

AL AIN JUNIORS SCHOOL														
NAME OF THE DEPARTMENT - _AJI PRIMARY SCIENCE_ SYLLABUS BREAK UP 2021-22 -AJI														
Name of the teacher :-Firdous Fatima														
Grade-6														
MONTH	WEEK	UNIT/SECTION	No of Periods	Topic Break Down / for Periods/Learning objectives / progression	Learning Outcomes/ Skills acquired	Activities (Formative assessment tasks, projects, Visits) INCLUDING VIRTUAL LEARNING	Teaching Aids / Reference/ Resources	Competencies and Values	MY IDENTITY	Cross curricular link	Art Integration	Artificial Intelligence	Critical thinking questions ((MCQS)	Critical thinking questions ((subjective )
APRIL	5	Food and its sources	10	<ul style="list-style-type: none"> <li>*Describe the importance of food and nutrition in living organisms</li> <li>*Differentiate between vegetarians and non-vegetarians.</li> <li>*List various examples of -raw and cooked food.</li> <li>*Classify the animals into different groups based on their eating habits.</li> <li>*Analyze that food chains begin with a plant (the producer), which uses energy from the sun.</li> <li>*Explain the terms producer, consumer, predator and prey.</li> <li>* Explore and construct food chains in a particular habitat</li> </ul>	<ul style="list-style-type: none"> <li>*Students will be able to describe the importance of food and nutrition in living organisms</li> <li>*Students will be able to differentiate between vegetarians and non-vegetarians.</li> <li>*Students will be able to list various examples of -raw and cooked food.</li> <li>*Students will be able to classify the animals into different groups based on their eating habits.</li> <li>*Students will be able to analyze that food chains begin with a plant (the producer), which uses energy from the sun.</li> <li>*Students will be able to explain the terms producer, consumer, predator and prey.</li> <li>* Students will be able to explore and construct food chains in a particular habitat</li> </ul>	<ul style="list-style-type: none"> <li>*Categorize the sources of food into two groups(food from plants and food from animals)</li> <li>*Discuss the importance of eating -raw /cooked food</li> <li>*Stick the pictures of animals based on their eating habits</li> <li>*Re-arrange the given organisms to construct a food chain .</li> <li>MS Teams: Quiz/Assignments/MS Forms</li> </ul>	<ul style="list-style-type: none"> <li>* Specimens of food from plants and food from animals</li> <li>* Specimens of raw and cooked food</li> <li>* specimens of animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration, Prediction ,Observation, Conclusion, Communication</li> <li>VALUES:care , honesty , respect , tolerance, resilience,</li> </ul>	Observe the various kinds of food in the food section of malls whenever you go for shopping in U.A.E	Geography:-On the map of India, label all the states. How many states are there? Find out about the staple diets and preferred cuisines of each state. U.A.E- Different types of foods, fruits, vegetables etc that are available in U.A.E. , Food culture of UAE.	* Construct a food chain using the given model of animals. * Draw and color some examples of stems, roots , leaves , buds	*Data acquisition	Task sheet	<ol style="list-style-type: none"> <li>The spice cinnamon is obtained from which plant part?</li> <li>How do honey bees make honey?</li> <li>Where do parasites obtain their food from?</li> <li>Why is food essential for living organisms?</li> <li>Make a list of the seeds that are used as spices. What other purposes are seeds used for?</li> <li>Name the various categories of animals based on their eating habits. Give three examples of each.</li> <li>Green plants make their own food .Humans cook their food. Then why are humans not known as producers? Explain.</li> <li>Both scavengers and decomposers feed on the dead .How are they different?</li> <li>Draw and explain food chain in detail.</li> <li>How would you classify human beings –herbivores , carnivores or omnivores ?Explain giving reasons.</li> <li>How many types of flours are available in U.A.E?</li> <li>Find out what are ground to make these flours?</li> <li>Make a list of the different types of dishes that are made using these different types of flours in U.A.E?</li> </ol>
			Components of Food	10	<ul style="list-style-type: none"> <li>*Tabulate the important sources of carbohydrates, fats, proteins, vitamins, minerals, fibres, and their significance on human health.</li> <li>*Define a balanced diet.</li> <li>* Analyze the diseases caused due to the deficiency of nutrients</li> </ul>	<ul style="list-style-type: none"> <li>* Students will be able to tabulate the important sources of carbohydrates, fats, proteins, vitamins, minerals, fibres, and their significance on human health</li> <li>*Students will be able to define a balanced diet.</li> <li>* Students will be able to analyze the diseases caused due to the deficiency of nutrients</li> </ul>	<ul style="list-style-type: none"> <li>*Perform a test for the detection of starch in the given food samples.</li> <li>*Perform a test for the detection of proteins in the given food samples.</li> <li>*Prepare a balanced diet chart for different groups of people.</li> <li>*Discuss the importance of vitamins</li> </ul>	<ul style="list-style-type: none"> <li>*Food items rich in carbohydrates , proteins and fats for conducting activities</li> <li>*Specimens of food items having various nutrients</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting, Prediction ,Observation ,Conclusion, Communication , Problem solving, Critical thinking</li> <li>Values :-care , honesty , respect , tolerance,</li> </ul>	Nutritional value of dates , Harees and other traditional foods of UAE	Cross-connection:-Ask students to works in groups and write letters to companies that produce low-fat products such as yoghurt, milk and salad. The students	*Create a food pyramid using the pictures / specimens of food items. *Create a balance diet chart for your self.	*Data acquisition	Task sheet
MAY	5	Separation of substances	15	<ul style="list-style-type: none"> <li>*Differentiate between Pure substances and mixtures</li> <li>*Contrast Homogeneous and Heterogeneous mixtures</li> <li>*Analyze the different types of mixtures and the need for separation.</li> <li>*Compare of the different methods used for the separation of mixtures and the principle behind each method</li> <li>*Demonstrate the concept of solubility and the importance of water as a universal solvent</li> </ul>	<ul style="list-style-type: none"> <li>*Students will be able to differentiate between: Pure substances and mixtures</li> <li>*Students will be able to contrast Homogeneous and Heterogeneous mixtures</li> <li>* Students will be able to analyze the different types of mixtures and the need for separation.</li> <li>*Compare of the different methods used for the separation of mixtures and the principle behind each method</li> <li>*Demonstrate the concept of solubility and the importance of water as a universal solvent</li> </ul>	<ul style="list-style-type: none"> <li>*Separation of stones from rice/pulses</li> <li>*Separation of rice from chaff using a winnow .</li> <li>*Separation of bran from the wheat flour using a sieve.</li> <li>*Perform an experiment to check the solubility of given substances in water.</li> <li>MS Teams: Quiz/Assignments/MS Forms</li> </ul>	<ul style="list-style-type: none"> <li>rice , pulses , stones , wheat , chaff , winnow</li> <li>wheat flour , sieve , bran , water , salt , sugar , sand , chalk powder , stirring rods ,</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Experimenting</li> <li>Prediction ,Observation</li> <li>Conclusion, Communication</li> <li>Values :-care , honesty , respect , tolerance, resilience, Integrity, resilience</li> </ul>	Research about Desalination plant of UAE	History:-Salt is obtained from sea water by the process of evaporation. In 1930, Gandhiji led a very famous march known as the Dandi march. Find out more about it and how it is related to salt. Make a report and present to the class.	*Make a model of winnow using a clay or plastic . *Make a model of sieve.	*Data acquisition	Task sheet	<ol style="list-style-type: none"> <li>During construction of building a worker found the sand required to be used is mixed with small pebbles and other undesirable substances. What method should he use to remove the pebbles and other particles from sand?</li> <li>Why does rain increase visibility?</li> <li>Lemonade is prepared by mixing lemon juice in water. You wish to add ice to cool it. Should you add ice to the lemonade before or after dissolving sugar?</li> <li>Can you separate sugar particles mixed with wheat flour? If yes, how?</li> <li>Why do we need to separate mixtures? Give examples to illustrate your answer.</li> <li>Give any four examples of mixtures found on a kitchen shelf.</li> <li>How do you select a method of separation for any mixture?</li> <li>8. Why is salt a pure substance and salt solution is considered to be a mixture?</li> <li>9. Name the apparatus that can be used to separate a mixture of mustard oil and water. Explain its working?</li> </ol>
			Sorting materials into groups	10	<ul style="list-style-type: none"> <li>Recognize the importance of classification of materials</li> <li>*Classify the objects based on their properties –Transparency-transparent , translucent &amp; opaque</li> <li>*Classify the objects based on their properties –Transparency, Luster, Hardness , Appearance, Solubility and Floation</li> <li>Explain the arrangement of molecules in all the three states of matter</li> </ul>	<ul style="list-style-type: none"> <li>*Students will be able to recognize the importance of classification of materials</li> <li>* Students will be able to classify the objects based on their properties –Transparency-transparent , translucent &amp; opaque</li> <li>* Students will be able to classify the objects based on their properties –Transparency, Luster, Hardness , Appearance, Solubility and Floation</li> <li>* Students will be able to explain the arrangement of molecules in all the three states of matter</li> </ul>	<ul style="list-style-type: none"> <li>*Sort the given objects into different groups based on the materials they are made up of .</li> <li>*Distinguish between transparent , translucent and opaque substances.</li> <li>*Perform an experiment to check the solubility of given substances in water.</li> <li>*Discuss about the arrangement of molecules in all the three states of matter .</li> <li>MS Teams: Quiz/Assignments/MS Forms</li> </ul>	<ul style="list-style-type: none"> <li>transparent , translucent and opaque substances , water , chalk , sugar , salt</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Experimenting</li> <li>Prediction ,Observation</li> <li>Conclusion, Critical thinking</li> <li>Values :-care , honesty , respect , tolerance, resilience,</li> </ul>	Explain how various materials are arranged in various places in shopping Malls or supermarkets	Antonyms are the words that are opposite to each other in meaning, for example, reversible and irreversible. Can you find two more such words from the chapter?	Model of water treatment plant	*Data acquisition	Task sheet
JUNE	4	Electricity and circuits	10	<ul style="list-style-type: none"> <li>* Demonstrate the flow of electric current with a model</li> <li>*Explore how an electrical device will not work if there is a break in the circuit.</li> <li>*Investigate how some materials are better conductors of electricity than others.</li> <li>*Observe why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and Switches.</li> </ul>	<ul style="list-style-type: none"> <li>* Students will be able to demonstrate the flow of electric current with a model</li> <li>* Students will be able to explore how an electrical device will not work if there is a break in the circuit.</li> <li>*Students will be able to Investigate how some materials are better conductors of electricity than others.</li> <li>*Students will be able to observe why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and Switches.</li> </ul>	<ul style="list-style-type: none"> <li>*Construct complete circuits using switch, cell (battery), wire and bulbs.</li> <li>*Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components.</li> <li>*Perform an activity to differentiate between good and bad conductors.</li> <li>MS Teams: Quiz/Assignments/MS Forms</li> </ul>	<ul style="list-style-type: none"> <li>switch</li> <li>cell (battery)</li> <li>wire and lamps.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>communication</li> <li>Creativity</li> <li>Critical Thinking</li> <li>Values:- Tolerance Honesty</li> </ul>	Origin of electricity in UAE	Save electricity , follow safety rules while using electrical gadgets	*Represent series circuits with drawings and conventional Symbols. *Construct a series or a parallel circuit	*Data acquisition	Task sheet	<ol style="list-style-type: none"> <li>Why do we need an electric cell to light up a bulb?</li> <li>Why can't dry cells be used forever?</li> <li>How are insulators important in an electric circuit?</li> <li>Why are the plastic coverings of electric wires removed before making any connections?</li> <li>What is the filament of a bulb made of?</li> <li>Differentiate between conductors and insulators.</li> <li>Why should we not touch electrical appliances with wet hands?</li> <li>What are the main advantages of a secondary cell over a primary cell?</li> <li>Give reason for the following: <ul style="list-style-type: none"> <li>10. All electric wires are made up of copper or aluminium though silver is a better conductor of electricity?</li> </ul> </li> </ol>
SUMMER VACATION														
SEPTEMBER		The Living and the non- living	10	<ul style="list-style-type: none"> <li>*Explain all the characteristics of living beings-</li> <li>*Differentiate between respiration and breathing. &amp; life span and life cycle.</li> <li>*Compare and contrast the growth in plants and animals.</li> <li>*Differentiate between the movements and excretion in animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>*Students will be able to explain all the characteristics of living beings- life span and life cycle.</li> <li>*Students will be able to differentiate between respiration and breathing. &amp; life span and life cycle.</li> <li>*Students will be able to compare and contrast the growth in plants and animals.</li> <li>*Students will be able to differentiate between the movements and excretion in animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>*Read the story of MRS GREEN and understand the characteristics of living organisms.</li> <li>*Touch and observe the leaves of Mimosa plant.</li> <li>*Observe the growth pattern in plants and animals.</li> <li>*Complete Venn diagram showing differences and similarities between movement and excretion in animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>Leaves of Mimosa plant</li> <li>Flash cards of characteristics of living things</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>VALUES :-respect , tolerance, resilience</li> </ul>	Research about the National animals of different countries	UAE:- Research about the animals of Alain ZOO	Create a model of excretory system of humans	*Data acquisition	Task sheet	<ol style="list-style-type: none"> <li>How is the response to stimuli seen in the following <ul style="list-style-type: none"> <li>a. Stem</li> <li>b. Root</li> <li>c. Sunflower</li> <li>d. Mimosa leaves</li> </ul> </li> <li>Animals continuously use oxygen all the time for respiration and burning, but still the percentage of oxygen in air remains constant. How does this happen?</li> <li>Plants do not sweat or pass urine. How do they then get rid of their body wastes?</li> <li>What could happen if living organisms did not have a definite life span?</li> <li>Give an example of a non-living thing that exhibits any two characteristics of a living thing.</li> <li>What is reproduction? What are the different ways by which animals reproduce?</li> <li>What will happen if living organisms stop reproducing?</li> <li>List the various characteristics of living organisms.</li> </ol>
		4	Measurement and Motion	10	<ul style="list-style-type: none"> <li>*Analyze the need for accurate measurements</li> <li>*Recall the history of transportation</li> </ul>	<ul style="list-style-type: none"> <li>*Students will be able to analyze the need for accurate measurements</li> <li>*Students will be able to recall the history of transportation</li> </ul>	<ul style="list-style-type: none"> <li>*Measure the length of a table using hand span , footstep and cubit (arm's length)</li> <li>*Measure the length of classroom ,</li> </ul>	<ul style="list-style-type: none"> <li>Objects showing different kinds of motion –Linear, rotatory, periodic and random</li> <li>*measuring tape</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Experimenting</li> <li>Prediction ,Observation</li> <li>Conclusion,</li> </ul>	Find out about the use of standard units of measurements in U.A.E	Geography:- Find out a country that has the longest railway track in the world.	Make a model of any old means of transportation	*Data acquisition	Task sheet

				<p>*Interpret the meaning of physical quantity, standard units and its importance.</p> <p>*Predict and measure the length accurately without committing errors.</p> <p>*Differentiate between motion and rest.</p> <p>*Explain the different types of motion with examples.</p>	<p>*Students will be able to interpret the meaning of physical quantity, standard units and its</p> <p>*Students will be able to predict and measure the length accurately without committing errors.</p> <p>*Students will be able to differentiate between motion and rest.</p> <p>*Students will be able to explain the different types of motion with examples.</p>	<p>corridor and play ground using a measuring tape.</p> <p>*Categorize the different kinds of motion –Linear, rotatory, periodic and random.</p> <p>*MS Teams: Quiz/Assignments/MS Forms</p>	ruler	<p>Critical thinking</p> <p>Values :-care , honesty , respect , tolerance, resilience,</p>				Task sheet	<p>c. A bridge over which the trains are running.</p> <p>2. Why should body parts not be used for measurement?</p> <p>3. A carpenter is fixing a curtain rod on the wall by tightening a screw. How many different kinds of motion is the screw undergoing?</p> <p>4. Is the motion of moon around the earth periodic? Give reason for your answer.</p> <p>5. Why is it said that ' motion' is a relative term?</p> <p>6. Discuss the type of motion shown by a kite.</p> <p>7. Study the given graph and answer the following questions</p>	
OCTOBER	Light , shadows and reflection	10	<p>* Differentiate between luminous and non-luminous objects.</p> <p>* Identify the luminous and non-luminous heavenly bodies</p> <p>*Observe that shadows are formed when light travelling from a source is blocked.</p> <p>*Explore how opaque materials do not let light through and Transparent materials let a lot of light through.</p> <p>* Analyze that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object.</p> <p>*Explore why a beam of light changes direction when it is reflected from a surface.</p> <p>*Describe how non-luminous objects are seen.</p> <p>*Associate the phenomenon of shadow formation to explain solar and lunar eclipse</p>	<p>*Students will be able to differentiate between luminous and non-luminous objects.</p> <p>*Students will be able to identify the luminous and non-luminous heavenly bodies</p> <p>*Students will be able to observe that shadows are formed when light travelling from a source is blocked.</p> <p>*Students will be able to explore how opaque materials do not let light through and Transparent materials let a lot of light through.</p> <p>* Students will be able to analyze that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object.</p> <p>*Students will be able to explore why a beam of light changes direction when it is reflected from a surface.</p> <p>*Students will be able to describe how non-luminous objects are seen.</p> <p>*Students will be able to associate the phenomenon of shadow formation to explain solar and lunar eclipse</p>	<p>*Classify the given materials as luminous and non luminous objects.</p> <p>*Investigate how the size of a shadow is affected by the position of the object.</p> <p>*Observe that shadows change in length and position throughout the day .</p> <p>*Infer that we see light sources because light from the source enters our eyes.</p> <p>*Demonstrate the rectilinear propagation of light.</p> <p>*Image formed by a plane mirror&amp; formation of shadows.</p> <p>*MS Teams: Quiz/Assignments/MS Forms</p>	luminous and non luminous objects  light and opaque object Source of light , candle . Pipe , cardboards	<p>Collaboration</p> <p>Creativity</p> <p>Critical Thinking</p> <p>Values:- Care Respect</p>	Solar and Lunar eclipses in U.A.E	Solar and Lunar eclipses in other countries	<p>Make a model of solar eclipse or lunar eclipse.</p> <p>Make a model of a pin hole camera</p>	g. *Data acquisition			
			<p>*Differentiate between magnetic and nonmagnetic substances</p> <p>*Explain the fact that earth is a huge magnet</p> <p>*Analyze the properties of a magnet</p>	<p>*Students will be able to differentiate between magnetic and nonmagnetic substances</p> <p>*Students will be able to explain the fact that earth is a huge magnet</p> <p>*Students will be able to analyze the properties of a magnet</p>	<p>*Categorize the given objects into magnetic and non-magnetic substances.</p> <p>*Hang a magnet from a stand and note down your observation.</p> <p>*Bring a horse shoe magnet near iron filings and note down your observation. *An activity to prove that like poles repel and unlike poles attract each other. *Perform an activity using magnet , paper and a nail to prove that magnets exert their influence through</p>	*Magnetic and non-magnetic substances. *Horse shoe magnet , U shaped magnet , Nail , cylindrical magnet , ring shaped magnet	<p>Experimenting</p> <p>Prediction ,Observation</p> <p>Conclusion, Communication</p> <p>Problem solving, Critical thinking</p> <p>Values:-Care, Respect</p>	U.A.E- Credit cards and ATM cards have a magnetic strip that stores information.	Geography:- The fact that earth is a huge magnet	<p>* Make a model of magnetic compass.</p> <p>*Create an artificial magnet by single touch method</p>	g. *Data acquisition			
NOVEMBER	Magnets and their effects	10	<p>*Observe and classify the changes as physical and chemical changes</p> <p>*Identify reactants and products of chemical changes and recognize these as irreversible.</p> <p>*Infer that the States of matter are interchangeable</p> <p>*Enlist the causes of reversible and irreversible changes</p>	<p>*Students will be able to Observe and classify the changes as physical and chemical changes</p> <p>*Students will be able to identify reactants and products of chemical changes and recognize these as irreversible.</p> <p>*Students will be able to infer that the States of matter are interchangeable</p> <p>*Students will be able to enlist the causes of reversible and irreversible changes</p>	<p>*Observe the changes during burning of a candle.</p> <p>* Observe and classify the changes as physical and chemical changes.</p> <p>*cooking of food, curdling of milk , germinating seeds, spoiled food, cutting of an apple , torn papers , broken glass etc. *Observe that the States of matter are interchangeable. *MS Teams: Quiz/Assignments/MS Forms</p>	candle , match stick , paper , cotton , apple , dough , chapati	<p>Collaboration</p> <p>Creativity</p> <p>Critical Thinking</p> <p>Values:- Care Respect</p>	Climatic changes of U.A.E @	Weather and climatic changes of various countries	<p>Make a model of any thing of your choice using a clay to prove that it is an irreversible change</p>	g. *Data acquisition			
			Changes around us	5	<p>*Categorize the plants into herbs, shrubs , trees , creepers.</p> <p>*Differentiate between the kinds of roots.</p> <p>*Recognize the positions and explain the functions of the major organs of flowering plants, e.g. root, stem, leaf.</p> <p>*Compare the various kinds of venation in leaves</p> <p>*Observe that plants produce flowers which have male and female organs , seeds are formed when pollen from the male organ fertilizes the ovum (female).</p> <p>*Investigate and conclude that flowering plants have a life cycle</p>	<p>*Students will be able to categorize the plants into herbs, shrubs , trees , climbers or creepers.</p> <p>*Students will be able to differentiate between the kinds of roots.</p> <p>*Students will be able to recognize the positions, and explain the functions and modifications of the major organs of flowering plants, e.g. root, stem, leaf.</p> <p>*Students will be able to compare the various kinds of venation in leaves</p> <p>*Students will be able to observe that plants produce flowers which have male and female organs , seeds are formed when pollen from the male organ fertilizes the ovum (female).</p> <p>*Students will be able to investigate and conclude that flowering plants have a life cycle</p>	<p>*Field trip to be conducted in the school ground to observe the plants.</p> <p>*Classification of plants based on their sizes , stems , colors or place where they grow.</p> <p>*Find out about respiratory roots and supporting roots.</p> <p>*Individual activity:- Observe the various parts of a leaf and compare the various kinds of venation in them. *MS Teams: Quiz/Assignments/MS Forms</p>	specimens of plants respiratory roots supporting roots various kinds of venation Flowers	<p>Experimenting</p> <p>Prediction ,Observation</p> <p>Conclusion, Communication</p> <p>Problem solving, Critical thinking</p> <p>Values:-Care, Respect</p>	Plants found in UAE	Plants found in India and other Asian countries	<p>Make a model of a flower using a clay or a paper .</p> <p>Make a scrap book of various kinds of leaves</p>	g. *Data acquisition	
DECEMBER	The plant world	2	<p>*Recognize the scientific names for some major organs of body systems.</p> <p>*Identify the position of major organs in the body.</p> <p>*Describe the main functions of the major organs of the body.</p> <p>*Explore the role of the skeleton and joints and the principle of antagonistic muscles.</p> <p>*Explain how a muscle has to contract (shorten) to make a bone move and muscles act in pairs.</p> <p>*Elicit the importance of proper diet and exercise for the development of our body.</p> <p>*Compare the movement in animals like fish, birds , cockroach, snail , snake and humans</p>	<p>*Students will be able to recognize the scientific names for some major organs of body systems.</p> <p>*Students will be able to identify the position of major organs in the body.</p> <p>*Describe the main functions of the major organs of the body.</p> <p>*Students will be able to explore the role of the skeleton and joints and the principle of antagonistic muscles.</p> <p>*Students will be able to explain how a muscle has to contract (shorten) to make a bone move and muscles act in pairs.</p> <p>*Students will be able to elicit the importance of proper diet and exercise for the development of our body.</p> <p>*Students will be able to compare the movement in animals like fish, birds , cockroach, snail , snake and humans</p>	<p>*Students will be shown x- ray film and asked to match the bones that he or she can see with her or his own bone.</p> <p>*Make a model of the structure of a bone using clay , pipes , straws, etc.</p> <p>*Imagine that you have been given a chance to design a new joint for your body. Where would you place the joint ? What function would it perform ?Use clay or dough to design and create this joint. *MS Teams: Quiz/Assignments/MS Forms</p>	X- ray film ,Model of a bone	<p>Experimenting, Prediction</p> <p>, Observation</p> <p>,Conclusion, Communication</p> <p>,observation , Collaboration Problem solving, Critical thinking</p>	U.A.E Discuss about hospitals of UAE	Bones related problems	<p>Make a model of the structure of a bone using clay , pipes , straws, etc.</p> <p>Make a model of a skeleton using a macaroni.</p>	g. *Data acquisition			
			Adaptations in living organisms	8	<p>*Analyze the adaptive features of plants and animals found in deserts , polar regions , grass lands , tropical rain forest etc</p>	<p>*Students will be able to analyze the adaptive features of plants and animals found in deserts , polar regions , grass lands , tropical rain forest etc</p>	<p>*Discuss and write why camel is called the ship of the desert.</p> <p>*Observe the given video carefully and list all the adaptive features of</p>	Videos on adaptations in animals	<p>Collaboration</p> <p>Creativity</p> <p>Critical Thinking</p> <p>Values:- Care</p>	Animal found in Alain zoo	Plants and animal found in different countries	<p>Create a model of animals that migrate.</p>	g. *Data acquisition	
WINTER VACATION														
JANUARY	Movements in the body	5	<p>*Recognize the scientific names for some major organs of body systems.</p> <p>*Identify the position of major organs in the body.</p> <p>*Describe the main functions of the major organs of the body.</p> <p>*Explore the role of the skeleton and joints and the principle of antagonistic muscles.</p> <p>*Explain how a muscle has to contract (shorten) to make a bone move and muscles act in pairs.</p> <p>*Elicit the importance of proper diet and exercise for the development of our body.</p> <p>*Compare the movement in animals like fish, birds , cockroach, snail , snake and humans</p>	<p>*Students will be able to recognize the scientific names for some major organs of body systems.</p> <p>*Students will be able to identify the position of major organs in the body.</p> <p>*Describe the main functions of the major organs of the body.</p> <p>*Students will be able to explore the role of the skeleton and joints and the principle of antagonistic muscles.</p> <p>*Students will be able to explain how a muscle has to contract (shorten) to make a bone move and muscles act in pairs.</p> <p>*Students will be able to elicit the importance of proper diet and exercise for the development of our body.</p> <p>*Students will be able to compare the movement in animals like fish, birds , cockroach, snail , snake and humans</p>	<p>*Students will be shown x- ray film and asked to match the bones that he or she can see with her or his own bone.</p> <p>*Make a model of the structure of a bone using clay , pipes , straws, etc.</p> <p>*Imagine that you have been given a chance to design a new joint for your body. Where would you place the joint ? What function would it perform ?Use clay or dough to design and create this joint. *MS Teams: Quiz/Assignments/MS Forms</p>	X- ray film ,Model of a bone	<p>Experimenting, Prediction</p> <p>, Observation</p> <p>,Conclusion, Communication</p> <p>,observation , Collaboration Problem solving, Critical thinking</p>	U.A.E Discuss about hospitals of UAE	Bones related problems	<p>Make a model of the structure of a bone using clay , pipes , straws, etc.</p> <p>Make a model of a skeleton using a macaroni.</p>	g. *Data acquisition			
			Adaptations in living organisms	8	<p>*Analyze the adaptive features of plants and animals found in deserts , polar regions , grass lands , tropical rain forest etc</p>	<p>*Students will be able to analyze the adaptive features of plants and animals found in deserts , polar regions , grass lands , tropical rain forest etc</p>	<p>*Discuss and write why camel is called the ship of the desert.</p> <p>*Observe the given video carefully and list all the adaptive features of</p>	Videos on adaptations in animals	<p>Collaboration</p> <p>Creativity</p> <p>Critical Thinking</p> <p>Values:- Care</p>	Animal found in Alain zoo	Plants and animal found in different countries	<p>Create a model of animals that migrate.</p>	g. *Data acquisition	



