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##### NOTES AND ACTIVITIES

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UNIT 1
LIVING THINGS
✧ PLANTS
✧ PETS
✧ BIRTHDAY
✧ FISHING
✧ FLOWERS
PLANTS

MAIN IDEAS
Home of plants - soil, texture and colour
Recognise different plants around the school
Name basic parts of the plant

OUTCOMES

The pupils should be able to:
- Describe the home of plants
- Recognise the different plants around the school
- Name the basic parts of a plant
- Classify plants into big and small

TEACHERS NOTES
Prior to the lesson survey the field of study. Warn the children of any plant that may be harmful. DO NOT allow the children to climb the trees.

Plants grow in the soil. Examples of some plants that grow around my school are mango plants, lemon, coconut, guava and flowers.

Humans are dependent upon plants. Directly or indirectly, plants provide food, clothing, fuel, shelter, and many other necessities of life.

Plants are used for food, shelter, air that we breathe, medicine, timber, paper, etc.

As soon as we cut a plant we must plant another one.

[Images of coconut palms and mango tree]

(Source, Singh 2014)
**SUGGESTED ACTIVITIES**

- Show the pictures of some plants and discuss what they are, where they grow and why we need them.
- Take the pupils outside. Show them plants and discuss its uses and care. For example show how to pick the leaves and flowers without damaging the plant.
- Pull out a weed which has the features of flower, leaves, stem and roots. Show the pupils a plant with fruits.
- Tell the names of some common plants.
- Plant a tree in school.
- Bring a pot plant to school.
PETS

(main ideas)

- A cat and a dog are most popular pets
- Why are pets useful/ ways they help us
- Movement of pets
- Food that pets love
- Responsive behaviour of pets during certain circumstances

Outcomes

Pupils should be able to:

- Name their pets
- State that cats and dogs are some common pets
- Describe and imitate the movement of their pets
- Discuss the food that their pets enjoy eating
- Discuss how their pets react when they meet certain circumstances

TEACHERS NOTES

A pet (or companion animal) is an animal kept primarily for a person's company or protection. The most popular pets are noted for their attractive appearances and their loyal or playful personalities.
Pets commonly provide their owners (or guardians) physical and emotional benefits. Walking with a dog can supply both the human and pet with exercise, fresh air, and social interaction. Pets can give companionship to elderly adults who do not have adequate social interaction with other people.

The most popular pets are likely dogs and cats, but people in other countries also keep house rabbits, ferrets; rodents such as gerbils, hamsters, chinchillas, fancy rats, and guinea pigs; avian pets, such as canaries, parakeets, and parrots; reptile pets, such as turtles, lizards and snakes; aquatic pets, such as tropical fish and frogs; and arthropod pets, such as tarantulas and hermit crabs.

HEALTH RISKS

Health risks that are associated with pets include:

- Aggravation of allergies and asthma caused by dander and fur or feathers
- Falling injuries. Tripping over pets, especially dogs, causes injury
- Injury, mauling, and sometimes death caused by pet bites and attacks
- Disease and/or parasites due to animal hygiene problems or lack of appropriate treatment (faeces and urine)
- Stress caused by behaviour of animals

Playing with pets is fun!!!
(Source, Singh 2014)

SUGGESTED ACTIVITIES

- Correlate the lesson with other FALD. Children discuss their own pets.
- Children tell the names of their pets.
- Children explain and draw the food that their pets enjoy eating
- Children demonstrate the movement of their pets
- Discuss and demonstrate how their pets react in certain circumstances. For example dogs bark when unknown people come to their place, cats jump when they see a rat.
NOW THIS WILL BE FUN....

Draw and colour 'My pet' and draw the food 'My Pet' likes

Prepare a wall chart with children's pictures of their pets. They can bring photos of themselves with their pets

Create a PET SHOP in the classroom
Outcomes

Pupils should be able to:

"List and name the plants/animals/birds that are used as food during birthdays."
"Explain the food sources."
"Describe the characteristics and features of plants/animals/birds."
"Know how to dispose their rubbish properly"

TEACHERS NOTES

A birthday is a day that comes once a year when a person celebrates the anniversary of his or her birth. Birthdays are celebrated in numerous cultures.

Animals such as goats, pigs, cattle and lamb are prepared in variety of menu. Some people prepare vegetarian meals so green vegetables, herbs, legumes or root crops add to the menu. Birds such a chicken is commonly used by numerous cultures

(http://www.google.com)
SUGGESTED ACTIVITIES

- Birthday celebration - briefly discuss what happens during birthday celebration.
- Discuss the food that was prepared during this celebration.
- Discuss where the food was prepared and why that particular food was prepared.
- Discuss the characteristics and the features of these animals/plants/birds.
- Prepare a chart with students' favourite dish during this occasion.
- Discuss proper rubbish disposal

Let's do this

Create a birthday atmosphere in the classroom; divide the children in groups and each group prepares the food with the help of the parents.............interesting!!!!!
FISHING

MAIN IDEAS

- Fish live in water
- Fish vary in size, colour and shape
- Fishing also includes catching ‘kai’, sea weed and mollusc

Outcomes

Pupils should be able to

- State that fish live in water
- State the different colours of fish
- Name some fish that is consumed at their homes
- State that fish differ in size, colour, shape
- Draw and colour different kinds of fish

TEACHERS NOTES

Fish and fish products are consumed as food all over the world. With other sea foods, it provides the world's prime source of high-quality protein Fish and other aquatic organisms are also processed into various food and non-food products. There are many fishing techniques and tactics for catching fish. The term can also be applied to methods for catching other aquatic animals such as molluscs (shellfish, squid, octopus) edible marine invertebrates. Fishing techniques include hand gathering, spear fishing, netting, angling and trapping. Almost any equipment or gear used for fishing can be called fishing tackle. Some examples are hooks, lines, sinkers, floats, rods, reels, baits, lures, spears, nets, gaffs, traps, waders and tackle boxes.

Suggested Activities

- Show some pictures of fish and discuss where they come from
- Discuss where fishing takes place
- Discuss what is an aquarium since many people keep fish aquarium at home
- Show pictures of different colours of fish
- Discuss what colour fish they have eaten
- Discuss names of some of the fish in the pictures
- Discuss what are other things that can be caught while fishing
SOME FISHING TECHNIQUES

WELCOME TO THE FISH WORLD

(http://www.google.com)
Outcomes

- Appreciate that flowers beautify the homes and surrounding.
- Discuss that not all plants produce flowers, some have coloured leaves.
- State the different colours, sizes and shapes of flowers
- Name flowers that are common in their school.
- Draw different kinds of flowers

TEACHERS NOTES

A flower; sometimes known as a bloom or blossom. Flowers give rise to fruit and seeds. Many flowers have evolved to be attractive to animals, such as bees and butterflies so as to cause them to be vectors for the transfer of pollen.

Flowers have long been admired and used by humans to beautify their environment, and also as objects of romance, ritual, religion, medicine and as a source of food.

Plants cannot move from one location to another, thus many flowers have evolved to attract animals to transfer pollen. Birds and bees have colour vision, enabling them to seek out "colourful" flowers. Flowers also attract pollinators by scent and some of those scents are pleasant to our sense of smell.
Symbolism

- Red roses are given as a symbol of love, beauty, and passion.
- Poppies are a symbol of consolation in time of death. In the United Kingdom, New Zealand, Australia and Canada, red poppies are worn to commemorate soldiers who have died in times of war.
- Irises/Lily are used in burials as a symbol referring to “resurrection/life”. It is also associated with stars (sun) and its petals blooming/shining.
- Daisies are a symbol of innocence.

SUGGESTED ACTIVITIES

- Children bring some flowers from home. They are divided in groups and then sort out the flowers.
- They place the flowers on their desk and observe the colour and group them according to their size.
- They name the flowers with the help of teacher.
- Discuss the need to have flowers and the places where they are used.
- Show pictures of flowers growing in water e.g. lily
- Children are taken on a tour around the school and shown some flowers.
- They discuss what flowers they have at home.
- Show them some crotons i.e. coloured leaves.

FLOWER GALLERY

WATER LILY  DAISY  FRANJIPANI  ROSE

HIBISCUS  ASTER  MARIGOLD  ZINNIA

NOW THIS WILL BE FUN...
Plant some flowers in the class flower garden
UNIT 2

MATTER

✦ MUSIC
✦ TOYS
✦ CLOTHES
✦ BOOKS
✦ CRAFTS
MUSIC

MAIN IDEAS
- Sounds that we enjoy listening is music
- Name some instruments that produce music
- The sense organ that detect sound

(Source, Singh, 2014)

Outcomes
The pupils should be able to:
- Explain what is music
- Explain the sounds that they enjoy listening to
- State some of the instruments used to produce music during functions
- State the sense organ used to detect music/ sound
- Enjoy listening to music

TEACHERS NOTES
Sounds are all around us. A sound that we enjoy listening or relaxes our mind is Music. One way of making sounds is by knocking two things together. The word we use for the sound produced by knocking is vibration thus a sound is made when something vibrates.

INTERESTING..........
Children make an improvised musical instrument
Some Musical instruments

Guitar

2 Headed Drum (Damru)

Dholak

Harmonium

Piano

Group of musicians
(http://www.google.com)
**SUGGESTED ACTIVITIES**

- "Talk about the religious functions and what happens during the functions. Discuss what musical instrument is played.
- "Discuss the musical instruments used in singing devotional songs. For example Dholak, Harmonium, tambourine, guitar.
- "Show the students the different musical instruments that are available at school or pictures of different musical instruments.
- "Demonstrate how music / sound is produced from a musical instrument or play the sound in radio/ phone/DVD.
- "Ask the children to close their eyes and LISTEN to the music played. Explain that the sense organ used to detect music is EARS.
- "Ask the students to differentiate the different musical instruments
TOYS

MAIN IDEAS
Push and pull concept
Object move from one place to another if force is applied

Outcomes
Pupils should be able to
"demonstrate 'pull' and 'push'"
"State that objects move from one place to another by pulling and pushing.

TEACHERS NOTES
A toy is any item that can be used for play. Toys are generally played with by children and pets. Playing with toys is an enjoyable means of training the young for life in society. Different materials are used to make toys enjoyable to both young and old. Many items are designed to serve as toys, but goods produced for other purposes can also be used. For instance, a small child may pick up a household item and "fly" it through the air as to pretend that it is an airplane.

Toys and play in general, are important when it comes to growing up and learning about the world around us. The young use toys and play to discover their identity help their bodies grow strong learn cause and effect, explore relationships, and practice skills they will need as adults. Adults use toys and play to form and strengthen social bonds, teach, remember and reinforce lessons from their youth, discover their identity, exercise their minds and bodies, explore relationships, practice skills, and decorate their living spaces.

SUGGESTED ACTIVITIES

MOVING TOYS - PUSHES AND PULLS

⇠ Explore a variety of moving toys old and new and consider how they move. Children will focus on the vocabulary 'push', 'pull' and be able to match the appropriate word to the relevant toy and movement.
⇠ A force is either a push or a pull. A force is needed to stop an object moving and to change the speed or direction of movement
⇠ Introduce 'push' and 'pull'.
⇠ Children compare and contrast a pull-along toy and a push toy on a stick.
⇠ Children watch a different pull toy, then explore boxes of toys in groups.
TOY GALLERY: Children label the toys. Pull or Push force

(http://www.google.com)
CLOTHES

MAIN IDEAS

Clothes serves many purposes
Clothes protect us during hazardous activities
Provides hygienic barrier against infections

MAIN IDEAS

Outcomes
Pupils should be able to:

 iPhones Explain what purposes clothes serve.
 iPhones State that clothes protect us from hazardous activities.
 iPhones Appreciate that clothes provide a hygienic barrier against infections.
 iPhones Identify suitable clothes to wear for different occasions

Baby wearing warm clothes to protect against cold
(Source, Singh, 2014)
Gender differentiation

TEACHERS NOTES

Clothing is fiber and textile material worn on the body. The wearing of clothing is mostly restricted to human beings and is a feature of nearly all human societies. The amount and type of clothing worn is dependent on physical stature, gender, as well as social and geographic considerations.

Physically, clothing serves many purposes: it can serve as protection from the elements, and can enhance safety during hazardous activities such as hiking and cooking. It protects the wearer from rough surfaces, rash-causing plants, insect bites, splinters, thorns and prickles by providing a barrier between the skin and the environment. Clothes can insulate against cold or hot conditions. Further, they can provide a hygienic barrier, keeping infectious and toxic materials away from the body. Clothing also provides protection from harmful UV radiation.
SUGGESTED ACTIVITIES

- Children can be asked to bring some clothes that they wear during occasions.
- Children can also bring pictures of different clothes.
- Teacher shows pictures of different clothes worn during different work.
- Explain to the students why such clothes are worn during such time, for example, reflectors are worn so that it is easily visible, mechanics wear just coats so that they are protected against the oils, doctors wear hand gloves and face masks so that they are protected against infections.
- Children prepare a wall chart.
BOOKS
CONDITIONS NEEDED TO BURN PAPER

MAIN IDEAS
Open paper burns easily
A Crumbled or covered paper takes longer time to burn
Air assists in burning

Outcomes
Pupils should be able to:

- Demonstrate that open paper burns easily.
- Explain why the open paper burns faster.
- Demonstrate burning of crumbled and covered paper
- Explain why crumbled and covered paper takes a longer time to burn

TEACHERS NOTES
SAFETY MEASURES MUST BE TAKEN WHEN DEALING WITH FIRE. Warn the students not to try burning papers at home on their own. Tell them it can burn the house and even cause death.

Keep in mind that flames move upwards, so don’t hold the paper upside down while it's burning. Air helps in burning.

SUGGESTED ACTIVITIES

- Students are taken under a tree which is safe and dry.
- Explain that they will be burning three sets of paper at once.
- Set 1 will be open paper, set 2 will be crumbled paper and set 3 will be paper half covered with sand of soil.
- Light the paper at once.
- Students observe which paper burns easily and faster.
- After the paper has burnt discuss why the paper that was open burnt so easily.
- Accept all answers, then explain that air assists in burning and since the other paper was crumbled or half covered air can not reach them easily.
- Children draw the three sets of paper burning.
CRAFTS
THEME: LET’S PLAY GAME “TOUCHING THE SNAKE’S HEAD’

MAIN IDEAS
Magnets will attract the object that are made of steel, iron, cobalt, metals and other alloys

Outcomes
Pupils should be able to:

☞ Use scissors to cut out a cardboard snake.
☞ Use a magnet to play the game ‘touching the snake’s head’

MATERIALS
Each group will need
☞ A magnet
☞ A sheet of cardboard (12 cm x 12 cm)
☞ A pair of scissors
☞ A paper clip

TEACHERS NOTES
It is strongly suggested that you give the pupils a lot of practice in handling scissors and using them in cutting papers, along straight lines and along curved lines. (It will be a good idea if the pupils are engaged in activities involving cutting paper etc. in their craft lessons.

Ensure that before the lesson, you cut the cardboard to the suggested size and draw the snake on it. To make the snake look real, the pupils may like to paint or colour their snakes.

Funology -- the science of having fun. A craft is a profession that requires some particular kind of skilled work.
Making a Cardboard Snake

- Distribute the materials to each group.
- Tell the pupils to use the pair of scissors to cut the cardboard along the curved lines (Assist where needed)
- Students are then asked to touch the snakes head with the magnet.
- What happens and why?
- Tell the pupils to slide the paper clip over the head of the snake
- Touch the snake’s head with the magnet.
- What happens and why?
- Tell the pupils to get away before the snake bites them. Students take turns to run away as soon as the snake raises its head to bite.
UNIT 3

ENERGY

♦ LIGHT
♦ RIVER
♦ ENVIRONMENT
♦ TRANSPORT
♦ DISASTER
LIGHT

MAIN IDEAS
Light travels in a straight line
Shiny surfaces reflect light and help us to see objects around the corners
Sunlight is the main source of light
Other sources if light

Outcomes
Pupils should be able to:

- State that light travels in a straight line
- Demonstrate that shiny objects reflect light and helps us to see objects around the corners
- State that sun is the main source of light
- Name some other sources of light

TEACHERS NOTES
Light travels in a straight line. We see things along a straight line. We can only see the objects in front of us. Those objects at the back can only be seen if we use a mirror. There are many sources of light.

The most common light sources are the sun, light bulbs, flames and torch.

Some places where we use mirrors are at homes to see ourselves, in cars, in barber shops, other shops and supermarkets, etc.
Some Sources of Light

(http://www.google.com)

A mirror to show reflection

SUGGESTED ACTIVITIES

☞ Light a torch against the wall to show how light travels in a straight line.
☞ Have some shiny objects such as metals and light the torch to it. This will show how light is reflected.
☞ Demonstrate how light is reflected by a plain mirror.
☞ Children can use small mirrors to reflect light from the sun.
☞ Collect pictures to show activities on a sunny day and pictures of other sources of light.
A river is a natural source of water
Organisms that live in the river
Study a river community

Outcomes
Pupils should be able:
- Appreciate that a river is a natural source of water.
- Explain what organisms live in a river community.
- Study and draw a river community.

TEACHERS NOTES
A river is a natural watercourse, usually freshwater, flowing towards an ocean, a lake, a sea, or another river. In a few cases, a river simply flows into the ground or dries up completely at the end of its course, and does not reach another body of water. Small rivers may be called by several other names, including stream, creek, brook, rivulet, and rill.

The ecosystem of a river is the river viewed as a system operating in its natural environment, and includes biotic (living) interactions amongst plants, animals and micro-organisms, as well as abiotic (non-living) physical and chemical interaction.

Some of the organisms that are found in the river are fish, eels, reptiles (snakes, crocodiles, turtles and alligators), bird species, mammals (otters, beavers, river dolphins) and freshwater mussels (‘kai’).

It is also important to highlight to the students that throwing debris and other rubbish damages the river ecosystem and thus is a threat to the living organisms.

REMEMBER: A LOT OF CARE MUST BE TAKEN IF THE STUDENTS ARE TAKEN TO A RIVER, YOU CAN TAKE THE HELP OF PARENTS TO ACCOMPANY THE STUDENTS
SUGGESTED ACTIVITIES

- Brainstorm the different sources of water, allow children to name all the sources of water they can think of or are familiar with.
- Highlight to the students if any child mentions 'river'. If not then ask the students if they had seen what a river is.
- If the school is located close to a river or if there is a river in the village then discuss what are the organisms that live in the river, e.g. Fish, prawns, kai
- Prepare an excursion where students can actually explore the river community.
- Show pictures of a river community.
- Children draw pictures on a wall chart. Different children fill the river community chart with organisms of their choice.
- Display the children's work in the class.
ENVIRONMENT
THEME: WHAT MUST WE DO WITH OUR LITTER

MAIN IDEA
Proper rubbish disposal and sanitation is essential in the school and community

Outcomes
Pupils should be able to:

- Identify discarded materials as litter.
- Classify the materials according to selected attributes.
- State two ways of disposing rubbish.
- Count the number of discarded materials from a given area.

TEACHERS NOTES
Proper rubbish disposal helps to promote proper sanitation in the school and at home. Littering is a threat to living things. It is very important for the pupils to understand that all litter must be disposed in a proper way.

Use of litter bins to dispose rubbish is very important. Litter consists of waste products that have been disposed improperly. Larger hazardous items such as tires, appliances, electronics and large industrial containers are often dumped in isolated locations, such as National Forests and other public land.

It is a human impact on the environment and is a serious environmental issue in many countries. Litter can exist in the environment for long periods of time before degrading and be transported large distances into the world's oceans. Litter can affect quality of life.

Some other common types of litter are cigarette butts and soft drink cans.
SUGGESTED ACTIVITIES

- Give each group a specified area
- Tell the students to collect all the litter in that area and keep in the box
- Tell the students to count the number of discarded material in their box.
- Classify the materials into two groups, those that can burn and those that cannot burn.
- Discuss with the students:
  - What to do with the litter.
  - How to dispose the litter.
  - Why we have such a big quantity of litter.
  - What part can one play in the school and home so that littering is brought to a minimum
- Teach the students the concept of 'burn' and 'bury' litter.

Use rubbish bins with proper lids

(Source, Singh 2014)
Children cleaning their school
TRANSPORT

MAIN IDEAS
- Need for transport
- Mode of transport
- How are some transport powered

Outcomes
Pupils should be able to:

- Explain the need for transport.
- Name some modes of transport.
- Discuss how some forms of transport are powered.

TEACHERS NOTES
Transport or transportation is the movement of people, animals and goods from one location to another. Modes of transport include air, rail, road, water, cable, pipeline and space. Transport is important because it enables trade between people, which is essential for the development of civilizations.

Transport infrastructure consists of the fixed installations including roads, railways, airways, waterways, canals and pipelines.

Vehicles may include automobiles, bicycles, buses, trains, trucks, people, helicopters, watercraft, spacecraft and aircraft.

A mode of transport is a solution that makes use of a particular type of vehicle, infrastructure and operation.

Human powered transport is the transport of people and/or goods using human muscle-power, in the form of walking, running and swimming. Modern technology has allowed machines to enhance human power. Human-powered transport remains popular for reasons of cost-saving, leisure and physical exercise.

Animal-powered transport is the use of working animals for the movement of people and goods.

Aeroplanes have been developed in such a way that is powered by fuel and air that allows it to fly and land.

Rail transport is where a train runs along a set of two parallel steel rails, known as a railway or railroad.
SUGGESTED ACTIVITIES

- Ask the students to bring pictures of different modes of transport prior to the lesson.
- Discuss what and where this transport is used.
- Discuss who moves these vehicles, e.g. bus-driver, aeroplane-pilot, bicycle - cyclist, boat/ship- captain.
- Where do they get their power from?
- Discuss what happens at a service/ fuel station.

TRY THESE INTERESTING ACTIVITIES...
Children draw the different transport they use in their personal lives. This may include private vehicles, bicycle horseback, boat or aeroplanes.

(http://www.google.com)
Outcomes
Pupils should be able to:

- "Feel the air through investigating
- "Move things with air
- "Explain that very strong wind is cyclone/ hurricane

TEACHERS NOTES
We can not touch, see, taste or smell air. We can feel the air. Air is all around us. It is around us when we play or work. Although we can not see air we can see the effects air has around us. Show the students the moving clouds, ripples on the water, leaves moving etc. Discuss with the students the effects of very strong winds and the damages it can cause.

SUGGESTED ACTIVITIES

- Tell the pupils to breathe in with their nose and the blow the air on their hands.
- Repeat several times.
- What did they feel going through their nose?
- Tell the pupils to fan their face then sit under the fan (if there is one available)
- What do they feel?
- Teacher moves around with the home-made fan and fans the face of each child.
- What do they feel?
- Pupils take a small cardboard and fan the sheets of paper on the floor.
- Discuss what happens.
- Relate what happens when the strength of air is high (increase the strength of the ceiling fan and leave lots of small pieces of newspaper under it) or blow the air over it with more strength.
- Discuss what happens when there is a hurricane.
- Collect pictures of damages caused by cyclone/ hurricane
UNIT 4

EARTH AND BEYOND

❖ CLIMATE CHANGE
❖ WEATHER
❖ PICNIC
❖ SAFETY
❖ SCIENCE
CLIMATE CHANGE

MAIN IDEAS
- Dangers of burning plastic and rubber
- Dangers of using chemical sprays
- Protection of ozone layer

Outcomes
Pupils should be able to:
- "Explain the dangers of burning plastic and rubber"
- "Explain the dangers of chemical sprays"
- "Appreciate the need to protect ozone layer"

TEACHERS NOTES
Climate change refers to changes in temperature, rain and snowfall amounts, and wind. Our climate has changed in the past and it continues to change.

Sea level is rising; storm surges are becoming more common and more destructive; and shoreline erosion and flooding is putting many homes, cottages, and businesses at risk.

The causes and effects of burning plastics are environmental and health concerns. Burning plastics creates dioxin and other chemicals. Some of the health risks include cancer, heart disease and depression.

The ozone layer is a natural part of our atmosphere. Increased exposure to UV rays is dangerous for people, animals, and plants.

Chemicals that damage the ozone layer, known as ozone-depleting substances (ODS), are used in:
- commercial, home and vehicle air conditioners, and refrigerators
- foam blowing agents
- solvents
- aerosol spray propellants,
- fire extinguishing agents, and chemicals
SUGGESTED ACTIVITIES

- Discuss the dangers of burning plastic and rubber.
- Discuss the dangers of using can sprays.
- Discuss the need to protect ozone layer.
- Show pictures of how the sun’s rays reach us and why is it harmful to us.

Sun’s rays reaching the Earth

(http://www.google.com)
OUTCOMES
Pupils should be able to:
"Describe what is rain
"Appreciate how rain is formed

Teachers Notes
Rain is liquid water in the form of droplets that have condensed from atmospheric vapour and then precipitated—that is, become heavy enough to fall under gravity.

When there are many water drops in a cloud, they bump into each other and they stick together in bigger drops. These bigger drops then fall down as rain.

Pictures show puddles of water.

The water collected in the ground finally dries up with the help of sun and wind. To turn the water into vapour, heat is needed. This heat comes from the sun.

Clouds are tiny water drops all floating in the air. Black clouds have many water drops than the white clouds. That is why when we see black clouds it means rain will fall soon. White clouds mean fine weather.

White clouds

Black clouds
Suggested activities

- Brainstorm the activities done during rainy weather and what happens when it rains.
- Accept all the answers the students come up with.
- What do they do when it rains? (Rain bath and some stay indoors.); use of rain coats and umbrellas.
- Discuss what puddles of water are.
- Discuss what happens to the puddles of water after sometime.
- Students will find it interesting, magic occurs.
- Discuss the story of rain.
- Discuss how rain is formed and why rain is important.
- Show the clouds and the shapes in the sky made by clouds.
- Discuss black clouds and white clouds.

**DID YOU KNOW!!!!!!**
Wind also helps to carry the particles of water.....if you stand covered with sweat you begin to feel cold because the strength of wind affects the amount of evaporation...
Lets take the children outside.....show different shapes they can discover in the sky.....let them run around, then rest under a tree.......do they feel cold!!!!

Kids enjoying rain bath
PICNIC

MAIN IDEAS
Living and non-living things at the beach
Beach eco-system

OUTCOMES:
Pupils should be able to:

"Identify organisms that live at the beach.
"Discuss the beach ecosystem.
"Identify living and non-living things at the beach.

TEACHERS NOTES

What is a Beach ecosystem?

An ecosystem is the environment where plants and animals live and the food chains in that environment.

A beach ecosystem would run from the sea gulls in the air to the coral off shore to the fish in the waters. Depending on the seacoast sea turtles, sharks, sea snakes, lizards, starfish and a whole range of other animals could be involved.

The beach itself looks pretty bare, but crabs live on it the sea gulls patrol it for food and insects scavenge the dead creatures that wash up on it.

Coral reefs are found in shallow, tropical marine waters. Sandy beaches are excellent picnic spots. Collecting shells, starfish and other organisms make picnic even more enjoyable.

Sandy beach in Fiji

Coral reef

(http://www.google.com)
SUGGESTED ACTIVITIES

- Introduce the topic of the simulation by suggesting that children recall or imagine walking along a beach. Ask them what they think they would see, hear, smell, and feel at the beach. For each thing they mention, have children classify it as a living or non-living part of the environment. Write children's answers in a two-column chart on the board. Guide students to include wind and waves in the Non-living column.

- For each of the living things that children name, have them say whether the organism lives at the edge of the water, in the water, or elsewhere near the beach. Include this information in the chart on the board.

- If possible, bring in shells of organisms that live in water and pass the shells around for children to examine. Ask children to describe what living things with shells are like?

- Explain that, as children do the simulation, they will learn about many kinds of organisms that live along the seashore.

- Explain to the children that the animal that lived in the conch shell died. The water washed the soft body out of the shell, leaving the shell empty. Then, waves pushed the shell onto the beach.

Challenge!!!!
Based on this simulation, children can make short food chains showing which animals eat other animals. They can write the name of different animals on strips of sticky tape and loop the strips to form a chain. Each chain should start with a plant or a plant like organism that makes food. After children have two more links, challenge them to find out which animal eats the last animal in its chain and add it to their food chain.

(http://www.google.com)
SAFETY

MAIN IDEAS
Safety with fire
Fire safety procedures
Prevent fires in the homes

OUTCOMES
Students should be able to:

- Understand what is fire safety
- Discuss fire safety procedures
- Prevent fires in homes

TEACHERS NOTES
This topic discusses the need for fire safety. Children need to know the procedures to prevent fires in their homes and school.

Fire safety refers to precautions that are taken to prevent or reduce the likelihood of a fire that may result in death, injury, or property damage, alert those in a structure to the presence of an uncontrolled fire in the event one occurs, better enable those threatened by fire to survive in and evacuate from affected areas, or to reduce the damage caused by a fire.

Threats to fire safety are referred to as fire hazards. A fire hazard may include a situation that increases the likelihood a fire may start or may impede escape in the event a fire occurs.

A fire safety kit
(http://www.google.com)
a fire extinguisher
Some ways to prevent fires include:

- Not exceeding the maximum occupancy within any part of the building.
- Maintaining proper fire exit and proper exit signage (e.g., exit signs pointing to them that can function in a power failure)
- Compliance with electrical codes to prevent overheating and ignition from electrical faults or problems such as poor wire insulation or overloading wiring, conductors, or other fixtures with more electric current than they are rated for.
- Placing and maintaining the correct type of fire extinguishers in easily accessible places.
- Properly storing and using, hazardous materials that may be needed inside the building for storage or operational requirements (such as solvents in spray booths).
- Prohibiting flammable materials in certain areas of the facility.
- Maintaining fire alarm systems for detection and warning of fire.
- Conduct fire drills at regular intervals throughout the year.

Common fire hazards

(http://www.google.com)
Some common fire hazards are:

"Kitchen fires from unattended cooking, such as frying.
"Electrical systems that are overloaded, resulting in hot wiring or connections, or failed components
"Combustibles near equipment that generates heat, flame, or sparks
"Candles and other open flames.
"Smoking (Cigarettes, cigars, pipes, lighters, etc.)
"Flammable liquids and aerosols.
"Flammable solvents (and rags soaked with solvent) placed in enclosed trash cans
"Fireplace chimneys not properly or regularly cleaned
"Cooking appliances - stoves, ovens

SUGGESTED ACTIVITIES

❖ Discuss what fire safety is.
❖ Discuss these important facts.
❖ Escape Route Planning.
❖ Windows Are For More Than Fresh Air
❖ Second Floor Safety
❖ Feeling Way to Safety
❖ Stop, Drop and Roll - teach the children what to do in the event their clothes catch fire. Make sure they understand "stop, drop and roll." Many a fire-related injury could have been avoided or greatly minimized if a child heeded this advice instead of the natural instinct of running.
❖ Encourage the students to participate in monthly evacuation drills at home and school.
❖ Teach the students NOT to play with the matches.

INTERESTING....

Invite the National Fire Authority to bring the SMOKE HOUSE.....demonstrate what to do if the room is on fire....Students practise by taking turns
SCIENCE

SCIENTIFIC INVESTIGATION OF BURNING CANDLE

MAIN IDEAS
- Observing a candle while it is burning
- Use of sense organs in the observation
- Get conclusions

Outcomes
Students should be able to:

- Observe a burning candle
- Make conclusions what happens when something burns.

TEACHERS NOTES
Many interesting things happen when a candle burns. Many students must have seen a burning candle or lit a candle.

A candle is a solid block of wax with an embedded wick which is ignited to provide light, and sometimes heat, and historically was used as a method of keeping time.

For a candle to burn, a heat source (commonly a naked flame) is used to light the candle’s wick, which melts and vaporizes a small amount of fuel, the wax. Once vaporized, the fuel combines with oxygen in the atmosphere to form a flame.

A room lit up in the glow of many candles
SUGGESTED ACTIVITIES:

- Children to carefully examine a candle while it is burning.
- What is the colour of the flame?
- What happens to the candle wax?
- Is air used in burning?
- What happens to the size of the candle after some time?
- Can they feel heat?
- Take a piece of paper to the flame. What happens?
- What happens to the wax? Is it melting downwards or upwards?

How does a candle burn?

(http://www.google.com)