

CONTENTS

UNIT 1	ME!	1
UNIT 2	CARING FOR MY BODY	13
UNIT 3	LIVING AND NON-LIVING THINGS	26
UNIT 4	ANIMALS	41
UNIT 5	PLANTS	54
UNIT 6	THINGS AROUND ME	64
UNIT 7	DAY AND NIGHT	76
UNIT 8	WEATHER	83
UNIT 9	LIGHT AND HEAT	95
UNIT 10	PUSHES AND PULLS	109

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	- Know what living things are. - Know that people, animals and plants are living things.	- Classifying - Communicating - Inferring - Observing - Predicting	- Alive - Living thing	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 Optional: - Magazines with pictures of living things, scissors, sheets of paper, glue - Picture of a family in the garden with their pets
2	2	Understand that living things need air, water and food to stay alive.	- Classifying - Communicating - Generating possibilities - Inferring - Observing - Predicting	- Air - Breathe - Drink - Eat - Food - Water	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 Optional: - 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	Understand that living things move, respond to changes, have young, grow and change, and die.	- Analysing - Classifying - Communicating - Inferring - Observing - Predicting	- Die - Grow - Move - Respond - Young	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 Optional: - 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	Compare living and non-living things.	- Analysing - Communicating - Comparing - Evaluating - Inferring - Observing - Predicting	Non-living thing	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 Optional: - 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

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> • Get pupils to observe the fresh and plastic flowers. • Ask pupils the following questions: ➢ 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: ➢ "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".	• Fresh flowers, plastic flowers
Explore (15 min)	<i>(Process skills: Predicting, observing, communicating, inferring)</i> Note: Prepare real flowers that have not been watered for a few days. • 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.	• Real flowers that have not been watered for a few days, plastic flowers
Explain (15 min)	<i>(Process skills: Observing, communicating)</i> • 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: ➢ What living things can you see around you? ➢ Is Zoe a living thing? • Conclude that there are many living things around us.	• Textbook, pp. 32–33

5E	Lesson	Resource(s) and Material(s)
Elaborate (25 min)	(Process skills: Observing, classifying) - Get pupils to identify the living things in the video at: https://www.pbslearningmedia.org/resource/tdc02-sci-life-colt-a-lives-it-alive/support-materials/ - 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. - 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.	- Internet - A3-sized sheets of paper
Evaluate (15 min)	(Process skills: Observing, classifying) Get pupils to complete Activity 1(A) on p. 22 of the Activity Book.	Activity Book, Activity 1, p. 22–23 - Coloured pencils
Additional Activity	(Process skills: Observing, classifying) - Get pupils to carry out the following activity: - Identify examples of living things from pictures in the magazines. - Cut out the pictures of the living things. - Create a collage with these pictures.	Magazines with pictures of living things, scissors, sheets of paper, glue
Enrichment for Advanced Learners	(Process skills: Observing, communicating) - 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: - Find out about some of the materials we can obtain from living things. - Determine whether these materials are also living things. - Examples include: - 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	(Process skills: Observing, communicating) - 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. - Use prompting phrases to aid pupils, for example: - Is this (point at object) _____ alive? Is it a living thing?	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

5E	Lesson	Resource(s) and Material(s)						
Engage (10 min)	(Process skills: Observing, inferring, communicating) Note: Prepare a fresh flower and another real flower that has not been watered for a few days. - 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: - 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?	Fresh flower, real flower that has not been watered for a few days, plastic flower						
Explore (15 min)	(Process skills: Observing, inferring, communicating) - Ask pupils the following question: - 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"> <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)	(Process skills: Observing, communicating) Note: Remind pupils to bring the list with the guidelines on determining whether an object is a living thing from Elaborate in Lesson 1. - 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.	- 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)	<i>(Process skills: Observing, inferring, communicating)</i> - 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: - 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.	Stuffed toy, glass of water
Explore (20 min)	<i>(Process skills: Observing, classifying, communicating)</i> - 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: - 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.	- 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)	<i>(Process skills: Observing, communicating)</i> Note: Ask pupils to bring a family photo when they were a baby for the lesson. 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.	- Textbook, pp. 36–37 - Family photo of pupils when they were a baby