

**Syllabus for Nature and Science for Children/Környezetismeret tanmenet**

3<sup>rd</sup> graders

2021-2022

Lessons: 72

Teacher: Nagy-Turcsányi Ágnes

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
1.	<b>INTRODUCTION OF THE NEW BOOK</b>		Learning the structure of the book; Reading the introduction part; Looking through the contents; Classroom rules, necessary equipment		
2.	<b><u>PLANTS</u>  LIVING THINGS</b>	<b>also, breathe, change, die, grow, human(s) living things, non-living thing(s), plants, reproduce</b>	Observation of the pictures. Making clear when we say that something is living.  Activity part: Page: 6 - 7	pictures of living and non-living things, pencil, coloured pencils	
3.	<b>IN THE GARDEN, IN THE FIELD</b>	<b>blackbird, bench, cherry, tree, cockchafer, earthworm, daffodil, field, grass, petunia, starling, wheat, plate</b>	Classifying living things: Plants, Animals, Humans Learning why and how plants, animals and humans need each other. Making and understanding the food cycle.  Activity part: Page: 8 -9	a pencil, illustrations of the course book	

4.	<b>PLANTS WITH A SOFT STEM</b>	different, <b>flowering plant</b> , hold, <b>leaf (leaves)</b> , <b>root(s)</b> , <b>soft stem</b> , <b>Soft stem plant(s)</b> , soil	Observation, examination of the different parts of a flowering plant with a soft stem.  Activity part: Page: 10 - 11	live flowering plant or a picture of it, illustrations of the course book, a pencil, coloured pencils	
----	--	---	--	---	--

<b>LESSON/ ÓRA</b>	<b>TOPIC/TÉMA</b>	<b>NEW WORDS, EXPRESSIONS/ÚJ SZAVAK</b>	<b>OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG</b>	<b>DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)</b>	<b>OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET</b>
5.	<b>PLANTS WITH A WOODY STEM</b>	<b>branch(es)</b> , <b>trunk</b> , <b>canopy</b> , <b>woody stem</b> , <b>woody stem plant(s)</b>	Observation, examination of the different parts of a tree. Classifying plants: Soft and Woody stem plants. Making a fruit calendar.  Activity part: Page: 12 - 13 Cutout page A	a picture of a tree, illustrations of the course book, pencil, coloured pencils	
6.	<b>LESSON 1 TO USE FREELY</b>				
7.	<b>LESSON 2 TO USE FREELY</b>				
8.	<b>REVISION: PLANTS</b>		Playful activities (puzzles, guessing games, fill the gaps, etc.)	pictures, illustrations of the course book, photocopies	

			Revision: Page: 17 - 19		
<b>9.</b>	<b>TEST 1 PLANTS</b>				

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
10.	<u>ANIMALS</u>  ANIMALS IN THE GARDEN, IN THE FIELD	<b>bone, common vole, domestic, invertebrate, protect, roe deer, small tortoise-shell butterfly, snail, stork, vertebrate, wagon, wild</b>	Classifying animals in different ways: 1. Vertebrate-Invertebrate 2. Wild-Domestic Useful animals: Talking about why animals are useful for people.  Activity part: Page: 22 - 23	a pencil, illustrations of the course book	
11.	VERTEBRATES	bat, <b>belong to, bird(s), catfish, crucian carp, fish, inside, main, mammal(s), pike, shark, skeleton, swallow, whale</b>	Learning about vertebrate animals. Learning what vertebrate means. Grouping vertebrate animals.  Activity part: Page: 24 - 25	illustrations of books, pictures, a pencil, coloured pencils,	
12-13.	MAMMALS	both, constant, feed on, <b>fur, lung(s), meat-eater, plant- eater, plant-and meat-eater, suckle, temperature, to be born alive, warm-blooded</b>	Learning about one of the big groups of vertebrate animals: Mammals. Learning their important features.  Activity part: Page: 26 - 27	illustrations of books, pictures of mammals, a pencil,	

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
14.	BIRDS	beak, body feather, down feather, feather, female, flight feather, lay eggs, kind of something, tooth, teeth, world	Learning about one of the big groups of vertebrate animals: Birds. Learning their important features.  Activity part: Page: 28 - 29	illustrations of books, different types of feathers, pictures, a pencil,	
15.	FISH	cold-blooded, fin, gill, lay eggs, same, scale, use, usually	Learning about one of the big groups of vertebrate animals: Fish. Learning their important features.  Activity part: Page: 30 - 31	pictures, a pencil,	
16-17.	INVERTEBRATES	abdoman, dragonfly, grasshopper, insect(s), ladybird, land snail, lay eggs, leech, mollusc(s), muscular, mussel, octopus, segment, slug, thorax, worm(s)	Learning about invertebrate animals. Learning what invertebrate means. Grouping invertebrate animals. Learning some important features of the different groups.  Activity part: Page: 32 – 33	illustrations of books, pictures, a pencil, coloured pencils,	
18.	LESSON 3 TO USE FREELY				

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONSÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
19.	LESSON 4 TO USE FREELY				
20-21.	REVISION: ANIMALS		Playful activities (puzzles, guessing games, fill the gaps, etc.) Revision: Page: 37 - 39	photocopies, pictures, word cards, sentence cards, etc.	
22.	TEST 2 ANIMALS				
23.	<u>BASIC PROCESSES</u>  WEATHER AND SEASONS	<b>always</b> , country, countries, coldest, <b>foggy</b> , hottest, <b>lightning</b> , <b>often</b> , <b>sometimes</b> , <b>usually</b> , <b>weather</b>	Talking about weather in the different seasons. Learning weather words, expressions to describe the weather properly. Learning some important frequency adverbs.  Activity part: Page: 42 - 43	weather pictures, illustrations of books, a pencil, coloured pencils,	
24-25.	WEATHER AND TEMPERATURE	<b>degree</b> , element, <b>figure</b> , <b>measure</b> , important, low(er), <b>scale</b> , <b>shady</b> , <b>temperature</b> , <b>thermometer</b> , windowsill	Measuring and comparing temperature in different places. Observing how a thermometer works. Learning to read temperatures on thermometers.  Activity part: Page: 44 - 45	thermometers, a pencil	Observation of the changes of temperature in different places for some days.

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
26-27.	<b>FREEZING AND MELTING</b>	<b>become</b> , Earth, <b>freeze</b> , <b>freezing point</b> , <b>frozen</b> , high(er), ice cube, <b>liquid</b> , <b>melt(ing)</b> , <b>melting point</b> , puddle, quickly, slowly, <b>solid</b> , sunshine	Making clear the connection between the weather and the temperature; how the changes of the weather influence the temperature. Learning the freezing and the melting point of the water.  Activity part: Page: 46 - 47	two plates, two glasses, some ice cubes, salt, a watch, a pencil, an infra lamp	Experiments with water and ice.  1. Put some ice cubes in two plates. Put one in the Sun, the other in a shady place. 2. Use two glasses. Put some ice cubes in each one. Spread some salt on the ice cubes in one of the glasses.
28-29.	<b>EVAPORATION AND CONDENSATION</b>	<b>boil</b> , <b>boiling point</b> , <b>condense</b> , <b>condensation</b> , <b>cool down</b> , disappear, <b>evaporate</b> , <b>evaporation</b> , <b>gas</b> , <b>heat</b> , mix, rise, tiny, <b>turn into</b> , water droplet, <b>water vapour</b>	Making clear the connection between the weather and the temperature; how the changes of the weather influence the temperature. Learning the melting point of the water.  Activity part: Page: 48 - 49	a kettle of cold water, a glass beaker, two glasses, a heater, a watch, a thermometer, a mirror, a pencil	Experiments with water.  1. Heat a beaker of water and read the temperature in each minute. 2. Heat the beaker of water until it evaporates. Hold a mirror above it. 3. Water two pieces of clothes, put to diff. places



LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
30-31.	SOLUTIONS	behave, <b>dissolve, form, matter, particle, seem, solution, state of matter</b> , still	Learning the three states of matter: Solid, Liquid, Gas. Making clear the differences between melting and solution.  Activity part: Page: 50 - 51	water, five glasses, a teaspoon for stirring, salt, sugar, sand, oil, some pebbles, a pencil	Experiments with matter that dissolves and matter that does not.
32-33.	MAGNETS	<b>attract</b> , flat, iron, <b>law of magnetism, lodestone, magnet, magnetite, magnetic field, material, north</b> , object, <b>pole, repel, south</b>	Experiencing how magnets work. Learning the law of magnetism. Observing the magnetic field of the different shaped magnets.  Activity part: Page: 52 – 53	bar, horseshoe, ring magnets, paper clips, rubber, keys, nails, rulers, rubbers, a hundred forint coins, pieces of cloth, pencils	Experiments using magnets and different objects. Observing how the magnets work, which objects they attract and which ones they repel.
34.	THE COMPASS AND NAVIGATION	abbreviation, <b>cardinal points, compass</b> , direction, discover, <b>East</b> , horizontal, invent, navigate, needle, <b>North, South</b> , standard, tool, <b>West</b>	Talking about navigation in the past. Learning the four cardinal points of the compass. Learning how to use a compass.  Activity part: Page: 54 - 55	illustrations of the course book, a compass, a pencil	Experiments with a compass.
35-36.	BIRDS AND NAVIGATION			illustrations of the course book, pictures, maps, a compass, a pencil	

<b>LESSON/ ÓRA</b>	<b>TOPIC/TÉMA</b>	<b>NEW WORDS, EXPRESSIONS/ÚJ SZAVAK</b>	<b>OBJECTIVES, ACTIVITIES/TEVÉKENYSÉGEK</b>	<b>DEMONSTRATION/ SZEMLÉLTETÉS</b> (visual aids, illustrations, necessary materials)	<b>OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET</b>
37.	<b>ENERGY</b>	<b>appliance, coal, electricity, energy, fuel, machine, oil, petrol, wood</b>	Teaching that everything needs energy to live or work. Learning about the different sources of energy and how to save energy at home, at school.  Activity part: Page: 58 – 59	pictures, illustrations of the course book, a pencil	
38.	<b>LESSON 5 TO USE FREELY</b>				
39.	<b>LESSON 6 TO USE FREELY</b>				
40-41.	<b>REVISION: BASIC PROCESSES</b>		Playful activities (puzzles, guessing games, fill the gaps, etc.)  Revision: Page: 63 - 65	photocopies, pictures, word cards, etc.	
42.	<b>TEST 3 BASIC PROCESSES</b>				

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉGEK	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
43-44.	<u>HUMANS</u>  AS THE YEARS PASS, YOU GROW	eat, ate, enough, rest, since, wear, wore, weigh, weighed	Making clear that humans are also living things because they grow, change.... They look different at different age stages. Measuring weight and height.  Activity part: Page: 68 - 69	two photos, illustrations of the course book, glue, a pencil, coloured pencils	
45.	YEAR BY YEAR	age, adult, death, elderly, end, foetus, lifecycle, person, stage, toddler, womb, young, adult	Learning the names of the different age stages. Talking about what people can/can't do at a certain age.  Activity part: Page: 70 - 71	illustrations of the course book, pictures, a pencil,	
46-47.	APPEARANCE AND CHARACTER	appearance, average, character/istic, disabled, height, inherit, inner, in ways, judge, length, look, outer, size, take after, unique, while	Making clear that all the people look different and have good or bad characteristics. Improving the good characteristics help the people in many ways, eg.: making more friends, etc. It is important to talk about disabled people.  Activity part: Page: 72 - 73	a mirror, a family photo, some photos of disabled people, magazine pictures of fashion models, advertisements	

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
48-49.	<b>KEEPING HEALTHY</b>	carbohydrate, <b>cheerful,</b> <b>balanced diet, especially,</b> fat, fibre, <b>fit, health/y, improve,</b> <b>neat, need to do something,</b> protein	Talking about the importance of healthy lifestyle. Learning about the “dos and don’ts” to keep fit and healthy.  Activity part: Page: 74 - 75	illustrations of the course book, pictures of healthy/unhealthy foods, a pencil, coloured pencils	
50-51.	<b>HEALTH AND SICKNESS</b>	bandage, blood, coughing, <b>dirty,</b> fight, against, <b>germ</b> <b>hide,</b> prevent, rub, share, <b>sick/ness,</b> sneezing, through, tissue, wiping, wound	Learning about some useful ways, “dos and don’ts” to avoid germs and sicknesses. Talking about the importance of regular hand washing. The steps of proper hand wash.  Activity part: Page: 76 - 77 Cutout page B	a pencil, glue, scissors	
52-53.	<b>HEALTH AND SAFETY</b>	accident, ache, bleed, broken, burn, danger, <b>emergency,</b> <b>first aid, get hurt,</b> graze, <b>injured,</b> lean forward, pinch, press, <b>save,</b> spot, sterilize, unconscious	Giving basic first aid knowledge to children. Discussing what to do, how to act in an emergency. Explaining how to spot dangers or dangerous situations. Practise what to do in different situations (how to react, warn others, etc.)  Activity part: Page: 78 - 79	illustrations of the course book, a pencil, coloured pencils	

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
54.	LESSON 7 TO USE FREELY				
55-56.	REVISION: HUMANS		Playful activities: (guessing games, puzzles, fill the gaps, etc.)  Revision: Page: 83 - 85	photocopies, pictures, word cards	
57.	TEST 4 HUMANS				
58.	<u>BASIC GEOGRAPHY</u>  THE UNIVERSE	apply, closest, coolest, <b>galaxy</b> , <b>give off</b> , large, <b>medium-sized</b> , <b>Milky Way Galaxy</b> , safety, shade, sunscreen, tip, <b>Universe</b>	Learning basic facts about the Universe. Making the children understand that there wouldn't be life on Earth without the Sun. But the Sun can also be dangerous. Learning some sun safety tips.  Activity part: Page: 88 – 89 Cutout page C	illustrations of the course book, a pencil, glue, scissors, pictures of the Universe, galaxies, stars	
59-60.	THE SOLAR SYSTEM	<b>asteroid</b> , <b>centre</b> , <b>comet</b> , dust, <b>meteoroid</b> , <b>moon</b> , <b>object</b> , <b>path</b> , <b>planet</b> reflect revolve <b>Solar System</b>	Learning the basic things about the Solar System.  Activity part: Page: 90 - 91	illustrations of the course book, a pencil, pictures of the planets	

LESSON/ ÓRA	TOPIC/TÉMA	NEW WORDS, EXPRESSIONS/ÚJ SZAVAK	OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG	DEMONSTRATION/ SZEMLÉLTETÉS (visual aids, illustrations, necessary materials)	OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET
61-62.	EARTH MOVES, TIME PASSES	<b>axis, cause,</b> constantly, daytime, face, imaginary, <b>local,</b> night-time, <b>orbit, revolution, rotate, rotation</b>	Making the children understand the connection between the movements of the Earth and the change of time.  Activity part: Page: 92 - 93	illustrations of the course book, a pencil, a globe, a torch, a small figure	Simulate the change of daytime and night-time with the help of a globe, a torch and a small figure.
63-64.	GEOGRAPHIC FEATURES OF THE EARTH	cover, downhill, <b>geographic feature, hill, join, land, mountain/range, plain, stream, surface, valley</b>	Learning the different geographic features. Getting to know the relief map. Finding features on it.  Activity part: Page: 94 – 95	a box, foil, sand, a pencil	Building various geographic features.
65.	OUR COUNTRY: HUNGARY	<b>bank, capital city, economic, financial,</b> museum ministry office, <b>public transport, situated,</b> theatre, tram, <b>transport,</b> underground, university, vehicle	Learning some important facts about our native country: Hungary and its capital city: Budapest.  Activity part: Page: 96 - 97	a pencil, coloured pencils	
66.	GEOGRAPHIC FEATURES OF HUNGARY	<b>artificial, building,</b> cave, <b>farm, farmland, natural,</b> relief map, <b>settlement,</b> stalactite, such as, <b>town,</b> treasure, <b>village</b>	Learning the different landforms found in Hungary. Distinguishing natural and artificial geographic features.  Activity part: Page: 98 - 99	relief map of Hungary, pictures of the mentioned places in Hungary, a pencil, coloured pencils	

<b>LESSON/ ÓRA</b>	<b>TOPIC/TÉMA</b>	<b>NEW WORDS, EXPRESSIONS/ÚJ SZAVAK</b>	<b>OBJECTIVES, ACTIVITIES/TEVÉKENYSÉG</b>	<b>DEMONSTRATION/ SZEMLÉLTETÉS</b> (visual aids, illustrations, necessary materials)	<b>OBSERVATIONS, EXPERIMENTS/ MEGFIGYELÉS, KÍSÉRLET</b>
<b>67.</b>	<b>LESSON 8 TO USE FREELY</b>				
<b>68-69.</b>	<b>REVISION: BASIC GEOGRAPHY</b>		Playful activities: (guessing games, puzzles, fill the gaps, etc.)  Revision: Page: 102 - 103	photocopies, pictures, word cards	
<b>70.</b>	<b>TEST 5 BASIC GEOGRAPHY</b>				
<b>71-72.</b>	<b>GENERAL REVISION: PLANTS, ANIMALS, BASIC PROCESSES, HUMANS, BASIC GEOGRAPHY</b>		Playful activities: (guessing games, puzzles, fill the gaps, etc.)	photocopies, pictures, word cards	