KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -VIII
SUBJECT – SCIENCE

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1.	Exploring the Investigative World of Science	1.Introduction	1.Introduction of Physics	July Day 1	July	**1. Mystery Box Investigation** Bring a closed box with object (like a bell, sponge, or toy). Students can shake, touch (without seeing), or listen. **Task:** Ask them to *observe, predict, and infer* what is inside. **Purpose:** Introduces scientific investigation skills like observation, hypothesis, and inference.	1.Inquiry – Based Learning 2.Think - Pair- Share 3.Use of ICT (Technology)	CG-2 Explores the physical world in scientific and mathematical terms.	C-2.2 Describes how electricity works through manipulating different elements in simple circuits.	Learner will able to explore the physical world in scientific and mathematical terms	
1.	Exploring the Investigative World of Science	2.Introduction	2.Introduction of Chemistry	Day 2		2. **Hot or Cold Touch** Provide two objects (metal spoon, wooden stick). **Task:** Students touch and say which feels colder. **Purpose:** Introduces basic idea of heat and materials.	1.Inquiry – Based Learning 2.Think - Pair- Share 3.Use of ICT (Technology)	CG-1 Explores the world of matter and its constituents properties.	C-1.1 Classifies matter based on observable physical characteristics (solid, liquid, gas, shape, volume and density.	1.Learner will able to explore the world of matter and its constituents properties.	
1.	Exploring the Investigative World of Science	3.Introduction	3.Introduction of Biology	Day 3		Ask students to act like: A growing plant	1.Inquiry – Based Learning 2.Think - Pair- Share 3.Use of ICT (Technology)	CG-3 Explores the living world in scientific terms.	C-3.1Describes the diversity of living things observed in the natural surroundings. C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets.	Learner will able to explore the living world in scientific term.	

2.	The Invisible Living World: Beyond Our Naked Eye	1.What is a cell	Activity 2.1, 2.2 and 2.3	July Day 1	July	1.**Can You See It?"** Ask students: *"Can you see air? Can you see germs?"* Task: Let them answer and discuss. Purpose: Helps students realize that many living things exist but are not visible.	Explanation with the help of Textbook and Entab Videos.	CG-3 Explores the living world in scientific terms.	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms).	1.Learner will able to explore the living world in scientific terms.	
2.	The Invisible Living World: Beyond Our Naked Eye	1.What is a cell	1.Variation in shape and structure of cell.	Day 2		**Clean vs Dirty Hands** Ask students: *"Are your hands really clean?"* Task: Let them think and answer. You can pretend to "check" using imagination (or later connect to germs). Purpose: Introduces the idea of invisible microorganisms.	Explanation with the help of Textbook and Entab Videos.	CG-3 Explores the living world in scientific terms.	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms).	1.Learner will able to explores the living world in scientific terms.	

2.	The Invisible Living World: Beyond Our Naked Eye	2.Levels of Organization in the body of living Organisms. 3.What are Microorganisms		Day 3		3.Microorganisms: Come on, everyone—let's become microorganisms!"	Explanation with the help of Textbook and Entab Videos.	CG-3 Explores the living world in scientific terms.	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms).	1.Learner will able to develop curiosity and scientific thinking about how these organisms are observed using tools like microscopes.	
2.	The Invisible Living World: Beyond Our Naked Eye	4.How Are we Connected to Microbes?	4.1Key players in cleaning the environment.	Day 4		Students clap for living, stay silent for non-living.	Explanation with the help of Textbook and Entab Videos.	CG-3 Explores the living world in scientific terms. 2.Understand the role of microorganisms in daily life, including both their beneficial uses (like food preparation, medicine, decomposition) and harmful effects	3.2 Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things.	Learner will able to understand the role of microorganisms in daily life, including both their beneficial uses (like food preparation, medicine, decomposition) and harmful effects (causing diseases).	

2.	The Invisible Living World: Beyond Our Naked Eye	4.How Are we Connected to Microbes?	4.2 Microorganisms and food. 4.3Amazing Microalgae: tiny helpers in water.	Day 5		Come on, everyone— Act like a butterfly	Explanation with the help of Textbook and Entab Videos.	CG-3 Explores the living world in scientific terms. 2.Understand the role of microorganisms in daily life, including both their beneficial uses (like food preparation, medicine, decomposition) and harmful effects	C-3.3 Analyses patterns of relationships between living organisms and their environments.	Learner will able to understand the role of microorganisms in daily life, including both their beneficial uses (like food preparation, medicine, decomposition) and harmful effects (causing diseases).	
2.	The Invisible Living World: Beyond Our Naked Eye	5. Cell Considered to be a Basic Unit of Life?		Day 6		Students clap for living, stay silent for non-living.	Explanation with the help of Textbook and Entab Videos.	CG-3 Explores the living world in scientific term	3.2 Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things.	Learner will able to develop curiosity and scientific thinking about how these organisms are observed using tools like microscopes.	
2.	The Invisible Living World: Beyond Our Naked Eye		Class Notes	Day 7 Day 8			Written work with the help of I - Board				

2.	The Invisible Living World: Beyond Our Naked Eye	1.To observe microorganisms in pond water/Stagnant water. 2. To Observe the structure of cell.	Lab Activity	Day 9			Hands on Science and visit to Biology lab	CG-3 Explores the living world in scientific terms. 2.Develop curiosity and scientific thinking about how these organisms are observed using tools like microscopes.	C-3.3 Analyses patterns of relationships between living organisms and their environments.	Learner will able to develop curiosity and scientific thinking about how these organisms are observed using tools like microscopes.	
3.	Health: The Ultimate Treasure	1.Health: Is it More than Not Falling Sick? 2.How can we stay Healthy?	2.1 Maintain a Healthy Lifestyle. 2.2 Keep the environment clean.	July Day 1	August	**Clap for Healthy** Teacher says different habits. **Task:** Clap once for **healthy habit** Stay silent for **unhealthy habit**	Explanation with the help of Textbook and Entab Videos.	CG-4 Understands the components of health, hygiene, and well-being.	C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health.	1.Learner will able to understands the components of health, hygiene, and well-being.	
3.	Health: The Ultimate Treasure	3.How do we know that we are unwell? 4.Diseases: What are Causes and Types?	4.1 How are communicable disease caused and spread.	Day 2		**Move Your Body:** Ask students to stand and do simple stretching or jumping for 1 minute. **Task:** Ask how they feel after it. **Purpose:** Shows importance of exercise.	Explanation with the help of Textbook and Entab Videos.	CG-4 Understands the components of health, hygiene, and well-being.	C-4.2 Examines different dimensions of diversity of food, sources, nutrients, climatic conditions, diets. C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns.	1.Learner will able to understands the components of health, hygiene, and well-being.	

3.	Health: The Ultimate Treasure	4.Diseases: What are Causes and Types?	4.2 How are non-communicable disease caused and spread.	Day 3		**Act It Out (Charades)** **How to Play:** Students act out habits like brushing teeth, exercising, eating junk food. Others guess the action. **Fun Element:** Funny actions and laughter. **Learning:** Helps remember healthy habits.	Explanation with the help of Textbook and Entab Videos.	CG-4 Understands the components of health, hygiene, and well-being	C-4.2 Examines different dimensions of diversity of food, sources, nutrients, climatic conditions, diets. C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns.	Student will able to learn how diseases spread and how they can be prevented through simple practices.	
3.	Health: The Ultimate Treasure	5.How to prevent and Control Diseases?	5.Treatment of Diseases.	Day 4		Make your face if you are healthy Make your face if you are unhealthy	Explanation with the help of Textbook and Entab Videos.	CG-4 Understands the components of health, hygiene, and well-being	C-4.2 Examines different dimensions of diversity of food, sources, nutrients, climatic conditions, diets. C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns.	Learner will able to become responsible for their own health and contribute to a healthy environment.	
3.	Health: The Ultimate Treasure		Class Notes	Day 5 Day 6			Written work with the help of I - Board				

4.	Electricity: Magnetic and Heating Effects	1.Electric Current and Magnetic Field.	Activity 4.1	August Day 1	August	**1.Pass the Current** Students stand in a line holding hands. **Task:** Teacher taps first student → they pass the "current" (squeeze hand) till last student. **Purpose**: Represents flow of electric current.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical terms.	C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity. C-2.3 Describe the properties of a magnet.	Learner will able to explores the physical world in scientific and mathematical terms.	
4.	Electricity: Magnetic and Heating Effects	1.Electric Current and Magnetic Field.	1.1 Electromagnets 1.2 Lifting Electromagnets	Day 2		**Act the Effect:** Students act: Heating effect (rubbing hands) Magnetic effect (pulling objects)	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical term.	C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity. C-2.3 Describe the properties of a magnet. 3. Performs simple experiments (making a circuit, testing materials).	Student will able to learn that electric current produces heating and magnetic effects.	

4.	Electricity: Magnetic and Heating Effects	2. Does a Current Carrying wire get Hot?		Day 3		**Heating Effect Action:** Ask students to rub hands quickly. **Task:** Feel the warmth. **Purpose:** Connects to heating effect of current.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical term.	C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity. 2. Performs simple experiments (making a circuit, testing materials).	Student will able to relate concepts to real-life uses like electric iron, heater, electric bell, and electromagnets.	
4.	Electricity: Magnetic and Heating Effects	3. How Does a Battery Generate Electricity?	3.1 Voltaic cell 3.2 Dry Cells 3.3 Rechargeable batteries	Day 4		Ask students to shake their hands slowly and then quickly.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical term.	C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity. 2. Performs simple experiments (making a circuit, testing materials).	Student will able to relate concepts to real-life uses like electric iron, heater, electric bell, and electromagnets.	
4.	Electricity: Magnetic and Heating Effects	Class Notes		Day 5 Day 6			Written work with the help of I - Board				

4.	Electricity: Magnetic and Heating Effects	To Observe the cell, Batteries, LED, and Electrical circuits	Lab activity	Day 7			Hands on Science and visit to STEM lab.	CG-2 Explores the physical world in scientific and mathematical term	C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity. 2. Performs simple experiments (making a circuit, testing materials).	Student will able to relate concepts to real-life uses like electric iron, heater, electric bell, and electromagnets.	
5.	Exploring Forces	1.Force 2.What can a Force Do to the Bodies on Which It Is Applied?	Activity 5.1 and 5.2	August Day 1	September	**1.Light vs Heavy Push:** Ask students to push: A book A desk Task: Compare which needs more effort. Purpose: Helps understand that force depends on weight.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical term CG-7 Communicates questions, observations, and conclusions related to Science.	C-2**.1Describes one-dimensional motion using physical measurements (position, speed**, **and changes in speed).** C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation. C-7.2 Designs and builds simple models to demonstrate scientific concepts. C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations.	Learner will able to explores the physical world in scientific and mathematical terms.	

5.	Exploring Forces	3.Forces an Interaction Between Two or More Objects? 4. Types of Forces	4.1 Contact Forces	Day 2		**Push or Pull Game** Teacher says actions like: Opening a door Pulling a bag Pushing a table **Task:** Students say **“Push”** or **“Pull”**. **Purpose:** Introduces basic idea of force.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical term. CG-7 Communicates questions, observations, and conclusions related to Science.	C-2.1Describes one-dimensional motion using physical measurements (position, speed, and changes in speed). C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation. C-7.2 Designs and builds simple models to demonstrate scientific concepts. C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations.	Learner will able to identify different types of forces (contact and non-contact forces).	

5.	Exploring Forces	4. Types of Forces	4.2 Non – Contact Forces	Day 3		**Act the Force:** Students act: Pushing Pulling Lifting **Purpose:** Fun way to understand types of forces.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical term. CG-7 Communicates questions, observations, and conclusions related to Science.	C-2.1Describes one-dimensional motion using physical measurements (position, speed, and changes in speed). C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation. C-7.2 Designs and builds simple models to demonstrate scientific concepts. C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations.	Learner will able to identify different types of forces (contact and non-contact forces).	

5.	Exploring Forces	5. Weight and Measurement	Activity 5.9, 5.10. 5.11 and 5.12	Day 4		Act that you have carried a weight of 10kg in both your hands.	Explanation with the help of Textbook and Entab Videos.	CG-7 Communicates questions, observations, and conclusions related to Science.	C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation. C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations.	Learner will able to Communicates questions, observations, and conclusions related to Science.	
5.	Exploring Forces	6.Floating and Sinking	Activity 5.13	Day 5		Activity – Imagine and swim like a fish.	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds.	Learner will able to explain how forces can change the shape, speed, direction, and state of motion of objects.	
5.	Exploring Forces	Class Notes		Day 6			Written work with the help of I - Board				
5.	Exploring Forces		Buffer Days if required	Day 7							Assessment As learning

6.	Pressure, Winds, Storms and Cyclones	1.Pressure	Introduction Activity 6.1 and 6.2	September Day 1	September	**1. "Feel the Air"-**Ask students to wave a notebook or hand in front of their face. Ask: *What do you feel?* Concept: Moving air = wind	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds.	Learner will able to explore the world of matter and its constituents, properties, and behaviour.	
6.	Pressure, Winds, Storms and Cyclones	2.Pressure Exerted by Air	Activity 6.3 and 6.4	Day 2		Wave your hand in the air.	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds.	Learner will able to understands the interface of Science, Technology, and Society.	

6.	Pressure, Winds, Storms and Cyclones	3.Formation of Wind 4.High-Speed Winds Results in Lowering of Air Pressure.	Activity 6.5	Day 3		**Act Like a Storm":** Divide class into groups: One group = gentle wind One = strong storm One = cyclone Task: Use body movements and sounds to represent them. Fun Outcome: Helps students understand intensity differences.	Explanation with the help of Textbook and Entab Videos.	CG-5 Understands the interface of Science, Technology, and Society.	C-5.1Illustrates how Science and Technology can help to improve the quality of human life (health care, climate change, applications of artificial satellites). C-5.2 Shares views on news and articles related to the impact that Science or Technology and society have on each other.	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	

6.	Pressure, Winds, Storms and Cyclones	5.Storms, Thunderstorms and Lightning 6.Cyclones	Activity 6.6	Day 4		**Act Like a Storm":** Divide class into groups: One group = gentle wind One = strong storm One = cyclone Task: Use body movements and sounds to represent them. Fun Outcome: Helps students understand intensity differences.	Explanation with the help of Textbook and Entab Videos.	CG-5 Understands the interface of Science, Technology, and Society. CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	C-5.1 Illustrates how Science and Technology can help to improve the quality of human life (health care, climate change, applications of artificial satellites). C-5.2 Shares views on news and articles related to the impact that Science or Technology and society have o C-6.2 Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (through observation of the natural environment).	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	
6.	Pressure, Winds, Storms and Cyclones	Class Notes		Day 5			Written work with the help of I - Board				Assessment For learning
7	Particulate Nature of Matter	1.What Is Matter Composed of?	Activity 7.1 and 7.2	October Day 1	October	**1.Clap and Feel":** Ask students to clap their hands near their face. **Ask:** *What do you feel?* **Concept:** Air particles are present and **occupy space**.	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.1 Classifies matter based on observable physical properties such as solid, liquid, gas, shape, volume and density.	1.Learner will able to explore the world of matter and its constituents, properties, and behaviour.	

7.	Particulate Nature of Matter	2. States Of Matter	Solid State Liquid State Gaseous State	Day 2		Lets freeze like an ice cube	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes	1.Learner will able to explore the world of matter and its constituents, properties, and behaviour.	
7.	Particulate Nature of Matter	3.Interparticle spacing in Three States of Matter.	Activity 7.6 and 7.7	Day 3		**Paper Tear Test":** Tear paper into smaller and smaller pieces. **Concept:** Matter can be divided → shows tiny particles exist.	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour. CG-9 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.	C-1.3 Explains the importance of measurement and measures physical properties of matter temperature changes. C-9.1 States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students. C-9.2 States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate.	Learner will able to develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.	

7.	Particulate Nature of Matter	4.Movement of Particles in Different States of Matter	Activity 7.8 and 7.9	Day 5		"I am invisible, I occupy space, what am I?" Students guess: **Air**	Explanation with the help of Textbook and Entab Videos.	CG-9 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.	C-9.1 States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students. C-9.2 States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate.	Learner will able to develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.	
7.	Particulate Nature of Matter	Class Notes		Day 6 Day 7			Written work with the help of I - Board				Assessment Of learning
8.	Nature of Matter: Elements, Compounds and Mixtures	1.What are Mixtures?	1.1 Is air a Mixture? 1.2 Types of Mixtures	November Day 1	November	1.**Stand Up**–Sit Down Game How to play: Teacher says a name: "Oxygen" → stand "Water" → sit "Air" → clap 👉 Assign actions: Element = stand Compound = sit Mixture = clap	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.1 Classifies matter based on observable physical properties such as solid, liquid, gas, shape, volume and density.	Learner will able to explore the world of matter and its constituents, properties, and behaviour.	

8.	Nature of Matter: Elements, Compounds and Mixtures	2. Pure Substances and its Types	2.1 Elements	Day 2			Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.1 Classifies matter based on observable physical properties such as solid, liquid, gas, shape, volume and density.	Learner will able to explore the world of matter and its constituents, properties, and behaviour.	
8.	Nature of Matter: Elements, Compounds and Mixtures	2. Pure Substances and its Types	2.2 Compounds	Day 3		**Clap Pattern Game** Element = 1 clap Compound = 2 claps Mixture = 3 claps Teacher calls names → students respond with claps.	Hands on Science and visit to Chemistry Lab	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.1 Classifies matter based on observable physical properties such as solid, liquid, gas, shape, volume and density.	Learner will able to explore the world of matter and its constituents, properties, and behaviour.	

8.	Nature of Matter: Elements, Compounds and Mixtures	3.Use of Elements, Compounds and Mixtures 4. Minerals		Day 4			Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour. CG-9 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.	C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes. C-9.1 States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students. C-9.2 States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate.	Learner will able to develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.	
8.	Nature of Matter: Elements, Compounds and Mixtures	Class Notes		Day 5 Day 6			Written work with the help of I – Board					
8.	Nature of Matter: Elements, Compounds and Mixtures		Buffer Days if required	Day 7								

9.	The Amazing World of Solutes, Solvents and Solutions	1.What are Solute, Solvent and Solutions?	Introduction	December Day 1	December	**1.Hand Signal Game** Solute → 1 finger Solvent → 2 fingers Solution → open hand Teacher says examples → students respond with signals.	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes.	1.Learner will able to explore the world of matter and its constituents, properties.	
9.	The Amazing World of Solutes, Solvents and Solutions	2.How much solute can a Fixed Amount of Solvent Dissolve?	2.1 How does temperature affect the solubility of a solute? Activity 9.2	Day 2		**2.Clap Game** Solute = 1 clap Solvent = 2 claps Solution = 3 claps Teacher calls examples → students clap accordingly.	Hands on Science and visit to Chemistry Lab	CG-1 Explores the world of matter and its constituents, properties, and behaviour. G-9 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes. C-9.1 States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students.	Learner will able to define and explain key terms: pure substance, mixture, solution, solute, solvent, suspension, colloid.	

9.	The Amazing World of Solutes, Solvents and Solutions	3.Solubility of Gases. 4.How do objects Float or Sink in Water?	Explanation	Day 3		**Hot or Cold** Say a word like “ice,” “sun,” “metal,” “water.” Students show: 👍 for hot 👎 for cold 👉 Concept: Temperature awareness	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds.	1.Learner will able to develop awareness of factors affecting solubility of gases (temperature and pressure). 2. Learner will able to connect the concept with real-life situations (aquatic life, cold drinks).	
9.	The Amazing World of Solutes, Solvents and Solutions	5.Density	5.1 Determination of Density	Day 4		**ink or Float Game** Say names of objects (stone, leaf, plastic bottle, coin). Students predict by raising hands: One hand = sink Two hands = float 👉 Concept: Density (basic idea)	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.3 Explains the importance of measurement and measures physical properties of matter such as density in indigenous, non-standard and standard units using simple instruments. C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density.	1.Learner will able to develop understanding of density as a relationship between mass and volume. 2.Learner will able to help students relate density to real-life situations (floating, sinking, material identification).	

9.	The Amazing World of Solutes, Solvents and Solutions	5.Density	5.2 Determining Volume of objects with irregular shapes.	Day 5		**Sink or Float Game** Say names of objects (stone, leaf, plastic bottle, coin). Students predict by raising hands: One hand = sink Two hands= float 👉 Concept: Density (basic idea)	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.3 Explains the importance of measurement and measures physical properties of matter such as density in indigenous, non-standard and standard units using simple instruments. C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density.	Learner will able to develop understanding of volume with irregular shapes.	
9.	The Amazing World of Solutes, Solvents and Solutions	5.Density	5.3 Effect of Temperature and Pressure on density	Day 6		**Sink or Float Game** Say names of objects (stone, leaf, plastic bottle, coin). Students predict by raising hands: One hand = sink Two hands = float 👉 Concept: Density (basic idea)	Explanation with the help of Textbook and Entab Videos.	CG-1 Explores the world of matter and its constituents, properties, and behaviour.	C-1.3 Explains the importance of measurement and measures physical properties of matter such as density in indigenous, non-standard and standard units using simple instruments. C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density.	Learner will able to relate density changes to floating and sinking behavior.	

9.	The Amazing World of Solutes, Solvents and Solutions	Class Notes		Day 7 Day 8			Written work with the help of I – Board				
9.	The Amazing World of Solutes, Solvents and Solutions	Buffer Class if Required		Day 9			Written work with the help of I - Board				
10.	Light: Mirrors and Lenses	1.Spherical Mirrors	Activity 10.1, 10.2	January Day 1	January	**1. Blink & Miss:** Ask students to quickly close one eye and then the other while looking at an object. **Ask :** Does the object shift slightly? **Concept link:** Helps introduce how **eyes and light direction** affect what we see.	Explanation with the help of Textbook and Entab Videos.	1. CG-7 Communicates questions, observations, and conclusions related to Science.	1. C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation. 2. C-7.3 Represents real world events and relationships through diagrams and simple mathematical representation. 3.Identify uses of mirrors and lenses in real-life situations (rear-view mirrors, spectacles, magnifying glass, etc.)	Learner will able to explore the physical world in scientific and mathematical terms.	

10.	Light: Mirrors and Lenses	2.Characteristics of images formed by Spherical mirrors.	Activity 10.3	Day 2		**Finger Jump Trick:** Ask students to place a finger in front of their nose and look at it with one eye closed, then switch eyes. **Observation:** Finger appears to "jump". **Concept link:** Light entering eyes from different angles	Explanation with the help of Textbook and Entab Videos.	1. CG-7 Communicates questions, observations, and conclusions related to Science. 2.Understand the formation of images by mirrors and lenses.	1. C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation. 2. C-7.3 Represents real world events and relationships through diagrams and simple mathematical representation. 3.Identify uses of mirrors and lenses in real-life situations (rear-view mirrors, spectacles, magnifying glass, etc.)	Learner will able to understand the formation of images by mirrors and lenses.	
10.	Light: Mirrors and Lenses	3.Laws of Reflection?	Activity 10.4, 10.5 and 10.6	Day 3		**Paper Hole Activity:** Make a small hole in paper and look through it at text. **Observation:** Text may appear clearer. **Concept link:** Light travels in straight lines.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical terms.	2.4 Demonstrates and verifies the laws of reflection through manipulation of light sources and objects. 2.Describes characteristics of images formed by mirrors (real/virtual, erect/inverted).	Learner will able to explore the physical world in scientific and mathematical terms.	

10.	Light: Mirrors and Lenses	4.What is a lens?	Activity 10.8, 10.9 10.10 and !0.11	Day 4			Explanation with the help of Textbook and Entab Videos.	CG-7 Communicates questions, observations, and conclusions related to Science. 2.Understand the formation of images by mirrors and lenses.	1. C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation. 2. C-7.3 Represents real world events and relationships through diagrams and simple mathematical representation.	Learner will able to understand the formation of images by mirrors and lenses.	
10.	Light: Mirrors and Lenses	Class Notes		Day 5 Day 6			Written work with the help of I - Board				
11.	Keeping Time with the Skies	1.How Does the Moon's Appearance Change and Why?	1.1 Phases of the Moon. 1.2Locating the Moon	January Day 1	January	**Moon Shape Guess:** Draw different moon shapes in your notebooks. Ask students: Have you seen these shapes? **Concept link:** Introduction to phases of the Moon.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical terms.	C-2.5 Observes and identifies celestial objects and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth.	Learner will able to explore the physical world in scientific and mathematical terms.	
11.	Keeping Time with the Skies	1.How Does the Moon's Appearance Change and Why?	1.3Making sense of our observations	Day 2		**Quick Draw Science** Say a word like "sun," Students draw it in 30 seconds. 👉 Concept: Observation & recall	Explanation with the help of Textbook and Entab Videos.	CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life)	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	

11.	Keeping Time with the Skies	2. How did Calendars Come into Existence.	2.1. Lunar Calendars 2.2 Solar Calendars	Day 3		**Quick Draw Science** Say a word like plant. Students draw it in 30 seconds. 👉 Concept: Observation & recall	Use stories to engage: Ancient travelers using stars for direction.	CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry. CG-8 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it.	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life) C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner.	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	

11.	Keeping Time with the Skies	2. How did Calendars Come into Existence.	2.3 Luni-Solar Calendars 2.4The Indian National Calendar	Day 4		**Clap for Time:** Teacher claps slowly (morning), faster (afternoon), then slow again (night). Students guess the time. **Concept link:** Connecting time with daily rhythm.	Explanation with the help of Textbook and Entab Videos.	CG-2 Explores the physical world in scientific and mathematical term. CG-8 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it.	C-2.5 Observes and identifies celestial objects and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth. C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner.	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	
11.	Keeping Time with the Skies	3.Are Festivals Related to Astronomical Phenomena?		Day 5			Explanation with the help of Textbook and Entab Videos.	CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life)	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	

11.	Keeping Time with the Skies	4.Artificial Satellites in Space?		Day 6		**Fastest Thinker** Ask quick questions: “Name a gas” First student to answer gets a point. 👉 Concept: Recall and engagement	Explanation with the help of Textbook and Entab Videos.	CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life)	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	
11.	Keeping Time with the Skies	Class Notes		Day 6 Day 7			Written work with the help of I - Board				Assessment AS learning
12.	How Nature Works in Harmony	1.How Do We Experience and Interpret Our Surroundings? 2.Who All Live Together in Nature?		February Day 1	February	**Action Game (Mimic Nature)** Activity: Teacher says: * “Grow like a plant 🌱”	1. Concept Mapping 2. Use of ICT (Technology)	CG-3 Explores the living world in scientific terms.	C-3.2 Distinguishes the characteristics of living organisms from non-living things.	Learner will able to explore the living world in scientific terms.	
12.	How Nature Works in Harmony	3.Does Every Organism in a Community Matter? 4.Types of Interactions Among Organisms and their Surrounding?		Day 2		**Action Game (Mimic Nature)** Activity: Teacher says: * “Fly like a bird 🐦”	1. Concept Mapping 2. Use of ICT (Technology)	CG-3 Explores the living world in scientific terms.	C-3.2 Distinguishes the characteristics of living organisms from non-living things.	Learner will able to explore the physical world in scientific and mathematical terms.	
12.	How Nature Works in Harmony	5. Who Eats Whom? 6.What Happens to waste in Nature?		Day 3		**Food Chain Clap Game**” Teacher says: Sun → Plant → Goat → Tiger * Students clap once for each step. * If the chain is wrong, they stay silent. Outcome: Fun way to introduce food chains and correct sequences.	1. Concept Mapping 2. Use of ICT (Technology)	CG-3 Explores the living world in scientific terms.	C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other.	Learner will able to explore the living world in scientific terms.	Assessment AS learning

12.	How Nature Works in Harmony	7.How does one change Lead to Another? 8.How to Interactions Maintain Balance in Ecosystems?		Day 4		**Action Game (Mimic Nature)** Activity: Teacher says: “Crawl like an insect  ”	1. Concept Mapping 2. Use of ICT (Technology)	CG-3 Explores the living world in scientific terms. CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other. C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	

12.	How Nature Works in Harmony	9.Benefits of an Ecosystem	9.1 Home - made ecosystem 9.2 How do healthy ecosystems serve our farms?	Day 5		**Fastest Thinker** Ask quick questions: "Name a plant" First student who will answer gets a point. 👉 Concept: Recall and engagement	2. Use of ICT (Technology)	CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry. CG-7 Communicates questions, observations, and conclusions related to Science.	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems) C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations.	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	
12.	How Nature Works in Harmony	Class Notes		Day 6 Day 7			Written work with the help of I - Board					

13.	Our Home: Earth, a Unique Life Sustaining planet	1.Why is Earth a Unique Planet? 2.What do the Planets of Our Solar System Look Like?	Activity 13.1 and 13.2	February Day 1	February	**One-Minute Drawing:** Ask students to draw Earth and include things that support life. Outcome: Encourages visual thinking and creativity.	Explanation with the help of Textbook and Entab Videos.	CG-3 Explores the living world in scientific terms.	C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)	Learner will able to explore the living world in scientific terms.	
13.	Our Home: Earth, a Unique Life Sustaining planet	3.What makes the Earth Suitable for Life to Exist?	3.1Position of the Earth 3.2 Size of the Earth 3.3 Magnetic field of the Earth	Day 2			Explanation with the help of Textbook and Entab Videos.	CG-3 Explores the living world in scientific terms CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water) C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge.	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	

13.	Our Home: Earth, a Unique Life Sustaining planet	4.What Allows Life to be Sustained on Earth?	4.1 Air, Water and Sunlight 4.2 Soil, rocks and minerals 4.3 Plants, animals and microorganisms 4.4The importance of balance	Day 3		**Word Association Chain** Start with "Earth" * Next student says related word: Water → Life → Plants → Animals Outcome: Shows connection of life-supporting elements.	Explanation with the help of Textbook and Entab Videos.	CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry. CG-8 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it.	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life). C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner.	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	
13.	Our Home: Earth, a Unique Life Sustaining planet	5.What Keeps Life from Disappearing?	Introduction of Asexual reproduction	Day 4		**Living or Non-Living Corners** Living Non-living Say words like "tree," "rock," "dog," "water." Students move to correct corner. 👉 Concept: Characteristics of life	Explanation with the help of Textbook and Entab Videos.	CG-4 Understands the components of health, hygiene, and well-being.	C-4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being.	Learner will able to understands the components of health, hygiene, and well-being.	
13.	Our Home: Earth, a Unique Life Sustaining planet	5.What Keeps Life from Disappearing?	Sexual reproduction in plants and animals	Day 5		Come on let's hide yourself under the table and disappear	Explanation with the help of Textbook and Entab Videos.	CG-4 Understands the components of health, hygiene, and well-being.	C-4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being.	Learner will able to understands the components of health, hygiene, and well-being.	

13.	Our Home: Earth, a Unique Life Sustaining planet	6.What are the Threats to Life on Earth?	Explanation	Day 6			Explanation with the help of Textbook and Entab Videos.	CG-6 Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry. CG-8 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it.	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life) C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner.	Learner will able to explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.	
13.	Our Home: Earth, a Unique Life Sustaining	Class Notes		Day 7			Written work with the help of I - Board				Assessment For learning Assessment Of learning