

## Weekly planner

### Week-3

Name of the faculty: Tanjida Sultana

Grade: 4

Subject: Science


<p>Day: 1,2,3 Date: 24/08/24- 29/08/24</p>	<p><b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>Cambridge Primary Science Teacher's Resource 5- 5TWSc. 01, 5TWSp03, 5TWSc08, 5TWSa.05, 5TWSa.02, 5TWSc.07</li> </ul> <p><b>Learning goals and attributes:</b></p> <table border="1" data-bbox="779 776 1898 1263"> <thead> <tr> <th colspan="3">LEARNING PLAN</th> </tr> <tr> <th>Learning objectives</th> <th>Learning intentions</th> <th>Success criteria</th> </tr> </thead> <tbody> <tr> <td><b>5Bp.03</b> Describe how flowering plants reproduce by pollination, fruit and seed production, and seed dispersal.</td> <td> <ul style="list-style-type: none"> <li>Say how pollination is part of a flowering plant's life cycle.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Can say how pollination is part of a flowering plant's life cycle.</li> </ul> </td> </tr> <tr> <td><b>5Be.02</b> Describe how flowering plants are adapted to attract pollinators and promote seed dispersal.</td> <td> <ul style="list-style-type: none"> <li>Say how flowering plants are adapted to attract pollinators.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Can say how flowering plants are adapted to attract pollinators.</li> </ul> </td> </tr> <tr> <td><b>5TWSc.01</b> Sort, group and classify objects, materials and living things through testing, observation and using secondary information.</td> <td> <ul style="list-style-type: none"> <li>Identify types of pollination and sort flowers into groups according to how they are pollinated.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Can identify types of pollination and sort flowers into groups according to how they are pollinated.</li> </ul> </td> </tr> <tr> <td><b>5TWSp.03</b> Make predictions, referring to relevant scientific knowledge and understanding within familiar and unfamiliar contexts.</td> <td> <ul style="list-style-type: none"> <li>Use knowledge and understanding to make predictions about pollinators.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Can use knowledge and understanding to make predictions about pollinators.</li> </ul> </td> </tr> <tr> <td><b>5TWSc.08</b> Collect and record observations and/or measurements in tables and diagrams appropriate to the type of scientific enquiry.</td> <td> <ul style="list-style-type: none"> <li>Collect and record observations of pollination in a table.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Can collect and record observations of pollination in a table.</li> </ul> </td> </tr> <tr> <td><b>5TWSa.05</b> Present and interpret results using bar charts, dot plots and line graphs.</td> <td> <ul style="list-style-type: none"> <li>Draw a bar chart of findings.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Can draw a bar chart of findings.</li> </ul> </td> </tr> <tr> <td><b>5TWSa.02</b> Describe patterns in results, including identifying any anomalous results.</td> <td> <ul style="list-style-type: none"> <li>Describe patterns in results, and any results that do not fit the pattern.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Can describe patterns in results, and any results that do not fit the pattern.</li> </ul> </td> </tr> <tr> <td><b>5TWSc.07</b> Use a range of secondary information sources to research and select relevant evidence to answer questions.</td> <td> <ul style="list-style-type: none"> <li>Do research to answer a question about pollination.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Can do research to answer a question about pollination.</li> </ul> </td> </tr> </tbody> </table>		LEARNING PLAN			Learning objectives	Learning intentions	Success criteria	<b>5Bp.03</b> Describe how flowering plants reproduce by pollination, fruit and seed production, and seed dispersal.	<ul style="list-style-type: none"> <li>Say how pollination is part of a flowering plant's life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Can say how pollination is part of a flowering plant's life cycle.</li> </ul>	<b>5Be.02</b> Describe how flowering plants are adapted to attract pollinators and promote seed dispersal.	<ul style="list-style-type: none"> <li>Say how flowering plants are adapted to attract pollinators.</li> </ul>	<ul style="list-style-type: none"> <li>Can say how flowering plants are adapted to attract pollinators.</li> </ul>	<b>5TWSc.01</b> Sort, group and classify objects, materials and living things through testing, observation and using secondary information.	<ul style="list-style-type: none"> <li>Identify types of pollination and sort flowers into groups according to how they are pollinated.</li> </ul>	<ul style="list-style-type: none"> <li>Can identify types of pollination and sort flowers into groups according to how they are pollinated.</li> </ul>	<b>5TWSp.03</b> Make predictions, referring to relevant scientific knowledge and understanding within familiar and unfamiliar contexts.	<ul style="list-style-type: none"> <li>Use knowledge and understanding to make predictions about pollinators.</li> </ul>	<ul style="list-style-type: none"> <li>Can use knowledge and understanding to make predictions about pollinators.</li> </ul>	<b>5TWSc.08</b> Collect and record observations and/or measurements in tables and diagrams appropriate to the type of scientific enquiry.	<ul style="list-style-type: none"> <li>Collect and record observations of pollination in a table.</li> </ul>	<ul style="list-style-type: none"> <li>Can collect and record observations of pollination in a table.</li> </ul>	<b>5TWSa.05</b> Present and interpret results using bar charts, dot plots and line graphs.	<ul style="list-style-type: none"> <li>Draw a bar chart of findings.</li> </ul>	<ul style="list-style-type: none"> <li>Can draw a bar chart of findings.</li> </ul>	<b>5TWSa.02</b> Describe patterns in results, including identifying any anomalous results.	<ul style="list-style-type: none"> <li>Describe patterns in results, and any results that do not fit the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe patterns in results, and any results that do not fit the pattern.</li> </ul>	<b>5TWSc.07</b> Use a range of secondary information sources to research and select relevant evidence to answer questions.	<ul style="list-style-type: none"> <li>Do research to answer a question about pollination.</li> </ul>	<ul style="list-style-type: none"> <li>Can do research to answer a question about pollination.</li> </ul>
LEARNING PLAN																																
Learning objectives	Learning intentions	Success criteria																														
<b>5Bp.03</b> Describe how flowering plants reproduce by pollination, fruit and seed production, and seed dispersal.	<ul style="list-style-type: none"> <li>Say how pollination is part of a flowering plant's life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Can say how pollination is part of a flowering plant's life cycle.</li> </ul>																														
<b>5Be.02</b> Describe how flowering plants are adapted to attract pollinators and promote seed dispersal.	<ul style="list-style-type: none"> <li>Say how flowering plants are adapted to attract pollinators.</li> </ul>	<ul style="list-style-type: none"> <li>Can say how flowering plants are adapted to attract pollinators.</li> </ul>																														
<b>5TWSc.01</b> Sort, group and classify objects, materials and living things through testing, observation and using secondary information.	<ul style="list-style-type: none"> <li>Identify types of pollination and sort flowers into groups according to how they are pollinated.</li> </ul>	<ul style="list-style-type: none"> <li>Can identify types of pollination and sort flowers into groups according to how they are pollinated.</li> </ul>																														
<b>5TWSp.03</b> Make predictions, referring to relevant scientific knowledge and understanding within familiar and unfamiliar contexts.	<ul style="list-style-type: none"> <li>Use knowledge and understanding to make predictions about pollinators.</li> </ul>	<ul style="list-style-type: none"> <li>Can use knowledge and understanding to make predictions about pollinators.</li> </ul>																														
<b>5TWSc.08</b> Collect and record observations and/or measurements in tables and diagrams appropriate to the type of scientific enquiry.	<ul style="list-style-type: none"> <li>Collect and record observations of pollination in a table.</li> </ul>	<ul style="list-style-type: none"> <li>Can collect and record observations of pollination in a table.</li> </ul>																														
<b>5TWSa.05</b> Present and interpret results using bar charts, dot plots and line graphs.	<ul style="list-style-type: none"> <li>Draw a bar chart of findings.</li> </ul>	<ul style="list-style-type: none"> <li>Can draw a bar chart of findings.</li> </ul>																														
<b>5TWSa.02</b> Describe patterns in results, including identifying any anomalous results.	<ul style="list-style-type: none"> <li>Describe patterns in results, and any results that do not fit the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe patterns in results, and any results that do not fit the pattern.</li> </ul>																														
<b>5TWSc.07</b> Use a range of secondary information sources to research and select relevant evidence to answer questions.	<ul style="list-style-type: none"> <li>Do research to answer a question about pollination.</li> </ul>	<ul style="list-style-type: none"> <li>Can do research to answer a question about pollination.</li> </ul>																														
<p><b>Chapter &amp; topic/concept</b></p>	<p><b>Learning engagements:</b></p>	<p><b>Tools &amp; Resources</b></p>																														
<p>Chapter 1.2 Pollination, fruits and seeds</p>	<p><b>Day 1</b> Ice breaking (5 minutes): Greeting</p>																															

	<p>Development activities (30- minutes):</p> <p>WB- Unit 1: q5,6,7  Quiz on Ex-1.1  Getting started, Unit 1.2, TR</p> <p>Closing activities (5 minutes):  What I have learn today  Diary writing.</p> <p><b>Day 2</b>  Ice breaking (5 minutes): Greetings</p> <p>Development activities (30-minutes):</p> <p>LB, Pg-10,11,12</p> <p>Closing activities (5 minutes): Quiz on topics.  Match flowers and pollinations</p> <p><b>Day 3</b>  Ice breaking (5 minutes): Greetings</p> <p>Development activities (30- minutes):  WB, Pg-6-8, Q2-8</p> <p>Closing activities (5 minutes):</p>	<p>Resource</p> <ul style="list-style-type: none"> <li>● Cambridge Primary Science Teacher's Resource 5</li> </ul>
--	---	--

**Differentiation:** By content/  
process/ product/environment

**Home work:**  
**Day 1**

Watch video for next class

 [Seed Dispersal | Environmental Studies ...](#)

**Assessment tools &  
strategies:**

**Reflection (if any):**