

Week	Topic	Period	Objectives	Suggested Activities	Teaching Aids
One (13th January - 17th January 2008)	Internal Organs	1	<ul style="list-style-type: none"> ☞ Say at least 3 external Organs ☞ Say at least 3 Internal Organs 	<ul style="list-style-type: none"> ➤ Play a game to introduce themselves. ➤ Sing a song head and shoulder..... ➤ Discuss about the parts they heard from the song. Ask whether we can see those parts or not. Tell them what are external organs. ➤ In groups ask them to discuss about the parts Which are inside our body? 	Song. Head and Shoulder
		2	<ul style="list-style-type: none"> ☞ Identify and name 3 Internal Organs. ☞ Draw and name Internal and External Organs. 	<ul style="list-style-type: none"> ➤ By asking questions try to get name of some internal organs from them. ➤ Using pictures of internal and external organs ➤ Explain them internal and external organs. ➤ Ask them to draw external and internal organs in their exercise book. 	Pictures
		3	<ul style="list-style-type: none"> ☞ Identify what all the parts of the Body is made up of. 	<ul style="list-style-type: none"> ➤ In groups ask them to list down internal organs on the WB. Present their work. ➤ Using pictures of internal organs ask questions. ➤ Let them do activity 1.1 on page 4. 	Work Book Picture Book
		4	<ul style="list-style-type: none"> ☞ Identify different body system and their functions and their organs. 	<ul style="list-style-type: none"> ☞ In groups ask them to think about body system and list on the WB. Present their work. Whole class discussion. ➤ Showing body system pictures explain them their functions and main organs of them. ➤ Give groups the list of main organs, their functions and body systems. Ask them to match. ➤ After that list in their exercise book. 	Picture of body systems. Name cards

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One (13 th January - 17 th January 2008)	Internal Organs	5	<ul style="list-style-type: none"> ☞ Identify types of tissues. ☞ Draw and name 2 types of tissues 	<ul style="list-style-type: none"> ➤ Ask questions about previous lesson. What is internal organs? How our body is made up of? Discuss about our body parts. Do all the parts are same? How do they differ from one another? ➤ Show them pictures of different tissues eg. Bone, teeth, muscles and explains hard and soft tissues. Ask them to draw and name tissues in their exercise book. Give note about tissues. Explain the note on page 5. 	Pictures of tissues Bones, teeth and skin
		6	<ul style="list-style-type: none"> ☞ Identify how whole body is made of. 	<ul style="list-style-type: none"> ➤ Show them outline of human body and body parts. ➤ Ask how we can complete whole body. Ask how it is made of. ➤ Explain how it made of , let them do the activity 1.2 on page 6. 	Picture book Outline of whole Body Body parts
Two (20 th January - 24 th January 2008)	Population Increase	1	<ul style="list-style-type: none"> ☞ Identify some reasons for population increase. 	<ul style="list-style-type: none"> ➤ Play population game. Ask 2 children to come up and make family. Ask questions about size of family. ➤ In groups ask them to list on the WB reasons for Population increase. Whole class discussion. Explain the reason. Let them to list in their ex. book 	Work Book B. Book
		2	<ul style="list-style-type: none"> ☞ Identify what is population and Census 	<ul style="list-style-type: none"> ➤ In groups ask them to discuss and list what do they think about population and census. Present their work, whole class discussion, explanation about population and census. Let them write in their exercise book. Explain the note on page 7 	Work Book B. Book

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<i>Two (13th January - 17th January 2008)</i>	<i>Population Increase</i>	3	☞ To make a graph using the census of their island from 2000- 2001	<ul style="list-style-type: none"> ➤ Ask questions from previous lesson. What is population? What is census? What are the reasons for population increase? Give information about the census of their island from 2000- 2005. Explain how to draw a graph by using the given information Ask questions about the increasing & decreasing rate of population, let them draw a graph.	BB
		4	☞ Identify and list problems that occur due to population increase	<ul style="list-style-type: none"> ➤ In groups ask them to list down problems that occur due to population increase. Present their work. Whole class discussion, explanation of problems, letting them to list in their exercise book Read the story. Ask questions about population problems. 	BB WB Story
	<i>Immunization</i>	5	<ul style="list-style-type: none"> ☞ Say what is Immunization and how it is important ☞ Name some diseases that can be prevented by immunization 	<ul style="list-style-type: none"> ➤ Give WB for each child and ask them to list the diseases the had. In groups ask them to discuss and identify how many students got the same diseases. What diseases are common? Ask them why we get sick. Explanation on immunization and the diseases that can be prevented by immunization programme. Explain the note on page 8. 	Work Book
		6	<ul style="list-style-type: none"> ☞ Identify and name diseases that Maldivian children are immunized against. ☞ Identify symptoms of those diseases 	<ul style="list-style-type: none"> ➤ In groups ask them to list down - diseases we have had, - how diseases spread and how we can prevent from diseases. Give them notes about that disease. ➤ In groups ask them to read the symptoms of diseases and identify the name of the diseases. 	Work Book B. Book

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Three (27th January - 31st January 2008)	Immunisation	1	<ul style="list-style-type: none"> ☞ Name the diseases and the vaccines given to the children to prevent those diseases. ☞ Find out the appropriate ages when the child has to be immunized. 	<ul style="list-style-type: none"> ➤ If possible call the member of the Public health and give information about the immunization programme. ➤ Using children explain germs and antibodies how it works. Using their health cards discuss about vaccines given by immunization programme. 	PB Resource person
	Internal Organs Population Increase Immunisation	2	<ul style="list-style-type: none"> ☞ Answer the questions from the previous topics. Internal Organs, Population and Immunisation 	<ul style="list-style-type: none"> ➤ Ask questions about the topic. <ul style="list-style-type: none"> • hot seating. • Have a quiz • Give work 	WS
		3	<ul style="list-style-type: none"> ☞ Answer the questions from the previous topics 	Assessment - One	Test papers
	Food for Thought	4	<ul style="list-style-type: none"> ☞ Identify elements that are necessary for our growth. ☞ Identify and say some food groups. 	<ul style="list-style-type: none"> > in pairs ask them to think of some basic needs that we need to grow. Show a picture of malnourished child. Ask what does this child need . Try to get many ideas from the children. > Show them real food items and ask them to group them. When they have grouped ask what things they look while grouping (How) > Give each group A4 sheet and ask to brain storm the word food. 	Real food items

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<i>Three(27th January - 31st January 2008)</i>	<i>Food for Thought</i>	5	☞ Identify and draw and name some food items which contain carbohydrates. How does it help our bodies?	<ul style="list-style-type: none"> ➤ Ask them to do different actions. Eg. Running, jumping etc. ➤ Ask what we need to do these actions. How do we get it? ➤ Showing pictures or real food items explain food items which contains carbohydrates and how it help us. 	Pictures or real food items
		6	<ul style="list-style-type: none"> ☞ Say, identify the food which contains proteins and how does it help us. ☞ Draw and name food items which contain proteins. 	<ul style="list-style-type: none"> ➤ Ask questions from previous lesson. 	WB Pictures Real food items
<i>Four (3rd February - 7th February 2008)</i>	<i>Food for Thought</i>	1	☞ Identify, draw and name some food which contains fats and oil and how does it help us	<ul style="list-style-type: none"> ➤ Show them some pictures of real food items. Explain then food items which contain fats and oil and how it helps our bodies. Ask them to draw and name food items which contain fats and oil. 	Real food items
		2	☞ Identify, draw and name food which contain vitamins and say how it helps us.	<ul style="list-style-type: none"> ➤ Show them some pictures or real food items, let them identify the food items which contains vitamins and how it help our body. Ask them to draw and name food items which contain vitamins. 	Pictures or Real food items
		3	☞ Identify, draw and name food which contains minerals and say how it helps us.	<ul style="list-style-type: none"> ➤ Give them name of the food items and ask them to group the food items. Ask what things you have think while grouping. ➤ After that showing real food items and pictures, explain how it helps us and food items which contains minerals. Ask them to draw and name some of them. 	Name of the food items or pictures.

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Four (3 rd February - 7 th February 2008)	Food for Thought	4	☞ Identify, draw and name food which contains fiber and how it helps us	<ul style="list-style-type: none"> ➤ Read a riddle about pumpkin. Ask which group it belongs. ➤ By showing pictures explain them food which contains fiber and how it help our body. ➤ Let them to draw and name some of them. 	Pictures
		5	☞ Identify and say importance of water and sleep and how it helps our body.	<ul style="list-style-type: none"> ➤ Mime – sleeping, drinking. Let them to guess the action. Ask questions why do we sleep? Why do we drink water? What might happen to us if we do not sleep? What might happen to us if we do not have water? ➤ Explain them importance of having water and sleeping. Give note. 	BB
		6	☞ Examine their diet and identify the imbalance (if any) in their diet and find the solution.	<ul style="list-style-type: none"> ➤ In group ask them to describe a food item without saying its name. Let others to guess. ➤ Explain them activity 4.1 on page 15 and 16. 	WB
Five (10 th February - 14 th February 2008)	Food for Thought	1	<ul style="list-style-type: none"> ☞ Identify, name food items that made in other countries from given food items. ☞ Mark the countries on the map. 	<ul style="list-style-type: none"> ➤ Ask questions. Did you go to another country? What food did you eat? After that showing pictures ask questions and explain the food items and where do they made. Eg. Laddu, Kiribath, bondi etc. ➤ By showing map explain how to find those countries on the world map. ➤ Let them do work on page 17. 	WB Pictures

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Five (10th February - 14th February 2008)	Food for Thought	2	☞ List the six types of food group we need in our diet and give examples for each type.	➤ Give each group pictures of food items which contain vitamins, minerals, carbohydrates, fiber, protein and fats and oil. Teacher calls the name of the food group they have to pick up a food item which is belong to that group. Let them do activity 4.3 on page 18.	Pictures of food items
		3	☞ List different vitamins and identify why do we need them and what food contains them.	➤ In groups ask them to discuss and list different vitamins & how it helps our body. Present their work. Whole class discussion. Teacher explains different vitamins by showing pictures & real food & how it helps our body. Give note about vitamins	Pictures of food items or real things
	Food Chain	4	☞ Collect information about various organisms in an ecosystem (a community of organism and their environment)	➤ Go out side & ask them to make a list of organisms live in the park or garden or different areas.Different group can observe different place.Whole class discussion about the organism they have seen. Explain them. Do activity 5.1 on page 20 & 21. Let them do it.	WB
		5	☞ Identify the pattern and relationship of a food web. ☞ Draw a food web.	➤ Go outside & make food chains to form food web. Ask why do they depend on other living things. Why do they need help from others? Explain them what is food web using pictures. Let them draw a food web in their exercise book.	Wool Names of organisms or pictures
		6	☞ Order some participants from given participants to form different food chains & webs.	➤ In groups given them set of pictures and ask them to make different food chains. Let the groups to see other groups work. Whole class discussion and let them do activity 5.3 on page 24	Pictures of different organism.

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Six (17th February - 21st February 2008)	Food for Thought	1	☞ Answer the questions from the previous topic	➤ Teacher paste name of the food groups on the black board. Give them names of the food items. Ask them to paste below the correct headings. Ask questions about food groups. How do they help? Have quiz among the group. Give them work sheet.	Work sheet
		2	☞ Order food chains using the given participants. ☞ Answer the questions from this topic.	➤ Give them pictures of different organisms and ask them to mark food chains using different participants. Teacher paste answers around the class. Give them work sheet. Ask them to walk around the class and find out the answers for the given questions.	Pictures of different organisms.
		3	☞ Answer the questions from the previous topics	Assessment - Two	Test Paper
	Soil Erosion	4	☞ Identify the causes of soil erosion. ☞ Demonstrate the effects of soil erosion	➤ Play hang man soil erosion. Give each group pieces of paper. Ask them to write what they think about the word soil erosion. Ask them to paste the word on the black board. Whole class discussion. Explain them what is soil erosion. In groups ask them to list causes of soil erosion. Present their work. Whole class discussion. Using models or pictures explain the effects of soil erosion.	BB WB Model or pictures
		5&6	☞ Identify and list causes of soil erosion in the Maldives and in the world. ☞ Identify and list ways to prevent soil erosion.	➤ In groups ask them to list the causes of soil erosion in Maldives and in the world. Ask them to present their work and whole class discussion. In groups ask the to list ways to prevent soil erosion. Explain them causes and ways to prevent soil erosion. Give groups spots they have to present it like drama about causes and ways to prevent soil erosion. Let them to do activities on page 27. Give note about soil erosion.	WB BB

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Seven (24th February - 28th February 2008)	Soil Erosion	1&2	<ul style="list-style-type: none"> ☞ Identify and list forces of soil erosion ☞ Identify and list differences between protected and unprotected soil. (area) 	<ul style="list-style-type: none"> ➤ Show them pictures of protected area of soil and unprotected area of soil. In groups ask them to list differences between protected and unprotected area of soil. Present their work. Whole class discussion. Explain them forces of erosion using pictures of protected and unprotected area of soil. And discuss about differences between two pictures. Give them note about forces of differences between protected and unprotected area of soil. 	Pictures
	Air	3&4	<ul style="list-style-type: none"> ☞ Identify and say gases found in the air 	<ul style="list-style-type: none"> ➤ Ask them to blow the balloon. Ask why do you think balloon is getting bigger? What happens to the balloon when air is blown in? Whole class discussion. In groups ask them to list the gases found in the air. Explain them gases found in the air and give them note about the gases. Play game balloon bursting. Do activity 2.1. 	Balloon
		5&6	<ul style="list-style-type: none"> ☞ Demonstrate two experiments to show air pressure 	<ul style="list-style-type: none"> ➤ Tie the balloon mouth of the bottle tightly pump the bottle. Ask them to observe what is happening to the balloon while pumping the bottle. Discuss about the result. Explain them note on page 29. Let them to do activity 2.2 on page 30. Give note about air. Brain storms the word "Air" in their exercise book. EG. Clean air has no smell – Air – Mixture of gases. 	Balloon

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<i>Eight (2nd March - 6th March 2008)</i>	<i>Air</i>	1	<ul style="list-style-type: none"> ☞ Demonstrate and explain an experiment to show air pollution. ☞ List the things that make air pollution. 	<ul style="list-style-type: none"> ➤ Play hangman (Air pollution). In groups ask them to write about what do they think about air pollution. Present their work. Whole class discussion. In groups on the work book ask them to list down the things that make air pollute (Eg. Dust, smoke,etc.) Let them to do activity 2.3 on page 31. Give note about air pollution. 	Work Book Bristol board
	<i>The Green house</i>	2 & 3	<ul style="list-style-type: none"> ☞ Make a list of the sources of green gases. ☞ Say and identify green house gases. 	<ul style="list-style-type: none"> ➤ In groups ask them to brain storm the word “green house”. Present their work. Whole class discussion. Showing the pictures and explain them green house effect on the Earth and sources of green house gases. Let them to do the activity 3.1 on page 32. Explain the note on page 32. Discuss what are green house gases. How they are produced? In group present their work. Whole class discussion. 	Pictures
		4 & 5	<ul style="list-style-type: none"> ☞ Say and identify the effects of green house gases to the environment locally and globally. ☞ Say how green house gases are produced. 	<ul style="list-style-type: none"> ➤ In groups ask them to list the effects of green house gases to the environment. Explain the note on page 34. ➤ Give those questions on page 33 and answers for those questions. Let them to match the questions with the answers in their groups. Present their works. Whole class discussion. Let them to do activity 3.2 on page 33. Give note. 	PB

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<i>Eight (2nd March - 6th March 2008)</i>	<i>The Green House</i>	6	☞ Identify and draw things that we can do to help the environment from the danger of green house gases.	<ul style="list-style-type: none"> ➤ In groups ask them to list the things that we can do to keep the air clean. Present their work. Whole class discussion. Showing pictures explain them the things that we can do to keep the air clean. Give them note. <p>Eg. Planting more trees, Reduce waste by recycling, Do not cut down the trees, Reduce using vehicles, do not burn things like plastic, rubber and clothes.</p>	Pictures
<i>Nine (10th March - 13th March 2008)</i>	<i>Energy and Environment</i>	1&2	<ul style="list-style-type: none"> ☞ Write sources of renewable energy. ☞ Tell how plants get energy. ☞ Experiment wind / metal to see how it generates energy. 	<ul style="list-style-type: none"> ➤ Go outside and discuss how plants get energy. In groups ask them to write the meaning of “renewable”. Discuss the points and explain the meaning of renewable. Give notes 	White board Bottle
		3&4	☞ List things that we can do using sources of energy.	<ul style="list-style-type: none"> ➤ Ask questions from previous lesson. Read activity 4.3. Discuss about the activity (in group). Do the activity. ➤ On work book ask them to list the things that we can do using the sources of energy. Discuss about the points. 	Pupil’s book Magnifying glass Dry leaves
		5&6	☞ Recall the information learnt from this topic	<ul style="list-style-type: none"> ➤ Have quiz among the groups. ➤ Play practical parcing 	

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Ten (23rd March – 27th March)	Energy and Environment	1	☞ Identify source of renewable energy.	<ul style="list-style-type: none"> ➤ Go outside and saw a plant & discuss about how plants get energy. ➤ Give each group w/b & ask them to brain storm “renewable”. ➤ On w/b list the sources of renewable energy 	White boards
		2	☞ Experiment to see how wind / metal can be used to generate energy.	<ul style="list-style-type: none"> ➤ Make a wind mill. ➤ Before making it instructs them how to make it. ➤ Do experiment 4.2 	Wind mill
		3	<ul style="list-style-type: none"> ☞ Name renewable energy. ☞ Name what they can do using these sources of energy. 	<ul style="list-style-type: none"> ➤ Do activity 4.3 ➤ Give notes about energy and environment ➤ On w/b ask them to list the things that we can do using the sources of energy. 	
	Air, Energy and Environment, Soil Erosion & The Green House	4	☞ Answer the questions from the previous topics.air, energy & environment, soil erosion & the green house	<ul style="list-style-type: none"> ➤ Ask questions about the topic. <ul style="list-style-type: none"> • Hot seating. • Have a quiz • Give work 	Work sheet
		5	☞ Answer the questions from the previous topics	<ul style="list-style-type: none"> ➤ Assessment three 	Test paper
	Water	6	☞ Identify the importance of water and list uses of water & draw them.	<ul style="list-style-type: none"> ➤ In group on w/b ask the things what they know about water. ➤ Discuss the importance of water. ➤ Ask them to list the uses of water and explain. 	

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<i>Eleven (30th March – 3rd April)</i>	<i>Water</i>	1	☞ Identify the three states of water and the process involved.	<ul style="list-style-type: none"> ➤ Show them 3 states of water and explain them how it changes from one state. ➤ List the changes and give them notes. 	
		2	☞ Discuss and describe what happen to the fresh water aquifer when it is used up.	<ul style="list-style-type: none"> ➤ Explain them water cycle using a diagram. ➤ Do activity 5.2 	A diagram of water cycle.
		3	☞ Recall the information about water.	<ul style="list-style-type: none"> ➤ Making display (water cycle, uses of water and states of water) 	A4 paper
	<i>Climate</i>	4	☞ State the reasons of changes in the climate in different parts of the world.	<ul style="list-style-type: none"> ➤ Showing pictures, explain the reasons that comes in different parts of the world and when the seasons are coming. ➤ Explain the note on page 41 	Picture of different people
		5	☞ State the reasons of changes in tide.	<ul style="list-style-type: none"> ➤ Using a diagram explain the differences between Neap tide & Spring tide. 	Diagram
		6	☞ Identify the reasons of changing climate and reasons of changes in tide.	<ul style="list-style-type: none"> ➤ Give notes on the reasons of changing climate. ➤ Reasons of changes in tide. 	

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<i>Twelve (6th April – 10th April)</i>	Solar system	1	☞ Mark the location of the planets in the solar system on a given map.	<ul style="list-style-type: none"> ➤ Give each group a w/b & ask them to list the planets they know. ➤ By showing a diagrams explain the planets. ➤ Give each group a map & ask them to mark the planets. 	A diagram Maps
		2	☞ Identify and list names of planets in the solar system.	<ul style="list-style-type: none"> ➤ By showing the map explain where the planets are located (what is the nearest from the sun, what is the fareset from the sun?) 	Maps
	Plants live and grow	3	☞ Identify the conditions necessary to make food.	<ul style="list-style-type: none"> ➤ Give each group w/b & ask them to list what they know about how plants make food. ➤ By showing a picture explain how plants make their own food. 	pictures
		4	☞ Identify that plants need sunlight.	<ul style="list-style-type: none"> ➤ Give each group a poster of a tree & label (minerals sunlight, carbon dioxide, oxygen & water) ➤ Give them notes & do activity 1.1 	poster
		5	☞ Identify chlorophyll found in the leaf.	<ul style="list-style-type: none"> ➤ Look at a leaf, look at a leaf using magnifying glass, & look at a leaf using microscope. ➤ On w/b list the differences ➤ Do activity on page 48 	Magnifying glass
	How plants store energy.	6	☞ Identify the necessary to make raw materials needed to convert energy into sugar and starch.	<ul style="list-style-type: none"> ➤ Use picture to explain how plant store energy ➤ Do activity 2.1 	Picture



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Thirteen (13th April - 17th April)	To be a tree	1	☞ Identify the role and structure of a tree parts.	<ul style="list-style-type: none"> ➤ Give each group to arrange ➤ Ask each group to present what know about the parts of a tree and their functions. ➤ Explain the different parts and their functions. 	
	Tree trouble	2	☞ Observe some symptoms of diseases in trees.	<ul style="list-style-type: none"> ➤ Give each student a w/b. Go out side and observe the trees and ask them to list the disease they found. . ➤ Come to the class and discuss. 	
		3&4	☞ Investigate leaves and identify trees in trouble.	<ul style="list-style-type: none"> ➤ Show them different leaves which have disease (physical damage) discuss about that leaves. ➤ By showing pictures explain tree troubles on page 51 	
		5	☞ Identify the tree troubles and their symptoms.	<ul style="list-style-type: none"> ➤ Give each group pictures and tree troubles and ask them to match. ➤ Gives them notes. 	
	Plants	6	☞ Identify the age of the trees	<ul style="list-style-type: none"> ➤ Show them some wood and explain how to identify their age. ➤ Do activity 4.1 	

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Fourteen ((20 th April – 24 th April)	Water, climate, solar system, plants live and grow, how plants store energy, to be a tree, tree troubles & plants	1	☞ Answer the questions from the previous topics. Water, climate, solar system, plants live and grow, how plants store energy, to be a tree, tree troubles & plants.	<ul style="list-style-type: none"> ➤ Ask questions about the topic. • Hot seating. • Have a quiz • Give work 	Work sheet
		2	☞ Answer the questions from the previous topics	➤ Assessment Four	Test paper
	Contact with animals	3	<ul style="list-style-type: none"> ☞ Observe an animal and their behaviour. ☞ Write some sentences about the animal. 	<ul style="list-style-type: none"> ➤ Bring an animal to the class. ➤ Observe how it behaves. ➤ Discuss about the things it eat, the way it sleep. ➤ Ask them to write a small paragraph about the animals. 	
	Animals	4	☞ Write what they like and doesn't like of animals.	<ul style="list-style-type: none"> ➤ Gives them pictures of animals. They have to discuss what they like and doesn't like. ➤ Write it on w/b ➤ Discuss about the points and do activity 5.1 	
		5	☞ Observe small animals in their natural habitat,	<ul style="list-style-type: none"> ➤ Discuss about the places where small animals lives. ➤ Go out side and find the places where small animals live and what the animals do. ➤ Discuss about the things they have found. ➤ Explain activity 5.2 	
		6	☞ Classify animals into groups.	<ul style="list-style-type: none"> ➤ Show pictures to the class and discuss the features of small animals (no legs, wings, more than 8legs) ➤ Teachers makes 5 columns on the B/b and asks 	

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Fifteen (27 th April – 1 st May)	Animals	1	☞ Able to recall the information.	➤ Make a display about the animals.	
	Coral formation	2	☞ Observe corals and identify different type of corals.	➤ If possible show them real corals (different type) or pictures. ➤ Discuss about the different corals. (how they have formed, the differences) * Do activity 6.1	
		3	☞ Draw a diagram to show coral formation.	➤ Read a big book about coral reef. ➤ Ask some questions about the book. Where can we find corals? Are they all same? ➤ Explain how corals are formed. ➤ Ask them to draw a diagram of coral reef on their ex: Book.	
	Coral	4	☞ Identify the ways that corals are damaged. ☞ Identify the ways that we can protect the corals.	➤ In group discuss how damages are caused on corals and list them on W/B ➤ Group discuss about the things we can do to protect corals. ➤ Discuss and explain about the things. ➤ List the causes and ways to prevent corals.	
		5	☞ Identify the conditions necessary for the formation of corals.	➤ Ask children to list what are the conditions necessary for the formation of corals?(give some clues) e.g. Sunlight, clean salty water, water temperature. ➤ Explain and give them notes.	
		6	☞ Identify and mark 3 countries which have reefs.	➤ Show them a world map and ask them to list some countries. ➤ Explain the countries that had a reef. Give each group a map and ask them to mark the countries on their pupils book.	

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Sixteen (4 th May – 8 th May 2008)	Revision of last four topics	1	☞ Answer the questions from the previous topics. Water, climate, solar system, plants live and grow, how plants store energy, to be a tree, tree troubles & plants.	<ul style="list-style-type: none"> ➤ Ask questions about the topic. • Hot seating. • Have a quiz • Give work 	Work sheet
			☞ Answer the questions from the previous topics	➤ Assessment five	Test paper
	Internal Organs & population Increase Immunizations	3	<ul style="list-style-type: none"> ☞ Answer the questions from this topic (internal organs) ☞ Answer the questions from these topics. (Population increase and immunization). 	<ul style="list-style-type: none"> ➤ Teacher calls internal and external organs. If they hear name of the external organ they have to clap twice, internal organ and they have to stamp their feet. Play beat the teacher. ➤ Give each group name of the body systems, main organs and their function. Let them to much. Hot seating. ➤ Give them work sheet. ➤ Have a quiz among the groups. ➤ Hot seating. ➤ Beat the teacher. ➤ Finding the partner. ➤ Give them work sheet. 	<p>Word cards Work sheet</p> <p>Question and answer card</p>

Week	Topic	Period	Objectives	Suggested Activities	Teaching Aids
Sixteen (4 th May – 8 th May 2008)	Food for thought food chains	4	<ul style="list-style-type: none"> ☞ Answer the questions from these topic (food for thought and food chains) 	<ul style="list-style-type: none"> ➤ Give them pictures of different food items. Teacher makes 6 columns on the black board. Ask them to paste the pictures in the correct column. Whole class discussion. Ask questions about food groups. What happens if we do not get enough food? How do they help us? Etc. ➤ Give them set of pictures of different organisms. Ask them to form food chains using the give organisms. Give them chance to check or look others food chains. Give them work sheet. 	Pictures.
	Soil erosion Air	5	<ul style="list-style-type: none"> ☞ Answer the questions from the topic (soil erosion) ☞ Answer the questions from the topic (air) 	<ul style="list-style-type: none"> ➤ Play snake and ladder. ➤ Hot seating. ➤ Parcel passing. ➤ Give them work sheet. ➤ Have a quiz among the groups. ➤ Beat the teacher. ➤ Finding the partner. ➤ Give them work sheet. 	Questions cards work sheet Question and answer card work sheets
	The green house	6	<ul style="list-style-type: none"> ☞ Answer the questions from the topic (green house) 	<ul style="list-style-type: none"> ➤ Play snake and ladder. ➤ Hot seating. ➤ Parcel passing. ➤ Give them work sheet ➤ Have a quiz 	Questions cards work sheet

Week	Topic	Period	Objectives	Suggested Activities	Teaching Aids
Seventeen (11 th May – 15 th May 2008)	Energy and environment & water	1	☞ Recall the information on given topics.(Energy and environment & water)	<ul style="list-style-type: none"> ➤ Play snake and ladder. ➤ Hot seating. ➤ Parcel passing. ➤ Give them work sheet. ➤ Have a quiz 	Questions cards work sheet
	Climate & solar system	2	☞ Recall the information on given topics.(Climate & solar system)	<ul style="list-style-type: none"> ➤ Play snake and ladder. ➤ Hot seating. ➤ Parcel passing. ➤ Give them work sheet. ➤ Have a quiz 	Questions cards work sheet
	plant	3	☞ Recall the information on given topics.(plant)	<ul style="list-style-type: none"> ➤ Hot seating. ➤ Parcel passing. ➤ Give them work sheet. ➤ Have a quiz among the groups. ➤ Beat the teacher. ➤ Finding the partner. ➤ Give them work sheet. 	Questions cards work sheet Question and answer card work sheets
	Animals	4	☞ Recall the information on given topics.(Animals)	<ul style="list-style-type: none"> ➤ Ask them to group different types of animals. ➤ Play snake and ladder. ➤ Hot seating. ➤ Parcel passing. ➤ Give them work sheet ➤ Have a quiz. ➤ Give them work sheet. 	Questions cards work sheet Question and answer card work sheets

Week	Topic	Period	Objectives	Suggested Activities	Teaching Aids
Seventeen (11 th May – 15 th May 2008)	Coral	5	☞ Recall the information on given topics.(Coral)	<ul style="list-style-type: none"> ➤ Hot seating. ➤ Parcel passing. ➤ Give them work sheet. ➤ Have a quiz among the groups. ➤ Beat the teacher. ➤ Finding the partner. ➤ Give them work sheet. 	Questions cards work sheet Question and answer card work sheets
	Coral formation	6	☞ Recall the information on given topics.(Coral)	<ul style="list-style-type: none"> ➤ Hot seating. ➤ Parcel passing. ➤ Give them work sheet. ➤ Have a quiz among the groups. ➤ Beat the teacher. ➤ Finding the partner. ➤ Give them work sheet. 	Questions cards work sheet Question and answer card work sheets