

Syllabus for session 2025-26					
Class - V					
Subject-EVS					
Sr. No.	Chapter No.	Chapter Name	Targeted Competencies	Targeted Learning Outcomes/Objectives	Suggested Activities
TERM-1					
1	1	SUPER SENSES	<ul style="list-style-type: none"> Observes and describes diversity among plants, and birds and animals in their immediate environment (sounds, food and growth). 	<ul style="list-style-type: none"> Explains the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, food, sound etc. Groups objects, materials, activities for features and properties such as- taste, colour, texture, sound etc. 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> Group project- Bring different food items and differentiate their taste as sweet, salty, sour and bitter. See through different coloured glasses and observe the change in colours. <p>Art and craft:</p> <ul style="list-style-type: none"> Create a DIY paper cup phone and test its range with your classmates.
2	2	A SNAKE CHARMER'S STORY	<ul style="list-style-type: none"> Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community 	<ul style="list-style-type: none"> Describes the interdependence among animals, plants and humans. (ex-communities earning livelihood from animals etc.) 	<p>Puppetry:</p> <ul style="list-style-type: none"> Make a snake puppet using socks/hand gloves. <p>Experiential Learning:</p> <ul style="list-style-type: none"> Survey- keep a record of animals that people keep in your locality.
3	3	FROM TASTING TO DIGESTING	<ul style="list-style-type: none"> Performs simple inquiry related to specific questions independently or in groups. Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression). 	<ul style="list-style-type: none"> Groups objects, materials, activities for features and properties such as- shape, taste, colour, texture, sound, traits etc. 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> Chew different food items such as corn, coconut, banana etc. and note the timing it took you to chew properly. Make a healthy diet chart for yourself.
4	4	MANGOES ROUND THE YEAR	<ul style="list-style-type: none"> Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> Explain the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (ex.- preservation techniques and storage) Records observations and experiences; information, in an organized manner 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> Make aam papad for yourself from your home. <p>Project Work:</p> <ul style="list-style-type: none"> Visit your nearby fruit market and prepare a detailed report regarding the varieties of mangoes available along with pictures.

				(ex.- spoilage) to establish relation between cause and effect.	
5	5	SEEDS AND SEEDS	<ul style="list-style-type: none"> Observes and describes cultural diversity in their immediate environment (food, different seasons, harvesting and sowing). 	<ul style="list-style-type: none"> Guesses (properties, conditions of phenomena), verifies using simple tools/setups. (germination, spoilage etc.) Records observations and experiences; information, in an organized manner i.e. germination to establish relation between cause and effect. 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> Explore the process of germination. Making of sprouts from seeds. Observe different types of seeds and compare them on the basis of their shapes, size, patterns and colours etc. <p>Art & Craft:</p> <ul style="list-style-type: none"> Make a cloth pouch using Velcro (in place of zip).
6	6	EVERY DROP COUNTS	<ul style="list-style-type: none"> Describes usage of natural resources in their immediate environment. Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater). Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home). 	<ul style="list-style-type: none"> Explains the use of technology and process of accessing basic needs (food, water, etc.) in our daily life (tracking of water source). Traces the changes in practices, customs, techniques of past and present through monuments and interacting with elders. (ex- conservation, festivals, practices activities like cooking, eating, working). 	<p>Art & Craft:</p> <ul style="list-style-type: none"> Make a model on Rainwater Harvesting. Slogan writing on save water. <p>Performing Arts:</p> <ul style="list-style-type: none"> Students may be asked to perform/ collect Folk songs/ sayings/ stories related to water.
7	7	EXPERIMENTS WITH WATER	<ul style="list-style-type: none"> Presents observations and findings through different creative modes (drawing, diagram, oral and written expression). Gains familiarity with using the scientific method in investigation, as well as, familiarity with other crosscutting concepts, such as, 	<ul style="list-style-type: none"> Records observations and experiences, information, in an organized manner (for ex.-floating/sinking/mixing/ evaporation etc.) to establish relation between cause and effect. Groups objects, materials, activities for features and properties such as- shape, taste, colour, texture, sound, traits etc. 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> Experiment with different liquids such as oil and water and observe the timing it took them to disappear in the sunlight. Experiment with the volume of water when poured from a tall container to a wide container.

			energy, matter, and systems that apply across the domains of science and engineering.	<ul style="list-style-type: none"> • Guesses (properties, conditions of phenomena, estimates spatial quantities- volume, area, weight etc.), verifies simple tools/setups (floating/sinking/ mixing/evaporation etc.) 	
8	8	A TREAT FOR MOSQUITOES	<ul style="list-style-type: none"> • Performs simple inquiry related to specific questions independently or in groups. • Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression). 	<ul style="list-style-type: none"> • Suggests ways for hygiene, health & managing waste. • Creates posters, designs, models, set ups, sketches using a variety of local/waste material & writes poems/ slogans etc. 	<p>Performing Arts:</p> <ul style="list-style-type: none"> • Students may be asked to perform Nukkad-Naatak for spreading awareness related to water borne diseases. <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Analysis and read the blood test reports.
9	9	UP YOU GO!	<ul style="list-style-type: none"> • Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution, and shelter. 	<ul style="list-style-type: none"> • Establish linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (ex- life in distant/difficult areas, like hot/cold deserts) 	<p>Art & Craft:</p> <ul style="list-style-type: none"> • Make a cloth tent in groups. <p>Physical Activity:</p> <ul style="list-style-type: none"> • Draw an imaginary river in your school ground and cross it using different skills. (jumping, making leaf bridge, making paper boats etc.)
10	10	WALLS TELL STORIES	<ul style="list-style-type: none"> • Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions. • Describes the basic safety needs and protection (ex-shelter, precautions, awareness of emergency situations and unsafe situations) of humans and animals. 	<ul style="list-style-type: none"> • Identifies signs, directions, location of different objects/ landmarks of a locality/ place visited in maps and predicts directions in context of positions at different places for a location. • Traces the changes in practices, customs, tech-niques of past and present through coins, paintings, monuments, museums and interacting with elders. (ex- conservation, festivals, materials, 	<p>Visual Arts:</p> <ul style="list-style-type: none"> • A virtual visit to National Museum through audio/ visual aids. <p>Art & Craft:</p> <ul style="list-style-type: none"> • Visit your school and draw a map of your school showing all directions and places. <p>Project Work:</p> <ul style="list-style-type: none"> • Prepare a collage of historical monuments.

				tools, buildings and houses. practices activities like working).	
11	11	SUNITA IN SPACE	<ul style="list-style-type: none"> Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution, and shelter. Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> Identifies signs, directions, location of different objects/ landmarks of a locality/ place visited in maps and predicts directions in context of positions at different places for a location. 	<p>Visual Arts:</p> <ul style="list-style-type: none"> Introduction to globe and finding out different countries. <p>Art & Craft:</p> <ul style="list-style-type: none"> Poster Making: Famous Indian female personalities.

Note: The above-mentioned syllabus along with revision must be completed before mid-term examination.

TERM-2					
12	12	WHAT IF IT FINISHES ?	<ul style="list-style-type: none"> Describes usage of natural resources in their immediate environment. Demonstrates how natural resources can be shared, maintained, and conserved 	<ul style="list-style-type: none"> Suggests ways for health and protecting/ saving & managing resources (land, fuels, etc.). Records observations and experiences, information, in an organized manner to establish relation between cause and effect. Creates posters, designs, models, set ups, sketches using a variety of local/waste material & writes poems/ slogans etc. 	<p>Art & Craft:</p> <ul style="list-style-type: none"> Making a model of Refinery. Making posters on judicious use of resources <p>Performing Arts:</p> <ul style="list-style-type: none"> Role play/ Quiz related to traffic rules.
13	13	A SHELTER SO HIGH	<ul style="list-style-type: none"> Observes and identifies the natural (geographical features) and social (houses) components in their immediate environment. Describes relationships (including between humans and nature) and traditions in the family and community. 	<ul style="list-style-type: none"> Define desert, cold desert and hot desert and locate them on the world map. Explore how food habits, living conditions, language and clothes differ in different places. 	<p>Art & Craft:</p> <ul style="list-style-type: none"> Design models of different types of houses found across India (group project). Make a model of Shikara Boat using waste materials.

14	14	WHEN THE EARTH SHOOK!	<ul style="list-style-type: none"> • Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals. • Discusses how to prepare for emergency situations based on discussions with family and community, or personal experiences. • Develops simple labels and slogans, and participates in roleplay on safety and protection in the local environment to be displayed/done in school and locality 	<ul style="list-style-type: none"> • Suggests ways for health, managing disaster/emergency situations & protecting/saving resources (land, life, property, forests etc.). 	<p>Art & Craft:</p> <ul style="list-style-type: none"> • Making poster on Dos and Don'ts during earthquakes. <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Mock drill on earthquake. • Discuss the Evacuation plan of the school related to various possible disasters with special reference to Delhi. <p>Project Work:</p> <ul style="list-style-type: none"> • Prepare a first-aid kit in your class keeping in mind the necessary items to be included in it. • Note: Teacher is requested to keep a check on Mfg. date, expiry date etc. for safety purpose and discuss these points with students too.
15	15	BLOW HOT, BLOW COLD	<ul style="list-style-type: none"> • Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> • Guesses (properties, conditions of phenomena) and verifies using simple tools/setups (ex- breathing etc.) 	<p>Art & Craft:</p> <ul style="list-style-type: none"> • Make a leaf whistle. <p>Physical Activity:</p> <ul style="list-style-type: none"> • Count how many times can you jump in one minute?
16	16	WHO WILL DO THIS WORK ?	<ul style="list-style-type: none"> • Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution, and shelter. • Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, keeping one's environment clean, always 	<ul style="list-style-type: none"> • Voices opinions on issues observed/ experienced and related practices/ happening to large issues of society (for ex- ownership of resources, exclusion etc.) 	<p>Performing Arts:</p> <ul style="list-style-type: none"> • Role play on our helpers: Showing various occupations in our society keeping in mind the gender sensitivity while showcasing professions). <p>Experiential Learning:</p> <ul style="list-style-type: none"> • A visit to nearby institution like Bank, Post office, Police Station etc. with parents & share the experience in class.

			helping others in need regardless of background).		
17	17	ACROSS THE WALL	<ul style="list-style-type: none"> Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution Learns about basic social and behavioural norms, values, and dispositions that help our society function smoothly. 	<ul style="list-style-type: none"> Voices opinions on issues observed/ experienced and related practices/ happening to large issues of society (for ex- discrimination for access.) 	<p>Sports:</p> <ul style="list-style-type: none"> Discuss the strategies students use in any sport with their friends. <p>Performing Arts:</p> <ul style="list-style-type: none"> Raise awareness against gender discrimination by performing a drama.
18	18	No Place for US?	<ul style="list-style-type: none"> Identifies natural and human-made systems that support their lives. Explains the functioning of local institutions (family, school) in different forms. 	<ul style="list-style-type: none"> Voices opinions on issues observed/ experienced and related practices/ happening to large issues of society (for ex- discrimination for access/ ownership of resources, migration, displacement). Explain the roles and functions of different institutions in daily life. (ex-family, school). 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> Ask the students about their native places from parental sides. Enlist the pros and cons of dams in India.
19	19	A SEED TELLS A FARMER'S STORY	<ul style="list-style-type: none"> Describes relationships (including between humans and nature) and traditions (art forms, celebrations, festivals) in the family and community. Asks questions and makes predictions about simple patterns (season change, shapes of trees, plants, leaves and rituals, celebrations) observed in the immediate environment. 	<ul style="list-style-type: none"> Traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museums and interacting with elders. (ex- conservation, festivals, materials, tools, buildings and houses. practices activities like working). Explain the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (ex.- preservation techniques and storage) 	<p>Interviewing a resource person:</p> <ul style="list-style-type: none"> Talk with a farmer and ask him what changes have occurred in farming with time. <p>Project Work:</p> <ul style="list-style-type: none"> Collect different seeds available at your home and write about their colour, shape and size etc. and ask students to prepare SEED BALLS using the already collected seeds.
20	20	WHOSE FORESTS?	<ul style="list-style-type: none"> Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow systems, seasons, life 	<ul style="list-style-type: none"> Records observations and experiences, information, in an organized manner (for ex- in tables/sketches/bar graphs/ pie-charts) and predict patterns in 	<p>Project Work:</p> <ul style="list-style-type: none"> Know about different tribes, living in different places of India and locate their places on Map of India.

			<p>cycle of plants and animals, food, household items, transport, communication, electricity in the home).</p> <ul style="list-style-type: none"> • Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions). • Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication). • Reads simple maps of city, state, and country to identify natural and human-made features 	<p>activities/phenomena to establish relation between cause and effect.</p>	<ul style="list-style-type: none"> • Mark States on Indian Political Map having dense forests. <p>Art & Craft:</p> <ul style="list-style-type: none"> • Make a straw basket and display it in your classroom.
21	21	LIKE FATHER, LIKE DAUGHTER	<ul style="list-style-type: none"> • Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> • Voices opinions on issues observed/experienced/and related practices/ happening to large issues of society (for ex- discrimination for access/ownership of resources, migration, displacement). 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Interview any twins of your locality/school and discuss the similarities/differences between them in classroom.
22	22	ON THE MOVE AGAIN	<ul style="list-style-type: none"> • Explains the functioning of local institutions (family, bank) in different forms and analyses their roles. • Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments 	<ul style="list-style-type: none"> • Suggests ways for health and protecting/saving & managing resources (land). • Explain the role and functions of different institutions in daily life.(bank, panchayat, cooperative, police station,etc) 	<p>Art & Craft:</p> <ul style="list-style-type: none"> • Make a model of any irrigation system. (tube wells, canals, wheels for water lifting etc.) using waste materials. <p>Role Play:</p>

			and that help our society function smoothly	<ul style="list-style-type: none"> • Creates posters, designs, models, set ups, sketches using a variety of local/waste material & writes poems/slogans etc. 	<ul style="list-style-type: none"> • Present a role play on difficulties faced by the farmers. <p>Experiential:</p> <ul style="list-style-type: none"> • List different sources from where we can take debts for our financial needs.
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Note: The completion and revision of syllabus to be ensured before the Annual Term Examination.