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UNIT 3 LIVING AND NON-LIVING THINGS

SCHEME OF WORK

Suggested time frame: 11 periods (1 period is approximately 40 minutes.)

Lesson	No. of Periods	Learning Objective(s)	Process Skill(s)	Vocabulary	Resource(s) and Material(s)
1	2	<ul style="list-style-type: none"> Know what living things are. Know that people, animals and plants are living things. 	<ul style="list-style-type: none"> Classifying Communicating Inferring Observing Predicting 	<ul style="list-style-type: none"> Alive Living thing 	<ul style="list-style-type: none"> Textbook, pp. 32–33 Activity Book, p. 22 Fresh flowers, plastic flowers Real flowers that have not been watered for a few days, plastic flowers Internet A3-sized sheets of paper Coloured pencils <p>Optional:</p> <ul style="list-style-type: none"> Magazines with pictures of living things, scissors, sheets of paper, glue Picture of a family in the garden with their pets
2	2	<ul style="list-style-type: none"> Understand that living things need air, water and food to stay alive. 	<ul style="list-style-type: none"> Classifying Communicating Generating possibilities Inferring Observing Predicting 	<ul style="list-style-type: none"> Air Breathe Drink Eat Food Water 	<ul style="list-style-type: none"> Textbook, pp. 34–35 Activity Book, p.23 Fresh flower, real flower that has not been watered for a few days, plastic flower List with the guidelines on determining whether an object is a living thing from Lesson 1 <p>Optional:</p> <ul style="list-style-type: none"> Large sheets of paper, coloured pencils Large sheets of paper, coloured pencils

Lesson	No. of Periods	Learning Objective(s)	Process Skill(s)	Vocabulary	Resource(s) and Material(s)
3	3	<ul style="list-style-type: none"> Understand that living things move, respond to changes, have young, grow and change, and die. 	<ul style="list-style-type: none"> Analysing Classifying Communicating Inferring Observing Predicting 	<ul style="list-style-type: none"> Die Grow Move Respond Young 	<ul style="list-style-type: none"> Textbook, pp. 36–37 Activity Book, pp. 24–26 Stuffed toy, glass of water Pictures of animals moving on land or in the water, animals with their young, people with their young, the life cycle of a plant, the life cycle of an insect Internet Family photo of pupils when they were a baby <p>Optional:</p> <ul style="list-style-type: none"> Sheets of paper, pencils, coloured pencils Pictures of animals moving on land or in the water, animals with their young, people with their young, the life cycle of a plant, the life cycle of an insect
4	4	<ul style="list-style-type: none"> Compare living and non-living things. 	<ul style="list-style-type: none"> Analysing Communicating Comparing Evaluating Inferring Observing Predicting 	<ul style="list-style-type: none"> Non-living thing 	<ul style="list-style-type: none"> Textbook, pp. 30–31 and pp. 38–47 Activity Book, p. 27–32 Two clear containers, soil, green leaves, earthworm, gummy worm Pictures of two similar objects (one living thing and one non-living thing) Internet <p>Optional:</p> <ul style="list-style-type: none"> Sheets of paper, coloured pencils, magazines, scissors, glue Textbook, Science Words, p. 46 Pictures of living and non-living things

Note: This unit is supported by PowerPoint Slides and an online Question Bank, which can be found at: www.MCEduHub.com

A What Are Living Things?

Lesson 1

Duration of lesson: 2 periods

Learning objectives

- Know what living things are.
- Know that people, animals and plants are living things.

Process skills

- Classifying, communicating, inferring, observing, predicting

Vocabulary

- Alive, living thing

5E	Lesson	Resource(s) and Material(s)
Engage (10 min)	<i>(Process skills: Observing, inferring, communicating)</i> <ul style="list-style-type: none">• Get pupils to observe the fresh and plastic flowers.• Ask pupils the following questions:<ul style="list-style-type: none">> Which flowers are real and which are not real?> How can you tell if a flower is real or not real?> Can you think of other words to replace real and not real?• Guide pupils to understand that:<ul style="list-style-type: none">> "Alive" and "living" are words that can be used to replace "real".> "Not alive" and "non-living" are words that can be used to replace "not real".	<ul style="list-style-type: none">• Fresh flowers, plastic flowers
Explore (15 min)	<i>(Process skills: Predicting, observing, communicating, inferring)</i> <p>Note: Prepare real flowers that have not been watered for a few days.</p> <ul style="list-style-type: none">• Get pupils to predict what would happen if both the real and plastic flowers were not watered for a few days.• Write down their predictions on the board.• Tell pupils that you have prepared flowers that have not been watered for a few days.• Get pupils to observe the real and plastic flowers.• Encourage pupils to discuss the differences between the real and plastic flowers.	<ul style="list-style-type: none">• Real flowers that have not been watered for a few days, plastic flowers
Explain (15 min)	<i>(Process skills: Observing, communicating)</i> <ul style="list-style-type: none">• Go through Textbook pp. 32–33 to explain to pupils that living things are things that are alive. Emphasise that people, animals and plants are examples of living things.• Get pupils to identify the living things found on Textbook pp.32–33.• Ask pupils the following questions:<ul style="list-style-type: none">> What living things can you see around you?> Is Zoe a living thing?• Conclude that there are many living things around us.	<ul style="list-style-type: none">• Textbook, pp. 32–33

5E	Lesson	Resource(s) and Material(s)
Elaborate (25 min)	<p><i>(Process skills: Observing, classifying)</i></p> <ul style="list-style-type: none"> Get pupils to identify the living things in the video at: https://www.pbslearningmedia.org/resource/tdc02.sci.life.colt.a.live/its-it-alive/support-materials/ <ul style="list-style-type: none"> Omit the section showing a "cell" (00:25–00:42) as the concept is too complex for this grade. Living things: Seedling growing into a plant, coral and fish, chick, jellyfish Guide pupils to understand that although some things may look real or alive, they are not living things. <ul style="list-style-type: none"> For example: A jellyfish can move in water, it is a living thing. However, water can move down a river, but it is not a living thing. Get pupils to use the examples shown in the video to discuss some guidelines they can use to determine whether an object is a living thing. Get pupils to write their answers on A3-sized papers and inform pupils that you will be revisiting them in the next lesson. 	<ul style="list-style-type: none"> Internet A3-sized sheets of paper
Evaluate (15 min)	<p><i>(Process skills: Observing, classifying)</i></p> <ul style="list-style-type: none"> Get pupils to complete Activity 1(A) on p. 22 of the Activity Book. 	<ul style="list-style-type: none"> Activity Book, Activity 1, p. 22–23 Coloured pencils
Additional Activity	<p><i>(Process skills: Observing, classifying)</i></p> <ul style="list-style-type: none"> Get pupils to carry out the following activity: <ul style="list-style-type: none"> Identify examples of living things from pictures in the magazines. Cut out the pictures of the living things. Create a collage with these pictures. 	<ul style="list-style-type: none"> Magazines with pictures of living things, scissors, sheets of paper, glue
Enrichment for Advanced Learners	<p><i>(Process skills: Observing, communicating)</i></p> <ul style="list-style-type: none"> Inform pupils that plants and animals are living things that can give us food and some materials to make the things we need. Tell pupils that we can obtain cotton from a cotton plant or silk from silkworms. Get pupils to carry out the following activity: <ul style="list-style-type: none"> Find out about some of the materials we can obtain from living things. Determine whether these materials are also living things. Examples include: <ul style="list-style-type: none"> We can obtain wood from plants, wood is not a living thing, it is not alive. / We can obtain eggs from chickens, eggs can hatch into chicks that are living things. / We can obtain milk from cows, milk is not a living thing. (Accept other possible answers.) 	
Reinforcement for Struggling Learners	<p><i>(Process skills: Observing, communicating)</i></p> <ul style="list-style-type: none"> Emphasise to pupils that a living thing is alive. Get pupils to observe the picture of the family in the garden with their pets from the Internet. Get pupils to identify the living things in the picture. <ul style="list-style-type: none"> Use prompting phrases to aid pupils, for example: <ul style="list-style-type: none"> Is this (point at object) _____ alive? Is it a living thing? 	<ul style="list-style-type: none"> Picture of a family in the garden with their pets

Lesson 2

Duration of lesson: 2 periods

Learning objective

- Understand that living things need air, water and food to stay alive.

Process skills

- Classifying, communicating, generating possibilities, inferring, observing, predicting

Vocabulary

- Air, breathe, drink, eat, food, water

SE	Lesson	Resource(s) and Material(s)						
Engage (10 min)	<i>(Process skills: Observing, inferring, communicating)</i> Note: Prepare a fresh flower and another real flower that has not been watered for a few days. <ul style="list-style-type: none"> Get pupils to identify the differences between the flowers. Guide pupils to understand that only two of the flowers are living things. Ask pupils the following questions: <ul style="list-style-type: none"> Why has the real flower that has not been watered changed while the plastic flower has not? What would the real flowers need to stay alive? 	<ul style="list-style-type: none"> Fresh flower, real flower that has not been watered for a few days, plastic flower 						
Explore (15 min)	<i>(Process skills: Observing, inferring, communicating)</i> <ul style="list-style-type: none"> Ask pupils the following question: <ul style="list-style-type: none"> What do you need to live? Guide pupils to understand that the things we need to stay alive are different from the things that we may want. Record their answers in a table on the board. Repeat the activity for "plants" and "animals". An example is shown below: <table border="1" data-bbox="262 1033 723 1076"> <thead> <tr> <th>People</th> <th>Plants</th> <th>Animals</th> </tr> </thead> <tbody> <tr> <td>Water</td> <td>Water</td> <td>Water</td> </tr> </tbody> </table> 	People	Plants	Animals	Water	Water	Water	
People	Plants	Animals						
Water	Water	Water						
Explain (15 min)	<i>(Process skills: Observing, communicating)</i> Note: Remind pupils to bring the list with the guidelines on determining whether an object is a living thing from Elaborate in Lesson 1. <ul style="list-style-type: none"> Go through Textbook pp. 34–35 to explain to pupils that living things need air, water and food to live. Explain to pupils that living things take in air as they breathe in and give out air as they breathe out. Get pupils to revisit the list with the guidelines on determining whether an object is a living thing from Elaborate in Lesson 1 and add on what they have learnt if necessary. Conclude that living things need air, water and food to live. 	<ul style="list-style-type: none"> Textbook, pp. 34–35 List with the guidelines on determining whether an object is a living thing from Lesson 1 						

Lesson 3

Duration of lesson: 3 periods

Learning objective

- Understand that living things move, respond to changes, have young, grow and change, and die.

Process skills

- Analysing, classifying, communicating, inferring, observing, predicting

Vocabulary

- Die, grow, move, respond, young

SE	Lesson	Resource(s) and Material(s)
Engage (10 min)	<p><i>(Process skills: Observing, inferring, communicating)</i></p> <ul style="list-style-type: none"> Get pupils to observe a stuffed toy being taken from the teacher's desk drawer. Ask pupils the following questions in the form of a role play: <ul style="list-style-type: none"> How did this get in my drawer? Did it put itself there? Do you think it was able to breathe in the drawer? Should I feed it some water? Why won't it drink any water? Guide pupils to understand that the stuffed toy does not move and cannot show any responses. Guide pupils to conclude that the stuffed toy cannot do these things because only living things can do these things. 	<ul style="list-style-type: none"> Stuffed toy, glass of water
Explore (20 min)	<p><i>(Process skills: Observing, classifying, communicating)</i></p> <ul style="list-style-type: none"> Get pupils to observe the pictures from the Internet. Get pupils to discuss what the pictures show about living things. Ask pupils the following questions: <ul style="list-style-type: none"> Can living things move on their own? Does the size of a living thing remain the same over time? Do living things look the same after they grow? Show pupils a video of a mimosa plant responding to touch. Guide pupils to understand that living things can respond to changes. 	<ul style="list-style-type: none"> Pictures of animals moving on land or in the water, animals with their young, people with their young, the life cycle of a plant, the life cycle of an insect Internet
Explain (30 min)	<p><i>(Process skills: Observing, communicating)</i></p> <p>Note: Ask pupils to bring a family photo when they were a baby for the lesson.</p> <ul style="list-style-type: none"> Go through Textbook pp. 36–37 to explain to pupils that living things can move, respond to changes, have young, and change as they grow and die. 	<ul style="list-style-type: none"> Textbook, pp. 36–37 Family photo of pupils when they were a baby