

Scheme of Work

NAS 3

Chapter	Subtopic	Objectives	Page No	Activities
Unit 1 The Life Cycle of Plants and Animals	Plant Life Cycle	compare different stages of lifespan of plants and animals	2	Draw and sequence the stages of the life cycle of a plant/ animal.
	Animal Life Cycle	identify the changes in the lifespan of an animal and a plant.	3-5	Draw or interpret diagrams of the life cycles of animals and plants, from their own surrounding, to identify the different stages.
	Metamorphosis		6-7	
Unit 2 Food	Plants' and Animals' Food	recognize that plants make their own food in the presence of sunlight. recognize that different animals eat different kinds of food.	11-12	
	Basic Food Groups	identify certain food groups as fruits, vegetables, grains, dairy product, meat and dry fruit.	13-14	
	Balanced Diet	define a balanced diet.	17	
	Factors for Healthy living	recognize that healthy living requires eating a balanced diet, keeping clean, sleeping well, and exercising regularly. identify the ways to get sufficient exercise to stay healthy.	17-18	Prepare a flyer to educate others of the importance of cleanliness for healthy living. Make a personal timetable mentioning time for study, exercise, play, leisure and rest.

Unit 3 Ecosystems and Habitats	Kinds of Habitats	recognize that heat and light of the Sun helps to sustain life on the Earth which is the only known planet where life exists. define the term habitat. describe the different habitats for living things (polar regions, desert, forest, aquatic). name the plants and animals that live in each of the different habitats. understand the ways plants and animals have certain features adapted to their habitat (camel, fish, polar bear, cacti, lotus, pine trees etc.	22 22-26	Collect pictures of different habitats, relevant animals and plants. Make an aquarium or any other habitat and present that to the class. (Project Work)
	Ecosystems	briefly introduce what an ecosystem is	25	Place one plant in light, one in dark and one covered with polythene sheet and observe for a week.
	Characteristics of Habitats	identify the environmental factors (temperature, light, water) that support life in a habitat.	27	
	Human Activities and natural habitats	identify the ways human activities affect the natural habitats. research and suggest the ways in which habitats can be protected	28 29-30	

Unit 4 Matter	States of Matter	identify matter and its states.	34-37	Name a solid, liquid and gas around themselves
	Observing Matter	recognize basic differences between states of matter, such as water, through physically observable properties	36-37	Use a balloon to help students understand how gas or liquid feels inside a balloon and how a solid balloon feels when it is empty
Unit 5 Energy	Common sources and uses of energy	recognize that energy is required for doing work.	41	Students will make a list of tasks performed in their daily life that require energy
		understand about natural sources of energy (e.g. the Sun, wood, flowing water, wind, coal, oil, gas).	42	
		understand that sources of energy are used for many things (move an object, heating, lighting, transportation, electric appliances, etc.).	42-43	
		understand different types of energy.	44	
Unit 6 Natural Resources	Types of Resources	Identify natural resources	49-50	
		suggest ways to save natural resources	52,56	
		predict that what would happen if natural resources were all used up.	53	Design a poster to communicate ways to conserve natural resources
		describe the ways in which humans have changed the natural environment.	52	

		define the term pollution.	54	
		list different types of pollution (noise, air, water, land).	54-55	
		identify the endangered animals of Pakistan. (Indus Dolphin, Markhor, Blackbuck etc.)	57-58	
		suggest ways to protect the endangered animals.	59	Make a presentation on what would happen if there was no water/ gas/ electricity at school or in their locality.
		identify animals, which are extinct (Dinosaurs etc.)	60	
Unit 7 Forces	Simple Machines	define tool as an instrument to make people's work easier	67	Identify some tools of the past that are still in use today
	Push and Pull as a Force	name and identify the different forms of simple machines (inclined plane; lever; pulley; wheel and axel; wedge). recognize that push and pulls move things fast or slow (push and pull as a force).	67-68 64	Push and pull the door and explain the intensity of force and quantity of change. Play tug of War to explain push and pull
	Vehicles- Past and Present	recognize pictures of the past that force applied by humans and animals moved vehicles (tonga, bullock cart, cycle, pushcart) while today vehicles are moved by machines (bus, motorcycle, car, etc.)	69-70	

	Force and Motion	observe and describe how motion can be changed by applying force (speed up, slow down, stop, change direction, etc.) understand that greater the force, the greater the change in the motion of an object	64 64-65	
Unit 8 The Helpful Sun		Describe the formation of shadow.	74-75	
		recognize that the size and location of the shadow can be used to estimate (guess) time.	74-75	Fix a pole in school ground and observe the size of the shadow with the position of the sun and time of day.
		identify that on Earth, the direction of Sunrise is 'East' and the direction of Sunset is 'West'.	77	
		identify the remaining cardinal directions with respect to East and West, namely, South and North.	77	
		name places towards North, South, East and West of the school/home	78	