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UNIT 6 THE SEASONS

SCHEME OF WORK

Suggested time frame: 7 periods (1 period is approximately 40 minutes.)

Lesson	No. of Periods	Learning Objective(s)	Process Skill(s)	Vocabulary	Resource(s) and Material(s)
1	3	- Know the four seasons. - Observe and describe weather conditions associated with each season.	- Analysing - Classifying - Communicating - Generating possibilities - Inferring - Observing	- Autumn - Cold - Cool - Hot - Season - Snow - Spring - Summer - Warm - Windy - Winter	Textbook, pp. 72–73 Activity Book, pp. 38–40 - Pictures of things that represent the four seasons (e.g. green grass, blooming flowers, the Sun, a beach, trees with red autumn leaves, dried leaves on the ground, a snowman and bare trees) - Internet - Large sheets of paper, markers - Pencils, paper of different colours, scissors, glue
2	4	- Understand how seasons affect how we dress and the types of activities that we can do. - Know the different seasons in your area.	- Analysing - Communicating - Comparing - Evaluating - Generating possibilities - Inferring - Observing	- Light - Thick - Thin	Textbook, pp. 70–71, 74–81 Activity Book, pp. 41–44 - Pupils' photographs taken in places that have different seasons - Paper dolls and clothes for different seasons - Pictures of animals that live in Antarctica Optional: - Pictures related to each of the four seasons from magazines or newspapers, scissors, large sheets of paper, marker, glue

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: 3 periods

Learning objectives

- Know the four seasons.
- Observe and describe weather conditions associated with each season.

Process skills

- Analysing, classifying, communicating, generating possibilities, inferring, observing

Vocabulary

- Autumn, cold, cool, hot, season, snow, spring, summer, warm, windy, winter

5E	Lesson	Resource(s) and Material(s)
Engage (20 min)	<i>(Process skills: Observing, classifying, communicating)</i> • Show pupils pictures of different things that represent the four seasons (e.g. green grass, blooming flowers, the Sun, a beach, trees with red autumn leaves, dried leaves on the ground, a snowman and bare trees) from the Internet. • Get pupils to try to sort the pictures into four groups. • Ask pupils the following question: ➢ What do these pictures show? ○ These pictures show the four seasons.	• Pictures of things that represent the four seasons (e.g. green grass, blooming flowers, the Sun, beach, trees with red autumn leaves, dried leaves on the ground, a snowman and bare trees)
Explore (40 min)	<i>(Process skills: Observing, generating possibilities, communicating)</i> • Show pupils a video that introduces the four seasons at: https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7 • Write the words "spring", "summer", "autumn" and "winter" on the board. • Divide pupils into four groups. • Assign each group a different season. • Get each group to discuss the words that come to their mind when they think of the season. • Get pupils to write their answers on a large sheet of paper. • Do a gallery walk.	• Internet • Large sheets of paper, markers

5E	Lesson	Resource(s) and Material(s)
Explain (20 min)	<i>(Process skills: Analysing, communicating, observing)</i> - Get pupils to look at the words that they have used to describe the four seasons in "Explore". - Ask pupils the following questions: ➤ What is the weather like in spring, summer, autumn and winter? ➤ Which words do we use to describe the weather in each season? - Use Textbook p. 72 to explain the weather conditions related to each season. - Tell pupils that the four seasons occur in a cycle. - Use Textbook p. 73 to explain how the leaves of some trees change over the seasons.	Textbook, pp. 72–73
Elaborate (30 min)	<i>(Process skill: Communicating)</i> - Get pupils to carry out Creative Science on Activity Book pp. 39–40 to make a tree for each season. - Get pupils to use Research on Textbook p. 72 to find out in which countries autumn is known as "fall" and why.	Textbook, Research, p. 72 Activity Book, Creative Science, pp. 39–40 - Pencils, paper of different colours, scissors, glue
Evaluate (10 min)	<i>(Process skills: Observing, analysing)</i> - Get pupils to answer the questions in Quick Check on Textbook p. 73. - Get pupils to complete Activity 1 on Activity Book p 38.	Textbook, Quick Check, p. 73 Activity Book, Activity 1, p. 38

Lesson 2

Duration of lesson: 4 periods

Learning objectives

- Understand how seasons affect how we dress and the types of activities that we can do.
- Know the different seasons in your area.

Process skills

- Analysing, communicating, comparing, evaluating, generating possibilities, inferring, observing

Vocabulary

- Light, thick, thin

5E	Lesson	Resource(s) and Material(s)
Engage (20 min)	(Process skills: Observing, analysing, communicating) Note: Ask pupils to bring their photographs taken when they travelled to places that have different seasons, if available, before the lesson. • Divide pupils into groups of four or five. • Tell pupils to share their photographs. • Get pupils to talk about the type of weather they experienced and the clothes they wore. • Ask pupils the following questions: ➢ What was the season when you visited the place? ➢ What types of clothes did you wear? ➢ Why did you wear these types of clothes?	• Pupils' photographs taken in places that have different seasons
Explore (60 min)	(Process skills: Generating possibilities, communicating, evaluating) Note: Prepare paper dolls and clothes for different seasons before the lesson. Pictures of paper dolls and clothes can be found from the Internet. • Divide pupils into four groups. • Give each group a set of a paper doll and clothes. • Assign each group a different season. • Get each group to dress the paper doll for the season assigned. • Get pupils to present their paper doll and explain why they dressed their paper doll in this way. • Ask pupils the following questions: ➢ Would you dress your paper doll in the same way for a different season? ➢ Would you change the types of clothes that you wear with each season? • Draw four columns on the board. • Write the headings "Spring", "Summer", "Autumn" and "Winter" in separate columns. • Ask pupils the following question: ➢ What activities can you do in each season?	• Paper dolls and clothes for different seasons

5E	Lesson	Resource(s) and Material(s)
	- Write pupils' answers under the headings on the board. - Ask pupils the following questions: - Do you carry out the same activities in different seasons? - Which activities do we carry out in certain seasons only?	
Explain (20 min)	<i>(Process skills: Observing, inferring)</i> - Get pupils to look at the picture on Textbook pp. 70–71 to identify the seasons represented by the characters based on what they wear and do. - Guide pupils to conclude that seasons affect what we wear and what we do. - Go through the examples of the types of clothes that we wear and the activities that we can do in each season on Textbook pp. 74–77.	Textbook, pp. 70–71, 74–77
Elaborate (20 min)	<i>(Process skills: Communicating, analysing)</i> - Ask pupils the following questions: - Are there different seasons where you live? - What is your favourite activity in each season? - Get pupils to use Explore on Textbook p. 77 to discuss. - Get pupils to use Language Connect on Textbook p. 77 to write three sentences about what they would wear and do in their favourite season. - Share with pupils that Antarctica is the coldest place on the Earth. - Get pupil to read Science Today on Textbook p. 81 to find out about the weather conditions in Antarctica. - Show pupils pictures of animals that live in Antarctica from the Internet. - Get pupils to discuss how the animals that live in Antarctica survive the cold. - The animals have features that help keep them warm. For example, some animals have a thick layer of fat and some animals have thick fur. - Get some pupils to present their answers.	Textbook, Explore, p. 77, Language Connect, p. 77 and Science Today, p. 81 - Pictures of animals that live in Antarctica
Evaluate (40 min)	<i>(Process skills: Observing, analysing, inferring, comparing, evaluating)</i> - Get pupils to answer the questions in Quick Check on Textbook p. 77. - Get pupils to complete Activity 2 on Activity Book p. 41. - Get pupils to complete Activity 3 on Activity Book p. 42. - Go through What We Have Learnt on Textbook pp. 78–79 and Science Words on Textbook p. 80 to recall the concepts and vocabulary learnt in this unit. - Get pupils to complete Test Yourself on Textbook p. 80. - Get pupils to complete Let's Review on Activity Book pp. 43–44.	Textbook, pp. 77–80 Activity Book, Activity 2, p. 41, Activity 3, p. 42 and Let's Review, pp. 43–44