

SPLIT UP SYALLBUS FOR CLASS –V EVS

SL NO	MONTH	TOPICS	SUGGESTED ACTIVITIES	TLM/RESOURCES USED
1	APRIL & MAY	1. Super senses	<p>How animals find their food?</p> <p>Observation of animals to - Find if they also hear ,speak, see, and smell, eat, sleep? -to study their response to sound ,food ,and other stimuli -Comparison of sense organs of animals with human beings. -Initiating discussion after watching visual clip of animals and birds -Discussion about the super senses of animals</p> <p><u>Activities for sound, smell, touch and sight.</u></p> <p>-Activity of guessing who clapped by closing both eyes and then by closing one ear and both eyes.</p> <p>-Dropping a coin into the cup from a height with one eye open and with both eyes open. Other similar activity.</p> <p><u>Blindfolding activities</u> -guessing the substances given in the jar by smelling. - Touch and feel hands of a person .Then take off blindfold feel and guess whose hand was touched. -Touch ,feel and guess objects in the box -fix nose on the picture of the clown by touching and feeling .-Draw letters or numbers on the back of a child with fingers .Guess</p> <p>(ii) Dropping sugar to observe the ants behaviour</p> <p>-activity to show super sense of smell in ants[tunnel formation] using glass jar ,honey and moist soil</p> <p>(iii) Visual Clip on-Birds with eyes in front/on either side</p>	<p>Information about animals and their senses from encyclopedia</p> <p>Narratives about animals' eg ants, bees. Etc.</p> <p>Childs daily life experience</p> <p>Visual Clips of animals and Birds</p> <p>Materials for conducting activities e gcoin ,cup,</p> <p>Food items, jar Soil ,honey picture of clown etc</p> <p>Plasticine ,cutouts of eyes and ears</p> <p>Map of India showing National Parks and their locations</p> <p>Script of play</p> <p>Films/pictures about animals</p> <p>.Excerpts from Man eaters of Kumaon by Corbett</p> <p>Pictures and information about products obtained from animals</p> <p>Narratives about</p>

		<p>2.A Snake Charmers story</p>	<p>of the head, animals whose ears are bigger than ours and whose ears can be seen, Alarm calls given by animals to warn about dangers.</p> <p>-Bird watchers club –watching birds ,putting grains and water for birds</p> <p>-activity of making plasticine models of birds and animals and placing cutouts of eyes/ears on correct position of the head</p> <p>(iv)Mapwork-National park and their locations Why is the tiger in danger?</p> <p>(vi) Discussion on threat to tigers and some other animals</p> <p>-conducting class play 'save the tiger</p> <p>-preparation of masks of animals</p> <p>'What we take from animals?</p> <p>-Listing and drawing of items made from animal products</p> <p>-Discussion .reading and poster making activity with a message to save wild life Art and craft- Making a paper dog Observation, discussion about</p> <p>-a friends likes / dislikes</p> <p>-Smells you don't like</p> <p>-Class survey about children's favourite colour/ food etc</p> <p><u>People who depend on animals</u></p> <p>Discussion on</p> <p>-People whose livelihood depends on animals</p> <p>To be sensitive about cruelty to animals</p> <p>-people teasing/ troubling animals in the zoo and other places</p> <p>-People keeping the snakes for livelihood</p> <p>-Why do we need snakes?</p> <p>-Conduct survey about people who keep animals for their livelihood</p> <p>-Visual Clipson mouth parts, size, shape, poisonous and non-poisonous snakes</p> <p>-movies related to animal and its caretaker</p> <p>-Different windblown musical instruments. Also those used in snake dance</p>	<p>preferences in taste ,smells, colours in different cultural context</p> <p>Library resources ,movies ,stories and narratives about animals and their caretaker</p> <p>Internet,Visual Clips</p> <p>- Laboratory Resources</p> <p>Survey in the neighbourhood</p>
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			<p>Art and Craft</p> <ul style="list-style-type: none"> -drawing People who depend on animals. -Making snake puppet 	<p>Different musical Instruments</p> <p>Material for making puppets</p>
2	JUNE	3.FROM TASTING TO DIGESTING	<p>How do we taste food?</p> <ul style="list-style-type: none"> - tasting activity <p>Different food items will be given to taste and smell.</p> <ul style="list-style-type: none"> - Blindfold activity: to identify food items only by touch and smell <p>Our mouth tastes and even digests food</p> <ul style="list-style-type: none"> -draw Parts of a tongue and mark different taste regions. -chewing activity-count number of chews needed before swallowing food. Identify and classify foods that need -lots of chewing -Don't need chewing -Need some chewing -Tooth Survey about number of teeth filled and missing <p>What happens to the food we eat?</p> <ul style="list-style-type: none"> - Visual Clip on digestive system and the path of food -model of digestive system -activity to show passage of food using chart of digestive system, nail, magnet and bread piece <p>What is glucose?</p> <p>Why do we give glucose to patients?</p> <ul style="list-style-type: none"> - Discussion on glucose drip- if possible a visit to near by hospital -activity of preparing ORS -need of energy giving food and problems faced by not taking proper food -Arrange community lunch-including different categories of food. -preparing simple healthy dishes like salad with sprouted seeds ,vegetable sandwiches etc -collecting recipes for healthy food which does not require cooking <p>Collection of pictures related to natural calamities; discussion on effects</p>	<p>Samples of food items, Picture of tongue with different taste regions ,format of survey sheet Visual Clip of passage of food , Plasticine Magnet ,nail ,piece of bread ,picture of digestive system etc for passage of food Sharing experiences /story of someone on glucose drip</p> <p>Materials for ORS Discussion with a doctor or a nurse</p> <p>Visit to nearby hospital if possible Print material on different calamities TV news bulletins etc Slogans on healthy food</p>

			<p>-Group activity-collecting and classifying seeds according to their size</p> <p>-classifying Seeds as spices, pulses and cereals etc</p> <p>- Method of sprouting</p> <p>Where does the seed come from ?Have you seen seeds that fly/stick to your clothes /drift in the water ?</p> <p>Dispersal of seeds through related pictures and showing seeds quiz</p> <p>Art and Craft</p> <p>plant collage using plant materials like leaves twigs etc, plant part rubbing using crayons and items from nature like bark ,leaf ,petals etc</p> <p>leaf print using paint ,leaves etc</p> <p>Plants that have come from far</p> <p>-talk about plants from different countries</p> <p>-sing song from Chakmak –Alu ,mirchi ,chaiji, Kaun kahan se se aye ji</p> <p>Discussion on</p> <p>-Insects eating plants</p> <p>-Food for plants</p> <p>-Making a model of a food chain /web</p>	<p>dispersal of seeds</p> <p>Songs and Poems related to seeds</p> <p>Materials for model making</p>
		<p>6.Every Counts</p> <p>Drops</p>	<p>Water from where in earlier times?</p> <p>Interview-grandparents ,parents ,neighbors to find out from where and how far they got water</p> <p>what are underground wells/baolis</p> <p>what is a 'piaao'</p> <p>Listing and classification of water bodies</p> <p>-Listing festivals related to water</p> <p>-collecting poems related to water</p> <p>Survey</p> <p>Different sources of water and water arrangements in your locality</p> <p>Identification</p> <p>Reading a water bill</p> <p>pots of different materials used to store water</p> <p>Discussion</p> <p>-Reasons for shortage of water- by showing picture</p> <p>-Difficulties due to water problems in some areas</p>	<p>Family Members</p> <p>Narrations by elders</p> <p>Local Knowledge</p> <p>Childs daily life experiences</p> <p>sample of water bill</p> <p>pictures , materials for making model</p> <p>Library resources</p> <p>Slogans on usage of water</p> <p>Poems and news paper clippings related to water</p> <p>World map</p>

			<p>-Rain water harvesting</p> <p>Model making -of a step well -water wheel</p> <p>Water for growing crops -Sources for irrigation of crops Lifting of water Different ways of lifting water</p> <p>Slogans / Posters about the usage of water. -poems and newspaper clippings related to water</p> <p>Map pointing of location of Uzbekistan</p>	
4	AUG	7. Experiments with Water	<p>Classification of things around to see which float ,which sink and which mix with water</p> <p>Hands –on activity to observe solubility in water , floatation - List out things that float/sink in water by showing experiments</p> <p>Objects float in salt water -To make an egg float in salt water using an egg ,water ,salt (about 6 tablespoon) and a tall drinking glass -Substances that are soluble/insoluble in water -dissolving sugar cubes at different heats using ice and equal amount of water and counting the number of sugar cubes that dissolve in water of different temperature . -Science evaporation experiment using transparent glass /plastic container ,water ,marker ,record sheet. The container is to be filled with 3/4th water and level is to be marked with a marker .This has to be observed for many days .The level of water has to be recorded every day .a graph can also be made . -Dandi March</p> <p>Coins and water experiment using glass ,water ,coins ,liquids of different thickness eg oil ,juice etc .How many coins each liquid can hold before spilling is to be tested - setting up a water filter</p>	<p>Transparent container ,cork , plastic ball ,metal ball , spoon etc Egg ,water ,salt ,glass Various materials to experiment with eg sugar, salt, sand, oil etc Story of the donkey and the salt/cotton bag</p> <p>Sugar cubes ,water ,ice ,container Transparent container ,water ,marker ,record sheet Glass ,coins ,water ,liquids Library Resources</p>
		8. A Treat For Mosquitoes	<p>Mosquitoes and malaria Is there any stagnant water in your locality ? Survey around the school building -Observe mosquito larva in the stagnant water using</p>	<p>Survey of different parts of the school</p>

		<p style="text-align: center;">9. Up You Go</p>	<p>hand lens</p> <p>Do you find more mosquitoes in stagnant water? Is there any way to reduce the mosquitoes in water? Have you heard of malaria? In which season do you find more people getting ill with malaria?</p> <p>Discussion Signs/ Symptoms of malaria and its prevention -Spraying disinfectants/kerosene near the pools of water to stop breeding of mosquitoes -Writing letter to the municipal authorities about the unhygienic surroundings in your area - Asks the child to get any clinical report, read and analyse the report</p> <p>Visual Clips -Diseases spread through house flies (Visual Clips to be shown) -List out the food item rich in iron -Conduct quiz about the diseases, symptoms, scientists and their discoveries and inventions. -preparing a poster to create awareness about malaria</p> <p>Mountains</p> <p>Map work -Uttarakhand, Uttarkashi - Mark highest peaks and five mountains in the India map - Discussion on the duties of a class monitor and leadership qualities</p> <p>Expeditions and the spirit of adventure</p> <p>Visual Clips on - adventurous activities -tools needed for climbing -Mountain ,peak ,valley ,glacier etc</p> <p>Some idea of training for high altitude (Discussion) Have you seen or been to a high mountain ? How and why do you think people make such difficult trips ? How do you think they train for it?</p> <p>National Flag -design a flag for your school -Identifying some other flags</p>	<p>Survey sheet , Hand lenses</p> <p>Newspaper clippings of preventive measures to be taken for malaria Interaction with a community doctor Envelope ,inland letter sample of blood test report</p> <p>library resources</p> <p>, . . Mapping of Uttarakhand on outline Map of India ,pictures Excerpts from autobiography of Bachendri Pal. Flags of some countries -pictures of persons who climbed the mount Everest</p> <p>Visual Clips on adventurous activities ,tools needed for climbing ,Mountain ,peak ,valley ,glacier etc</p>
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5.	SEPT	10.WALLS STORIES TELL	<p>❖ Oldest buildings Heritage building as a source of knowledge</p> <p>-Visit to a monument/museum Make a report</p> <p>-Drawing pictures or take photographs of the monument in your neighborhood</p> <p>Discussion on</p> <p>-well known monuments that people visit</p> <p>-oldest buildings around your area</p> <p>-the importance of preserving historical monuments</p> <p>-Have you traveled far to see any monument ?</p> <p>To be able to understand how they were built ,places from where the materials came ,skills of craftsperson ,some historical personalities</p> <p>-Visual Clip on historical monument</p> <p>-Making a Chart /model of a monument</p> <p>¶ - Reading the map of Golconda fort . Learns the direction</p> <p style="text-align: center;">Revision</p> <p style="text-align: center;">SA 1 ASSESSMENT</p>	<p>Pictures of monuments CD ,materials for making chart and models</p> <p>Visit to a monument/museum</p> <p>Visual Clip on historical monument</p> <p>Chart /model of a monument</p>
6	OCT	11. Sunita in Space	<p>Basic exposure to the aerial view of the earth and what India looks like from there</p> <p>-Observation from a terrace to draw its aerial view</p> <p>- Reading globe, location of places on the globe</p> <p>-Imagine yourself in a space craft giving an interview to the PM about what you see from there</p> <p>-Map pointing of AP and neighboring countries of India</p>	<p>Survey of different vehicles ,fuels used and their rates</p> <p>Pictures of means of transport</p> <p>Pictures of petroleum products</p> <p>Mapping of Oil fields</p> <p>poems and songs about trains/cars etc</p>

		<p>Experiment to show the gravitational pull</p> <p>Discussion -about the experiences in the space. -Have you heard of people traveling in a space craft ?</p> <p>- Visual Clip on women achievers -reading of photographs Making Chart/model of space craft</p> <p>The sky in the day and night What all do you see in the sky –at day time? And at night? How many of the things you see in the sky are man made?</p> <p>-investigation ‘night sky’</p> <p>12. WHAT IF IT FINISHES</p> <p>Fuels used in vehicles -List out different vehicles and the fuel used . find out the present rates of a litre of different fuels like petrol ,diesel ,CNG etc</p> <p>Discussion on -Do all vehicles need petrol to run on? -What other fuels do you know that are used for vehicles e.g. trains ,tractor etc. -Do all vehicles run an equal distance on a litre of fuel? Other purposes for which petroleum is used -the formation of petroleum -by products of petroleum -Air and noise pollution and diseases caused</p> <p>- Map recording of the states where oil fields are there. Fuel is a costly ,non renewable resource -Group activity of making poster and writing slogans on ‘save fuel’ -Reading a bar graph on the change in use of fuel over the years</p>	<p>bar graph Library and Internet Resources for Pollution</p> <p>Slogans on Save Fuel</p> <p>Survey of different vehicles ,fuels used and their rates</p> <p>Pictures of means of transport</p> <p>Pictures of petroleum products</p> <p>Mapping of Oil fields</p> <p>poems and songs about trains/cars etc</p> <p>bar graph</p> <p>Library and Internet Resources for Pollution</p> <p>Slogans on Save Fuel</p>
November	13. A SHELTER SO HIGH	<p>❖ shelter Why different houses Discussion on -why do you have different kinds of houses in different</p>	<p>Pictures of different houses -mapping of States enroute toLadakh excerpts from autobiographyof Bachendri</p>

		<p>14. WHEN THE EARTH SHOOK</p>	<p>places ?(regional difference,difference due to climate and materials available ,economic status , etc)</p> <p>-Different houses in the same place ?</p> <p>Map work Mark the states we come across while traveling from Mumbai to Ladakh and their capitals -maintaining a travel diary of any journey undertaken</p> <p>Visual Clip on high mountain tribes clothing, way of living, food habits etc. Investigation ‘weather’ Making models of houses Collection of materials used for making houses in different places Drawing /collecting flags of different countries -preparing a collage using different materials</p> <p>❖ Disaster and trauma of losing one’s home Collect pictures and newspaper clippings and make an album on different natural calamities - Mock drill if there is an earthquake Community help Find out names of organizations that extend help during natural calamity eg address and the phone numbers of fire station, near by hospital, ambulance, police station. Discussion –Times of emergency Have you heard of houses being damaged by floods /earthquake /fires /storms? What would it have felt like? Who are the people who come to help? Where can we look for help? Who runs such organization? What can you do to help others before the doctor comes?</p> <p>-Discussion on do’s and don’ts during earthquake</p> <p>Model -designing a seismometer.</p> <p>-Preparing a first aid box. Report writing -any natural calamity</p>	<p>Pal</p> <p>Material for making model -flags of some countries</p> <p>Visual Clip on high mountain tribes</p> <p>Newspaper clippings</p> <p>Telephone Directory for Emergency numbers</p> <p>TV News bulletin- Report on Calamity</p> <p>Model of seismometer and a first aid box.</p>
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		<p>15. BLOW HOT, BLOW COLD</p>	<p>❖ Our breathing-observation</p> <p>-Activity of breathing in and out and observing the difference</p> <p>-Blowing air on the mirror, glass, palm , spectacles and observing</p> <p>-Activities on blowing air to warm and cool</p> <p>-counting heartbeat and breathing rate</p> <p>-inviting a doctor</p> <p>-Making and using a stethoscope</p> <p>Discussion How many times do you breathe in a minute –on sitting still ,just after a run ?How do you blow to make something cold ?Do you also blow to keep a fire going ?</p> <p>-Making a model of wind mill</p> <p>-Making a paper whistle, paper snake</p> <p>-Classifying the musical instruments into ones that make sound by blowing air ,percussion instruments</p>	<p>Newspaper clippings</p> <p>Telephone Directory for Emergency numbers</p> <p>TV News bulletin- Report on Calamity</p> <p>Model of seismometer and a first aid box.</p>
		<p>16. WHO WILL DO THIS WORK</p>	<p>❖ Clean work-dirty work?</p> <p>-Talk with people and collect information on jobs people don't like to do.</p> <p>-List ten different types of work that people do for you .- Categorize which work is seen as dirty and what work is seen as clean</p> <p>Discuss</p> <p>-jobs we like to do and don't like to do</p> <p>-What would happen if there were no one to clean our streets/our home /clear the garbage ?</p> <p>-Imagine and draw things used to make your work easy</p>	<p>-Inviting school helpers like gardener ,sweeper etc</p> <p>Narratives and stories</p> <p>Extract from Gandhi's Autobiography</p>

			-Find out about Gandhi, other Social reformers	
December	17.ACROSS THE WALL	<p>❖ Types of games and sports -Make a list of indoor and outdoor games. Stick the pictures in the chart/scrap book</p> <p>-demonstration of games like basket ball ,relay race etc</p> <p>-visuals of some common games and sports</p> <p>-pictures of stadiums in your city and country</p> <p>-common wealth games</p> <p>-collect pictures of famous atheletes and players.Make a scrap book.</p> <p>Gender stereotyping</p> <p>Discussion on the games that are played on the gender bias</p> <p>debate –should games for boys and girls be different?</p> <p>-Visual Clip on woman achievers in different fields</p> <p>-Seminar on giving equal opportunities to girls at home and out side</p> <p>Team games-your heroes</p> <p>-List of Games and sports played as a team</p> <p>-Discuss importance of team spirit in games</p> <p>-Some popular national and international teams</p> <p>Local games /martial arts</p> <p>Discuss</p> <p>What are the local games /martial arts of your area ?</p> <p>What are the new games in your area that were not played earlier ?</p> <p>Changing nature of leisure</p> <p>What do you do in the evening for leisure ?</p> <p>What if there is no T V?</p>	<p>Library resources on different Stadiums,different games and sports</p> <p>–Scrap Book of some national and international players</p> <p>-Visual Clip on woman achievers in different fields and team Games</p> <p>-News paper clippings of different Sports Events</p> <p>photographs of local games/traditional martial arts eg boat race ,Nat ,acrobat</p>	
January	18. NO PLACE FOR US	<p>❖ Shifts in habitation-migration /transfers /demolition</p> <p>-Enacting the lesson</p> <p>-Draw a picture about a village scene and city scene.</p>	<p>Picture of village and city</p> <p>Map of India–Dams</p> <p>Talking to /interviewing</p>	

		<p>19. A SEED TELLS FARMER'S STORY</p>	<p>Displacement associated difficulties Discuss about -the difficulties faced by the people and their children who are displaced</p> <p>-Have you always lived at the place you now live in ? If not ,where does your family come from ?</p> <p>Debate Are all people benefited from the dams built in the name of development ?</p> <p>Map Work -Map pointing on major dams built on the rivers of India.Also locate the states</p> <p>-Visual clipson dams</p> <p>Discuss -changes in agricultural practices. -How do farmers get the seeds they plant every year?</p> <p>Debate on Whether the changes in agricultural practices have been beneficial? Growing food Discuss How do we grow food ?What are the tools used for preparing the field ,cutting and harvesting ,cutting and cooking different vegetables ? A field trip[to a nearby farm if possible]and report -preparing a small kitchen garden -arrange the pictures in order to show the journey of the seed from the field to the plate Different things made from the same grain like wheat or rice -Crossword puzzle on cereals -Preparing manure from waste -compost pit -Vermi composting Tools used by farmers -drawing ,writing names and pasting pictures of water wheel sprinkler etc</p> <p>❖ Exploring from parents</p>	<p>people who have come on transfer</p> <p>food items made from the same grain eg wheat</p> <p>Visit to a field</p> <p>Talking to elders Drawings and pictures of tools used in different processes</p> <p>Crossword puzzle on cereals</p> <p>Pictures</p> <p>Library and Internet Resources on forests</p>
		<p>20.WHOSE</p>		

		<p>FORESTS?</p>	<p>-Places where there were trees /forests earlier but now there are none -Why were the trees cut and what is there today ?</p> <p>Forest and forest people Debate on the need and problems associated deforestation. Collect relevant reports. Discussion on -Interdependence of plants , animals and human beings</p> <p>-effects of de forestation Tribal life -</p> <ul style="list-style-type: none"> - Right to forest Act -Jharkhand Jungle Bachao Andolan - Chipko Movement - Vanmahotsav -jhoom farming - Visual Clip on Cheraw dance -communities dependent on forest products eg bamboo products <p>-Collect the products of forests and paste them in a chart</p> <p>-Role play-contractor and forest people</p> <p>-Making a list of common resources</p> <p>Map Work -reading map of dense and less dense forest</p> <p>-Mark north eastern states with their capital in India political map[seven sister states]</p> <p>Poster making –Save Trees Survey and identify any Green Belt in your area</p>	<p>,problems associated with deforestation</p> <p>Story of Chipko movement Celebration of Vanmahotsav</p> <p>Visual Clip on Cheraw dance</p> <p>collection of forest products</p> <p>Map of India(political) To show forests and north eastern states Survey of neighbourhood to identify green belts</p> <p>Slogans on Save Trees</p>
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			-forming a club (e g the green warriors) to create awareness about importance of trees	
February	21. LIKE FATHER LIKE DAUGHTER	<p>❖ Family Tree</p> <p>-Write names of all your family members along with their ages .How many generations have you been able to get details about</p> <p>-Tabulate the habits and traits of different families</p> <p>-drawing people in the family -photographing them and making an album</p> <p>-Writing exercise about an infant they have observed</p> <p>Discussion on twins and Identical twins</p> <p>Collect information about pulse polio and measures taken by the Government of to eradicate it.</p> <p>-Immunization schedule of a child How our identity is shaped by traits we inherit from our family and opportunities we get from our environment</p> <p>Story about Gregor Johan Mendal</p> <p>Collecting information about the diseases inherited to the next generation</p>	<p>Inter Net</p> <p>Library Resources (encyclopedia)</p> <p>Family Members Narrations by elders about family members when they were young</p> <p>Newspaper clippings for Advertisements on Pulse Polio</p> <p>Inviting a doctor to know about immunization schedule of a child</p>	
	22. ON THE MOVE AGAIN	<p>❖ Discussion on</p> <p>-child labour, -difficulties faced by labourers Different kinds of farmers .Do all farmers own their land ? -Hardships faced by seasonal migration</p>	<p>Talking to some workers/labourers/children working in shops etc. Pictures and visuals on various methods of irrigation</p>	

			<p>-Borrowing money, loans, debts etc</p> <p>Role play</p> <p>- Enact as money lender / agent / landless farmers in a small skit</p> <p>Show visuals on various methods of irrigation in the fields (Water wheel ,sprinkler etc)</p> <p>-Newspaper cuttings on related issues and discussion with the students</p> <p>- Different kinds of farming methods</p> <p style="text-align: center;">Revision</p>	<p>Newspaper Reports,variousgovt schemes like NREGA(National Rural Employment Guarantee Act) etc</p> <p>Library and Internet Resources on various Farming methods and gardening/farming tools.</p>
	March		SA-2	