



BISHOP SCOTT BOYS' SCHOOL

C - Curriculum

D - Development &

L - Learning

O - Objectives

5

EVS





BISHOP SCOTT BOYS' SCHOOL

STUDENT CURRICULUM MANUAL

Subject : EVS

Class : V

Academic Plan : 2025 -26

| Month | Course Description | Learning Outcome | Activity | No. of Periods | Portion for PT & TERM Assessment |
|-------|-----------------------------|---|--|----------------|----------------------------------|
| April | Ch-1 Reproduction in Plants | Students will be able in understanding <ul style="list-style-type: none">•The basic concept of plant reproduction.• Describing the process of seed germination.• Students will understand the concept of protection and storage of crops. | Seed germination activity | 6 | |
| | Ch -2 Animal World | Students would be able to understand <ul style="list-style-type: none">•About animals and their habitat.• About body covering of animals.• Breathing and feeding habits in animals.• Migration of animals. | Make a chart about migratory birds and names of the countries through which they travel. | 6 | |
| | Ch -3 | Students will be able to understand <ul style="list-style-type: none">• about the skeletal and muscular systems work together to allow the human body to move.• Describe the different parts of the Skeleton.• Describe the different kinds of joints and their functions.• Describe the different types of muscles and working of it. | Interviewing a gym trainer.(Students will ask Question to improve their knowledge about bones and muscles) | 6 | |

| Month | Course Description | Learning Outcome | Activity | No. of Periods | Portion for PT & TERM Assessment |
|-------|---------------------------|---|---|----------------|---|
| May | Ch -4 Nervous System | <p>Students will be able to</p> <ul style="list-style-type: none"> • Describe the functions of nervous system. • To understand about brain and its functions. • Get the basic concept of reflex action and sense organs. | Take a chart paper and make an awareness poster to take care of any of our sense organs. Make it attractive and colourful and display in school corridor. | 6 | |
| June | Ch -5 Health and Diseases | <p>Students will be able to</p> <ul style="list-style-type: none"> • Increase understanding of wellness and well-being, and self awareness for self care in the mode of taking nutrients. • To demonstrate and Understanding of one's health issues, conditions including prevention approaches, self care practices. | Make a model of Food Pyramid | 6 | |
| July | Ch -6 Simple Machines | <p>Students will be able to</p> <ul style="list-style-type: none"> • Introduce simple machines with examples. • Name simple machines that are used in our daily life. • State the type of simple machines with examples. | Create any simple machine you use in your daily life with the things you use at your home. | 6 | PT -1 Ch -1 Reproduction in Plants Ch-2 Animal World Ch -3 Skeletal System |

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| August | Ch -7 Moon and Eclipses | <p>Students would be able to</p> <ul style="list-style-type: none"> • Identify the basic relationship between the Earth , moon and Sun . • Describe the different phases of the Moon. • Explain what a lunar eclipse is . • Explain what a solar eclipse is. • Distinguish between total , partial and annular solar Eclipse. • To understand the basic concept of tides , artificial satellites and its type. | Create a model of a simple satellite using some colour papers, foil roll, scissors, glue etc. | 6 | |
| | Ch -8. Latitudes and Longitudes | <p>Students would be able to</p> <ul style="list-style-type: none"> • Differentiate between longitude and latitude. • Identify important meridians of longitude. • Identify important parallels of latitude. • Identify the three heat zones of the Earth. • Locate a place using grids. • Relate longitudes with calculations of time. | <ul style="list-style-type: none"> • Prepare a model of globe. • Map work | 6 | |
| | Ch -9 Climatic Zones | <p>Students will be able to</p> <ul style="list-style-type: none"> • understand that weather contributes to climate type. • Investigate the weather of a place in the world explaining the conditions, the temperature and the climate zone. • Get the basic concepts of grasslands, aurora , oasis. | | 6 | |

| September | Ch -10 Air and Water | <p>Students will be able to</p> <ul style="list-style-type: none"> • Understand that air is a mixture of gases • Identify different layers of atmosphere and their properties. • Describe different uses of water and recognising basic ways to prevent pollution of resources. • Understand water at its different states. | Create a model of the composition of air. Use waste materials, soil , fallen leaves etc. to represent the uses of some of the gases. | 6 | <p>Term -1</p> <p>Ch -4 Nervous System</p> <p>Ch -5 Health and Diseases</p> <p>Ch -6 Simple Machines</p> <p>Ch -7 The Moon and Eclipses</p> <p>Ch -8 Latitudes and Longitudes</p> <p>Ch -9 Climatic Zones</p> |
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| Month | Course Description | Learning Outcome | Activity | No. of Periods | Portion for PT & TERM Assessment |
| October | Ch -11 Minerals and Rocks | <p>Students would be able to</p> <ul style="list-style-type: none"> • Define what a mineral is. • Identify common minerals based on their physical properties. • Distinguish between different types of rocks. • Understand how rocks are formed <p>Explain the basic concept of fossil fuels.</p> | <ul style="list-style-type: none"> • Rock painting | 6 | |

| | Ch - 12 Pollution and Conservation | <p>Students would be able to</p> <ul style="list-style-type: none"> • Understand the basic concept of pollution. • Identify different types of pollution. • Explain the effects of pollution. • List ways to conserve the environment. • Explain the concept of 3 R's. | <ul style="list-style-type: none"> • Bottle Painting • Make your own compost pit to make use of biodegradable wastes. | 6 | |
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| Month | Course Description | Learning Outcome | Activity | No. of Periods | Portion for PT & TERM Assessment |
| November | Ch - 13 Natural Calamities | <p>Students would be able to</p> <ul style="list-style-type: none"> • Understand the concept of natural Calamities. • Identify different types of Natural Calamities. • Understand the causes and effects of Natural Calamities. • Recognize warning signs for each type. • Learn basic safety precautions to take during a natural disaster. | <ul style="list-style-type: none"> • Make a model / presentation on the topic natural Calamities. | 6 | PT -2 Ch -10 Air and Water Ch -11 Minerals and Rocks Ch -12 Pollution and Conservation |
| | Ch -14 India 's Freedom and Struggle | <p>Students would be able to</p> <ul style="list-style-type: none"> • Explain that British rule in India was a form of colonial power. • Explain the basic concept of battle of Plassey. • Elucidate about the revolt of 1857. • Expound the Indian National | <ul style="list-style-type: none"> • Role play activity (Freedom fighter) | 6 | |

| | | movement. • Explicate the Indian National Congress. • Unravel Swadeshi movement and Partition of Bengal. | | | |
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| Month | Course Description | Learning Outcome | Activity | No. of Periods | Portion for PT & TERM Assessment |
| December | Ch -15 India wins Freedom | Students would be able to • Identify key figures in the Indian freedom struggle. • Explain major movements • Recognize important symbols and the role of revolutionaries. • Interpret simon commission and Jallianwalabagh massacre. | • Poster Making any of revolutionaries leader. | 6 | |
| | Ch -16 They Showed Us the way | Students would be able to • understand the basic concept of social reformers. • Discuss the role of different social reformers in removing wrong and evil practices from the society. • Express their understanding through simple narrative and visual representation. | • Make a pamphlet to spread the teachings of any social reformers. | 6 | |
| | Ch -17 Our Heritage - Monuments | Students would be able to • Understand the global scope of heritage. • Explicate the 'material' and 'non-material' aspect of heritage. | • Make a brochure on any monument situated in your state. | 6 | |

| | | <ul style="list-style-type: none"> • Recognize heritage as a process of preserving our past. | | | |
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| Month | Course Description | Learning Outcome | Activity | No. of Periods | Portion for PT & TERM Assessment |
| January | Ch – 18 The United Nations | Students will be able to <ul style="list-style-type: none"> • Understand the basic purpose of the UN. • Identify key roles of the UN. • Recognize different agencies of the UNO. • Principles, objectives and bodies of UN. | <ul style="list-style-type: none"> • Draw all the emblem of different agencies of the UNO. (Acrylic painting) | 6 | |
| February | Revision Term - 2 | | | | Term - 2 Ch -13 Natural Calamities Ch -14 India's Freedom Struggle Ch -15 India wins Freedom Ch -16 They showed us the way Ch -17 Our Heritage - Monuments Ch -18 The United Nations |