiy in Hulhangu or Iruvai. They have to paste it in the correct headings. Let them to list down in their exercise book.	Pictures of two season Calendar

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Eleven	1	Clouds	* Say how clouds form.	- Go out side and observe that clouds. Colour, shape etc. Come to the class and explain them why clouds colour change and how it forms. Explain them the note on page 102 and 103 - Draw and name different types of cloud.	Pictures
	2	Day and night	-To draw & name things we do during the day time.	-Show sun & ask what time we see the sun. -Discuss about the different activities that we do during the day time. Give notes. -Show different pictures & ask for activities that we do during the day time Ask ch/n to draw pictures of day time & list down some activities that we do during day time. P 90,91, 92,93 and 94.	
	3	Day and night	-Write differences between day and night	-Ask questions about previous lesson. Eg: How do we know when it is night or a day? What do you do at day and night time? Show them pictures of day and night. In groups ask them to discuss about the two pictures and write sentences about differences between day and night. Present their work. Whole class discussion. Let them to write three sentences in their ex-book.	pictures
	4	Soil	- To find & tell how soil is formed. -To name the different layers of soil. -To name four main types of soil.	-Give different soil samples let them to touch the soil & find more about the soil. - Do page 62-64. -Put soil in a bottle & add water and shake it well & keep for some time till the layers are seen clearly. -give note and drill.	Different types of soil
	5	Soil	-To find and tell how soil is formed. -to observe and write how soil is formed..	-let ch/n collect the soil samples & paste it in their ex.bk. Draw from where the collected & write more about the soil sample. -Take them to observe the planted trees (should plant the trees one week ahead) -Let them observe &write about the difference between the two plants. P 66,67	soil samples

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Twelve	1	Air	-To experiment and tell air exists.	-Give each child a balloon, let them to blow the balloon. Discuss about what happens to the balloon. Do pg 70. -Do different experiment to see air exists & move. Do pages 71-73. P 68-	balloon
	2	Air	-To experiment & tell air exists. - To draw things that moves from air.	-Make a parachute & drop it to see it floating it in the air. -Make butterfly mobiles & hang them near the windows. -Put handkerchief in a glass & put the glass in the water basin & see what happens to the handkerchief. Ask why it is dry. -Discuss and write the results of the experiments. -let ch/n do different experiments to show that the air exists and move. -Discuss how people used to travel in the olden days.	Real things
	3	Water	-To experiment and find how water evaporate. - To experiment and find what happens to water when freezes.	-Do experiments on page 75,76&78 to find out what happens to the water when it is kept on a warm place. Write the results. -Keep two glass of water in refrigerator & find out what happens. After that keep one glass out side for some time see what happens. -Note down the difference.	water
	4	Types & uses of water -Water vapour	- To tell types of water. -To draw & write the uses of water. -To experiment and find how water vapour is formed.	Show pictures & explain the uses of water. .-Give notes & drill -Do the experiments on pg 83-85 to find out how water vapour is formed .Write down what happens. P 82-85	picture

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Thirteen	1	Water cycle	-To draw & label the water cycle.	-Using a projector or picture explain how the water cycle works. -Ask ch/n to draw & label water cycle on their ex. Bk.	Picture of water cycle
	2	Methods of purifying water	-Identify, draw and name methods of purifying water. -Say and list basic principle of desalination.	-Ask questions how can we clean the water. -Show things we can use to purifying water. Eg: chlorine, clothes etc. ask why and how we can use these things. By showing pictures or by doing explain them methods of purifying water. Eg: chlorinate, filtering, boiling, desalination. Etc. let them to draw methods of purifying water and explain them basic principle desalination.	Real objects
	3	Floating and sinking	-Say why objects float on water. -List and draw objects which float and sink on water.	-Show them different objects and ask questions. If we put these objects in water what will happen? Will they float or sink? Explain them floating and sinking, after putting those objects in the water. Let them to draw and name things which float and sink in their ex-book.	Water Real objects
	4	Assessment -5		-Do assessment -5	Test paper
	5	Animals	* Identify draw and name, some animal that live on the land.	-Teacher mimes some animals' movement. Rabbit, hop, cat –run, etc. let them to guess what animal is it. Show them some picture or toys of animals and ask questions about them where do they live. - Explain them some land animals. Eg: monkey, rabbit, lion, tiger, cat, etc. let them to draw four of them in their exercise book.	Pictures and toys of animals.

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Fourteen	1	Animals in sea	<p>*Identify, draw and name four animals that live in sea</p>	<p>- Show them some pictures or toys of animals let them to differentiate animal which live on land and in sea. In groups ask them to list some animals that live in sea on the WB. Present their work while class discussion.</p> <p>- Let them to draw and name four animals that live in sea their exercise book play moving answer.</p>	Picture and toys of animals.
	2	Animals (what lives here)	<p>* Identify, where some animals live, what they eat, how they are protected.</p>	<p>- Go outside and try to find or observe some animals for sometimes eg: crow, ant, butterfly, bat, gecko etc. from what they make their house. How do they make it and who makes these houses?</p> <p>- Explain animals live in different places using pictures. Eg: on or under ground, in or near water and on the trees. Explain note on pages 139, 140 and 140. Let them to do work sheet.</p>	<p>Picture and toys of animals.</p> <p>Work sheet</p>
	3	Insects	<p>* Identify draw and name, some insects and identify some of their habits.</p>	<p>- Go outside near the Resource Centre and ask them to look for some insects and write on the WB. Come back to the class and discuss about the insects they have seen. Using pictures and toys explain them names of some insects.</p> <p>- Ask them to draw and name insects on their ES exercise book. Give notes on insects. Explain note on 123.</p>	Pictures or Toys of insects.
	4 & 5	Insects	<p>* Identify and describe the common features of an insect.</p> <p>* Identify and name some harmful insects.</p> <p>* Identify and name some useful insects.</p>	<p>- By showing pictures and toys of insects ask questions about their colours, parts they have, (eyes, legs etc) place they live etc.</p> <p>- Explain the activity on page s 126 and 127. Let them to do it. Ask are all the insects useful? Showing pictures of harmful insects. Eg: mosquito, housefly, lice, locust etc. explain them why they are harmful? Let them to list some harmful insects in their ex-book.</p> <p>-Explain some useful insects and also using pictures tell them why those insects are useful. Let them to list some useful insects also. Eg: honey bee, fire fly, dragon fly, lady bird.</p>	Pictures of toys (insects)

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Fifteen	1	Insects	* Identify and draw an insect and name its main parts.	- Show them model of an insect and ask questions about its body, legs, eyes etc. explain them main parts of an insect using picture. (leg, abdomen, head, thorax, antennae etc) let them draw and label an insect.	Pictures Clay model of an insect
	2	Insect (butterfly)	* Observe and explain the different stages of the life cycle of an insect. (Butterfly).	- Put caterpillar and leaves into the jar. Cover the jar with the thin piece of cloth and fix it. Observe the caterpillar everyday. What changes do you see everyday. - Explain them the notes on pages128, 131 and 132.	Pictures Caterpillar Leaves jar
	3	Insect (butterfly)	* draw and name lifecycle of a butterfly.	- show them pictures of different stages of the life cycle of a butterfly and explain the stages. What happen in each stage? Let them to draw and name different stages of life cycle of a butterfly.	Pictures
	4	Insects	*To collect information about insects.	-Give them a project work about the insect. (life cycle of an insect, some harmful and useful insects, main features of insects etc) -Take marks.	
	5	Insects.	* Recall the information learns from previous lessons.	- Play parcel passing. – Have quiz among the groups. – Let them to do the work sheet. – arrange the life cycle of butterfly. - name the insects. - Label the insects.	pictures work sheet

WK	LSN	Topic	Objectives	Suggested Teaching Activities	T.Aids
Sixteen	1	Assesment -6		Assessment 6	Test paper
	2	Materials	-be able to identify and tell at least 3 objects from each material.	-Display the materials in the quite area. - Introduce the different materials. - Group activities. - Discuss the page 144& 145.	Real objects
	3	Materials	-To identify the natural and the people made materials.	- Discuss the topics .Give natural and people made materials to the groups ask to differentiate. Get them to do page 146. - Get them to do page 147 as a home work.	Real objects
	4	Materials	-To tell and write at least 5 plastic objects.	-Explain what is a plastic is. Show some plastic objects. -Get them to do page 148 and 149.	Real objects
	5	Plastic things	-To tell and write at least 5 plastic objects.	-Group activity (categorize the plastic things). Ask them to work around the class and list the things which made out of plastics. Present their work. Whole class discussion. -Get them to do page 150 and 151.	Plastic objects.

WK	LSN	Topic	Objectives	Suggested Teaching Activities	T.Aids												
Seventeen	1	Materials	-To identify things made of wood, metal, cloth, paper, plastic, rubber and glass. - To draw and write at least 5 materials from each materials.	-Discuss the materials made of wood, metal, cloth, rubber, and glass. -Differentiate objects according to those materials and display them. -Get each group to make a chart about those materials' - Play a game.	Pictures and real things												
	2	Assessment-7		Assessment seven	Test paper												
	3	Trees	* Identify and draw trees grow near the beach.	- If possible go field trip near the seaside to observe the trees which grow near the seaside. I groups ask them to list the trees which grow near the seaside. Present their work. Explain them trees which grow near the beach using pictures. (kuredhi, mirihi, mango, boashi etc). - Let them draw and name trees which grow near the beach.	Pictures of trees												
	4	Common trees	* Identify, draw and name inland trees.	- Go a walk for around the school. Ask them to list the trees they can see on the WB. Come back and ask them to discuss about the trees they have listed and trees they can see while they come to school. Show them some pictures of trees which grow in land and explain them inland trees. - Let them to draw and name some inland trees in their ex-book.	Pictures of trees												
	5	Common trees	* Identify and list some differences between inland trees and seaside trees.	- Show them two pictures. Inland tree and seaside tree. Ask questions about the differences. In groups ask them to list the differences on the WB. Present their work. Whole class discussion. - Do activity on page 114. Let them to write some differences in their ex-book.	Pictures of trees												
				<table border="1"> <thead> <tr> <th colspan="2">Inland</th> <th colspan="2">Beach</th> </tr> </thead> <tbody> <tr> <td>Get food</td> <td>Wood is useful</td> <td>Roots are strong</td> <td>Not so useful</td> </tr> <tr> <td>Tall</td> <td>Trunk is big and strong</td> <td>Not very tall</td> <td>Trunk is soft</td> </tr> </tbody> </table>	Inland		Beach		Get food	Wood is useful	Roots are strong	Not so useful	Tall	Trunk is big and strong	Not very tall	Trunk is soft	
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WK	LSN	Topic	Objectives	Suggested Teaching Activities	T.Aids
Eighteen	1	Plants	* Identify and list, draw how plants grow.	- In groups ask them to lists some trees which grow in the Maldives on the WB. After that ask them to list how plants grow. Present their work. Whole class discussion. Using pictures explain them how plants grow and what do they need to grow. Ask what do plants need to make food? After that let them to draw how plants grow in their ex-book. (need sunlight, carbondioxide, water, minerals)	Pictures of trees
	2	Plants	* Identify, describe the uses of a tree.	- In groups ask them to list the uses of a tree. Explain them the uses of a tree. Eg: wood, shade, food and beauty. Ask from what trees we get food? Papaya, banana, coconut palm etc., From what trees we get wood / shade/ digga, hirun'dhu, kaani etc. Name two things which plants give us? Let them to list it in their ex-book.	Pictures of trees
	3	Plants	* Identify, draw and name products made out of trees.	- Teacher gives them names of some products which made out of trees and other materials. Ask them to identify the products which made out of trees. And ask them to think more products which made out of trees. After that show them some pictures and explain them. Eg: sugar, soap, paper, furniture wood, cloth, food, rubber, medicines etc. Let them to draw and name some products which made out of trees.	Picture of products which made out of trees.
	4	plants	*Collect information about tree.	-Give them project work to collect information about the trees. (uses, things made out of trees, where do they grow, difference between inland and seaside trees).	

	5	Flower	* Draw and name some flower.	- Go a outside and observe some flowers (about the shapes, colours, smell, petals etc) come back the class and discuss about the flowers they have seen. Discuss about the differences, similarities and their names. Explain them some flowers and their names. Eg: sun flower, jasmine, lily, tulip, orchid, rose, hibiscus etc. Let them to draw and name some flowers in their ex-book.	Pictures of flowers
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WK	LSN	Topic	Objectives	Suggested Teaching Activities	T.Aids
Nineteen	1	flowers	* Describe two common flowers.	- In groups ask them to make a riddle for one common flower. Present their work. Let others guess. Discuss about the pages on 119, 120, 121 and 122. After that ask them to draw two flowers and write two sentences about thee two flower in their ex-book.	Pictures of flowers
	2	Leaves	* Identify draw and name different types of leaves.	- Go outside where there are different types of leaves. Ask them to look for their shapes, size and similarities and differences. Come back and discuss about the leaves colours, names etc. Explain the different types of leaves and their names. Let them to draw and name some leaves.	Pictures of leaves.
	3	Leaves	* Identify and draw and name some main parts of a leaf.	- Give each group some type of a leaf. And ask them to discuss about the main parts of leaf. Ask questions about the parts they have observed. Showing pictures and using real leaf explain them main parts of a leaf let them to draw and name the parts of a leaf. (eg: stem, leafblade, veins, midrib).	Picture
	4	Leaves / trees / flowers	* Recall the information learns from leaves, flowers and trees.	- Ply parcel passing. – Have a quiz among the groups. – Label the leaf. – Name the flowers. – Name the trees. – Do the work sheet.	Pictures

	5	Assessment - 7		Oral + Written test Assessment – 7	Test papers
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