

CURRICULUM GRADE-3



OVERVIEW

Any good curriculum should meet the needs of the learner, both of the present and the future, in the context of the knowledge and skills requirement of the 21st century. A general and comprehensive school education will establish a strong platform and foundation not only for higher studies leading to a career, but also overall empowerment of the individual for a meaningful life.

The focus in our curriculum is not on the delivery and memorization of content but on the understanding of concepts and the development of skills as appropriate to each subject domain, specifically, the 21st century skills i.e. four Cs, Collaboration, Critical thinking, Communication and Creativity. Critical thinking envisages a focus not on memorization and rote learning but on the Higher Order Thinking Skills i.e. understanding, application, analysis, synthesis, evaluation and creativity. Classroom practice will reflect this new focus. Collaboration and independent learning will become more important skills of an empowered learner rather than memorization.

OBJECTIVES

- To promote the active involvement of children in a learning process that is imaginative and stimulating.*
- To enable children to work independently and also collaboratively.*
- To explore concepts using tools of scientific enquiry and information technology.*
- To set suitable learning challenges and respond to pupil's diverse learning needs.*
- To provide a variety of learning experiences.*
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.*

STATEMENTS

*Our mission is to enable “**learning for life**” in a safe environment which is inspirational, fun filled & nurtures inquisitive minds.*

Teaching and learning is the core purpose of our school. The purpose of this booklet is to help parents understand what is expected of students in Grade 3 in the core subject areas of English, Hindi, Mathematics & EVS.

It provides a listing of concepts to be taught and skills to be developed in Grade 3. Suggestive list of tools is also provided to help your child learn at home. The curriculum incorporates new content and embraces new approaches and methodologies.

ENGLISH

OVERVIEW

As English is the medium of instruction development of competence in English enables the accelerated learning of other subjects also. The emphasis is on the development of fluency with the balance of all skills i.e. listening, speaking, reading, writing and also refining the student's ability to express himself by focusing on Higher Order Thinking Skills transacted through the medium of English.

OBJECTIVES OF TEACHING ENGLISH

By the end of Grade III, the students will be able to:

- *Listen to concrete and abstract passages and answer questions related to various aspects of the passage.*
- *Read, understand and appreciate level appropriate literary texts.*
- *Use grammatically appropriate structures of simple, complex and compound sentences.*
- *Express both concrete and abstract ideas clearly in both written and spoken form.*
- *Use a dictionary to find meanings of unfamiliar words and use them in sentences.*
- *Plan and write up to five thematically linked sentences.*
- *Engage in simple dialogues on common themes, listen and respond appropriately.*
- *Spell level appropriate common words correctly.*

<i>Month</i>	<i>Concepts</i>	<i>Skills</i> <i>The student will be able to:</i>
<i>April</i>	<ul style="list-style-type: none"> • <i>Short story</i> • <i>Functional grammar</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Read with fluency and accuracy to comprehend the text and make inferences.</i> • <i>Listen to make inferences about the main character's thoughts.</i> • <i>Use noun and its types correctly in their written and oral expression.</i> • <i>Use new vocabulary in sentences of their own to demonstrate the meaning.</i> • <i>Distinguish between various parts of speech.</i>
<i>June</i>	<ul style="list-style-type: none"> • <i>Motivational Poetry</i> • <i>Vocabulary</i> • <i>Functional grammar</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Listen to the poem and recite another poem with appropriate intonation.</i> • <i>Read grade level poetry fluently with accuracy.</i> • <i>Explain the concept of rhyme and identify rhyming words, compose poetry using own rhyming words.</i> • <i>Use the article correctly in written and oral expressions. (a, an and the)</i> • <i>Speak coherently on a given topic for atleast half a minute.</i> • <i>Use gender noun appropriately in speech and writing.</i> • <i>Write a paragraph on the given picture.</i>
<i>July</i>	<ul style="list-style-type: none"> • <i>Picture Story (Fable)</i> • <i>Functional grammar</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Explain the concept of a fable, read and summarize the story.</i> • <i>Read and analyze the new words across the text, use various forms of words in sentences.</i> • <i>Recall, analyze and evaluate relevant information related to the story.</i> • <i>Sentences (Subject and Predicate)</i> • <i>Distinguish between Synonyms / Antonyms.</i> • <i>Frame sentences using the given words.</i> • <i>Use personal and demonstrative pronouns in a sentence.</i> • <i>Create a short story based on the given pictures.</i>
<i>August</i>	<ul style="list-style-type: none"> • <i>Fairy Tale</i> • <i>Functional grammar</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Re- narrate the fiction from character's point of view.</i> • <i>List variety of describing words for an object or a living being. (Adjectives)</i> • <i>Use the correct degree of comparison of words in writing.</i> • <i>Verbs and verb forms.</i> • <i>Write a leave application with different situations.</i>
<i>September</i>	<ul style="list-style-type: none"> • <i>Parable</i> • <i>Functional grammar</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Listen to the parable and answer the questions.</i> • <i>Use auxiliary verbs in sentences in writing.</i> • <i>Identify Present, Past and Future Tense.</i> • <i>Write a paragraph on inanimate objects</i>

<i>Month</i>	<i>Concepts</i>	<i>Skills</i>
		<i>The student will be able to:</i>
<i>October</i>	<ul style="list-style-type: none"> • <i>Functional grammar</i> • <i>Imaginative Poem</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Listen and recite another imaginative poem with appropriate intonation.</i> • <i>Read grade level poetry fluently and accurately.</i> • <i>Use of apostrophe for showing possession and contractions as per the level of Grade.</i> • <i>Use punctuation marks correctly in their written expression.</i>
<i>November</i>	<ul style="list-style-type: none"> • <i>Functional grammar</i> • <i>A Lyrical poem</i> • <i>LSRW Skills</i> 	<ul style="list-style-type: none"> • <i>Distinguish between Present/Past.</i> • <i>Combine sentences using appropriate joining words.</i> • <i>Use of simile for comparison.</i> • <i>Explain the concept of lyrical poem and summarize the poem.</i> • <i>Listen to the poem and explain the theme in his /her own words.</i>
<i>December</i>	<ul style="list-style-type: none"> • <i>An Inspirational story</i> • <i>Functional grammar</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Recall, analyze and evaluate relevant information related to the story.</i> • <i>Descriptive paragraph writing with the help of hints.</i> • <i>Frame simple question on their own.</i>
<i>January</i>	<ul style="list-style-type: none"> • <i>An Article</i> • <i>Functional grammar</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Read and summarize the major points and will develop their critical thinking skills.</i> • <i>Correct use of Preposition of place and Time.</i> • <i>Formal letter writing.</i>
<i>February</i>	<ul style="list-style-type: none"> • <i>A play</i> • <i>LSRW skills</i> 	<ul style="list-style-type: none"> • <i>Listen and express his views on why he/she likes a character in the play.</i> • <i>Read and comprehend dramas independently with proficiency.</i> • <i>Enact a play in a group or with peers.</i>

LIST OF SUGGESTIVE TOOLS FOR ENGLISH SKILLS

<i>LISTENING SKILLS</i>	<i>SPEAKING SKILLS</i>	<i>READING SKILLS</i>	<i>WRITING SKILLS</i>
<ul style="list-style-type: none"> • narration of a story • comprehension tasks • memory games and interactive activities • word stress and intonation • tongue twisters • scripted conversations • information transfer activities • listen and fill in the gap of a sentence • true or false • short/long conversation • english pronunciation • listen and follow directions to complete a task, • listen and understand stories, events, others views and give opinions or answer questions. • audio materials like dialogues, songs, rhymes 	<ul style="list-style-type: none"> • public speaking • debate • extempore • role play • skit • group discussion • story completion/telling • picture description • dramatization • language games • print based visual materials (posters, flashcards etc.) • sharing feelings and experiences with each other. 	<ul style="list-style-type: none"> • reading passages on the smart boards or worksheets, newspapers • reading books from the library and pictorial stories etc. • unseen passage/poem for reading comprehension • dictionary navigation 	<ul style="list-style-type: none"> • picture description • paragraph writing • designing a poster • writing a poem • writing slogans • writing an article • message writing • book review • character sketch • note writing • describing a field visit

HINDI

i Lrkouk

f' k{kkfKz ka dks jk"VHkk"kk fgluh dk v/; ki u f' k{k.k ds pkj dS kyka Jo.k] dFku] i Bu&okpu] y[ku ds ek/; e
l s bl i xkj djok; k tk, xk rkfd f' k{kkfKz Hkk"kk vHKO; fDr , o a 0; kogkfj d 0; kdjf. kd vH; kl dj l dA
foLrr xrfrof/k xg dk; Zea vH; kl grqnh tkrh gA

हिंदी भाषा शिक्षण के सामान्य उद्देश्य—

- nfoRo 0; at u okys 'kCn i <uk rFkk fy[kukA
- 'kCn"adk o.kZ & foPNn djuka
- 'kCn"ad" o.kZkYkk Øe ea fYk[kukA
- iYfYk & L=hfYk 'kCn"ad" igpkuukA
- o.kZ l a"tu }kjk 'kCn cukukA
- l ekukFkhZ rFkk foYk'e 'kCn fYk[kukA
- v/kjh dfork d" nCn 'kCn"al s ijk djuka
- fn, x, 'kCnka dk opu i fjonu djuka
- l kekU; xfr l s i k B okpu djuka
- fo'k'k.k rFkk l oZuke 'kCn"adk okD; ea iz "x djuka
- fp= n[kdj 8 okD; ka ea fYkf[kr o.kZu djuka
- fn, x, fo"k; i j 10 okD; fYk[kuk rFkk cksyukA

ekg	vo/kkj . kk	कौशल fo kFkhZ fuEu n{krk vftR dj i k, x
viy	<ul style="list-style-type: none"> ndkr dfork 0; kogkfjd 0; kdj . k Hkk"kk fopkj & o.k&kyk 	<ul style="list-style-type: none"> dfork dk y; , oa Hkkoi wkz okpu ndkr 'kCn fy[kuk ndkr 'kCnka dh l gk; rk l s dk0; i fDr; ka dh jpuk orZuh l qkkj 'kCn l i nk ea onf/k o.k&dk 'kq/k mPpkj . k o ys[ku Loj , oa mudh ek=k, j
tu	<ul style="list-style-type: none"> f'k{kk in dgkuh 0; kogkfjd Hkk"kk Kku&l kK o.k&fopkj 	<ul style="list-style-type: none"> dgkuh ds Hkkoka dks xg.k dj l dus dh {kerk fodfl r djuk , oa ml l sl af/kr iz uk&kj fy[kuk fyf[kr rFkk ek\$[kd : lk l sl kK 'kCnka dk iz kx vufokj o vufokfl d 'kCn , oa l eku /ofu okys 'kCnka dh igpku djuk
tykbZ	<ul style="list-style-type: none"> jkekd dgkuh 0; kogkfjd Hkk"kk Kku&l oZuke nfoRo 0; at u 	<ul style="list-style-type: none"> dgkuh@ys[k lk<dj vi us fopkj 0; Dr djuk l kgfl d i l xka dh ek\$[kd vfHk0; fDr djuk fo"k; ijd iz uka ds mRrj fy[kuk l oZuke 'kCnka dh igpku f}Ro 0; at u okys 'kCn lk<uk o fy[kuk orZuh vH; kl
vxLr	<ul style="list-style-type: none"> Hkko izkku dfork 0; kogkfjd Hkk"kk Kku & fojke fpgu 	<ul style="list-style-type: none"> Hkkoi wkz dforkvka dk y; cn/k i Zrqhdj . k dfork ds ek/; e l sl ns k l ukuk , oa fy[kuk 'kCn l i nk ea onf/k orZuh vH; kl fo"k; ijd iz u ek\$[kd o fyf[kr Hkk"kk ea fojke fpguka dk mfpr iz kx djuk] fyx , oa opu i fjorZu

ekg	vo/kkj . kk	कौशल
fl ræj	<ul style="list-style-type: none"> i j . kkRed dgkuh 0; kogkfjd Hkk"kk Kku & fØ; k] o.k&fopkj 	<ul style="list-style-type: none"> fo kFkhZ fuEu n{krk vfttR dj i k, ;xæ fjDr LFkkuka ea 'kCn Hkj dj y?kq dgkuh i w kZ djus dk vH; kl eW; ijd iz uka ds mRrj fy[kuk fØ; k 'kCnka dh igpku o okD; fuekZ k dk vH; kl I keku; 'kCnka dk o.kZ foPNn djuk
vDVicj	<ul style="list-style-type: none"> fp=dFkk o l ðkn 0; kogkfjd Hkk"kk Kku & o.kZ fopkj 	<ul style="list-style-type: none"> Hkko i w kZ l ðkn izLr djuk] okrkZyki dh n{krk] fp= ns[kdj y?kq dFkk dh jpuk djukA vi uk dke Lo; a djus dh i j . kk xg. k djuk gS@gS e@eS dk l gh iz sx & fyf[kr rFkk ekS[kd : lk l s djuk
uoæj	<ul style="list-style-type: none"> izdfr ijd dfork fp= dFkk 0; kogkfjd Hkk"kk Kku & fo'kSk. k 	<ul style="list-style-type: none"> dfork dk okpu dj ml ds l n s k dks l e>uk izdfr ds jgL; ka ds ifr tkx: drk dk fodkl 'kCn l a nk] orZuH vH; kl izdfr , oa lk; kbj . k l s l æf/kr iz uka ds mRrj fn[kkbZ xbZ oLrq/ka ds fy, mfpr fo'kSk. k 'kCnka dk iz sx djuk I keku; v'knpf/k; k 'kCnka dks 'knp/k djd ds fy[kus dk vH; kl
fni Ecj	<ul style="list-style-type: none"> 0; fDrRo ijd ys[k ?kVuk o.kZ 0; kogkfjd Hkk"kk Kku & egkojs 	<ul style="list-style-type: none"> thou ds ifr l dkjkRed l kp] l e; o ifjJe dk egRRo vSj vkReh; rk c<ukuk cknf/kd iz uka ds mRrj fy[kus dh {kerk fodfl r djuk vupNn fy[kuk egkojs dks lk<ej mudk vFkZ l e>uk 'kCn ; æe dk iz sx
tuojh	<ul style="list-style-type: none"> pfj= izkku dgkuh 0; kogkfjd Hkk"kk Kku & vudkFkhZ 'kCn 	<ul style="list-style-type: none"> dgkuh @ dFkk lk<dj @ l iudj i k=ka ds 0; fDrRo dh fo'k"krk, ; crkukA vudkFkhZ 'kCnka dks lk<ej mudk mfpr iz sx djukA 'j* ds foHkUu : lk okys 'kCnka dk fuekZ k djuk
Qjojh	<ul style="list-style-type: none"> 0; fDrRo o.kZ 0; kogkfjd Hkk"kk Kku opu vSj fyæ ds vud kj fØ; k 'kCnka dk iz sx 	<ul style="list-style-type: none"> Lo; a ds vuttko i j , d ; k=k o.kZ fy[kuk fØ; k 'kCnka dk iz sx opu vSj fyæ vud kj djukA

प्रस्तावित रचनात्मक कौशल एवं गतिविधियाँ

- dgkuh dFku
- vfhku; i Lnfir
- fp= o.ku
- nufnuh yfku
- okrkzki
- 'kdkkeuk l ns'k
- , dkh epu
- , dy , oal eg xk; u
- Hkk"k.k
- ifjp; nuk @ yuk
- vutko l ukuk
- ep l pkyu

MATHEMATICS

OVERVIEW

In Mathematics, understanding of concepts becomes an essential prerequisite in the development of the skills. Teachers ensure that students understand the concepts before they provide real life exercises to develop Maths skills. Daily practice in solving Math problems is provided for within the school timetable and extended exercise is given for practice at home every day.

OBJECTIVES OF TEACHING MATHEMATICS

By the end of Grade 3, the students will be able to-

- *Understand the use of numbers and quantities related to their daily life.*
- *Acquire mathematical concepts and skills for everyday use and continuous learning.*
- *Develop thinking, reasoning, application and communication skills through a mathematical approach to problem solving.*
- *Develop speed and accuracy in solving mathematical problems.*
- *Develop skills of data analysis and interpretation.*
- *Find different mathematical alternatives to solve problems.*
- *Understand both Roman and Hindu – Arabic numerals.*
- *Accurately read time.*
- *Calculate and use money for their shopping purposes.*
- *Use a ruler to measure and construct a line segment.*
- *Recognize the basic pattern and extend it.*
- *Draw pictographs for the given data.*

<i>Month</i>	<i>Concepts</i>	<i>Skills</i> <i>The student will be able to:</i>
<i>April</i>	<i>Numbers and Numeration</i> <ul style="list-style-type: none"> • <i>Reading, writing and expanding 3 and 4-digit numbers</i> • <i>Face value and place value of a digit in a number</i> • <i>Successor and Predecessor of 4-digit numbers</i> • <i>Comparison of numbers</i> • <i>Ascending and descending order of 4-digit numbers</i> • <i>Rounding off numbers to the nearest 10</i> • <i>Forming greatest and smallest numbers</i> • <i>Even and Odd numbers</i> • <i>Introduction of Roman numerals</i> 	<ul style="list-style-type: none"> • <i>Read and write 4-digit numbers in words and figures</i> • <i>State the place value and face value of each digit in the given number</i> • <i>Tell the successor and predecessor of any 4-digit number</i> • <i>Compare the numbers and arrange them in ascending / descending order</i> • <i>Form the greatest and the smallest 4-digit number using the given digits</i> • <i>Differentiate between even and odd numbers</i> • <i>Write the Roman numerals for the given Hindu-Arabic numerals upto 20 and vice-versa</i>
<i>June</i>	<i>Addition</i> <ul style="list-style-type: none"> • <i>Addition of 3 and 4-digit numbers with and without regrouping</i> • <i>Adding 10, 100, 1000</i> • <i>Real life application sums</i> • <i>Properties of addition</i> 	<ul style="list-style-type: none"> • <i>Add two or more 3 and 4-digit numbers with and without regrouping</i> • <i>Adding numbers with the multiples of 10 (till 1000)</i> • <i>Apply the concept of addition in real life situations</i> • <i>Apply the properties of addition</i>
<i>July</i>	<i>Subtraction</i> <ul style="list-style-type: none"> • <i>Subtraction of 3 and 4-digit numbers with and without regrouping</i> • <i>Checking subtraction using addition</i> • <i>Subtracting 10, 100 and 1000</i> • <i>Story sums</i> • <i>Property of subtraction</i> 	<ul style="list-style-type: none"> • <i>Describe the properties of subtraction</i> • <i>Subtract two 3 and 4 – digit numbers by arranging digits of the numerals in columns of thousands, hundreds, tens and ones</i> • <i>Verify the result of subtraction obtained, using the concept of addition</i> • <i>Use both the operations (addition & subtraction) together</i> • <i>Apply the concept of subtraction in real-life situations</i> • <i>Apply the properties of subtraction.</i>
<i>August</i>	<i>Multiplication</i> <ul style="list-style-type: none"> • <i>Introduction of terms: multiplicand, multiplier and product</i> • <i>Multiplication with regrouping</i> 	<ul style="list-style-type: none"> • <i>Use the appropriate multiplication vocabulary</i> • <i>Recapitulate the multiplication tables from 2 to 10</i>

<i>Month</i>	<i>Concepts</i>	<i>Skills</i> <i>The student will be able to:</i>
<i>August</i>	<ul style="list-style-type: none"> • Multiplication of 2 and 3-digit number by 2-digit number • Multiplication by tens and hundreds • Real life application sums 	<ul style="list-style-type: none"> • Multiply a 2 and 3-digit number by another 2-digit number • Construct the table of any 2-digit number • Use the concept of multiplication in solving problems related to situations arising in his/her life
<i>September</i>	Division <ul style="list-style-type: none"> • Division as repeated subtraction • Dividing 2-digit numbers by a 1-digit number • Dividing 3 digit by 1- digit number • Real life application sums 	<ul style="list-style-type: none"> • Use repeated subtraction to find the quotient • Explain the terms-dividend, divisor, quotient & remainder • Divide 3- digit number by 1-digit divisor • Apply the concept of division in real-life situations.
<i>October</i>	Symmetry and Patterns <ul style="list-style-type: none"> • Patterns • Geometrical Patterns • Symmetry Geometry <ul style="list-style-type: none"> • Flat Shapes • Lines and Shapes • Drawing and measuring line segments • Solid Shapes 	<ul style="list-style-type: none"> • Identify different patterns • Recognize the basic pattern and extend it • Design his/her own patterns using geometrical shapes • Identify patterns in surroundings and numerals • Draw lines of symmetry in the given shapes • Identify and draw symmetrical shapes • Recapitulate the concept of 2-D shapes • Draw meaningful figures using basic geometrical shapes • Draw, line and line segment. • Measure line segments • Explore different types of flat shapes and solid shapes in our surroundings
<i>November</i>	Fractions <ul style="list-style-type: none"> • Understanding fractions • Numerator and denominator of a fraction • Finding fractions of a whole number • Fractional numbers 	<ul style="list-style-type: none"> • Discuss the examples of fractions in everyday life. • Find the numerator and the denominator in a given fraction • Write the fractional number for the given fraction • Find the fraction of a collection

<i>Month</i>	<i>Concepts</i>	<i>Skills</i> <i>The student will be able to:</i>
<i>December</i>	<i>Money</i> <ul style="list-style-type: none"> <i>Expressing money</i> <i>Money conversions</i> <i>Addition and subtraction of money</i> <i>Real life-based sums</i> 	<ul style="list-style-type: none"> <i>Express money in figures using a decimal point</i> <i>Express money in words</i> <i>Convert rupees into paise and vice-versa</i> <i>State relationship between rupees and paise</i> <i>Add and subtract the given amounts of money</i> <i>Solve simple problems involving addition and subtraction of money</i>
<i>January</i>	<i>Measurements</i> <ul style="list-style-type: none"> <i>Standard unit of measuring length</i> <i>Standard unit of measuring weight</i> <i>Standard unit of measuring capacity</i> <i>Addition and subtraction of metric measures</i> <i>Data Handling</i> <ul style="list-style-type: none"> <i>Pictorial representation of data</i> <i>Reading pictograph</i> <i>Drawing pictograph</i> <i>Tally marks</i> 	<ul style="list-style-type: none"> <i>Discuss about the standard units of measuring length, weight and capacity</i> <i>Distinguish the units used for different objects</i> <i>Add and subtract different units of measurement</i> <ul style="list-style-type: none"> <i>Collect and record the information</i> <i>Compare information in pictographs</i> <i>Answer the questions based on pictograph</i> <i>Draw pictographs for the given data</i> <i>Draw tally marks for the given information</i>
<i>February</i>	<i>Time</i> <ul style="list-style-type: none"> <i>Time in a.m. or p.m.</i> <i>Reading time in minutes</i> <i>Calendar: weeks, months and year</i> 	<ul style="list-style-type: none"> <i>Use the words 'quarter', 'half', 'past', 'to', 'a.m.' or 'p.m.'</i> <i>Read and record the time from the clock in hours and minutes</i> <i>Read the calendar and answer the questions</i>

LIST OF SUGGESTIVE TOOLS FOR MATHEMATICS

- *Estimation of chance of events*
- *Chart Making*
- *Data Collection*
- *Educational Games*
- *Group Activities*
- *HOTS*
- *Lab Activities*
- *Life Skills*
- *MCQs*
- *Oral Questions*
- *Paper - Pencil Test*
- *Problem Solving*
- *Project (group / individual)*
- *Quiz*
- *Research*
- *Exhibition*

EVS

OVERVIEW

Today we are in an age of explosion of information. In this context memorization of content in EVS is a futile exercise. The scientific skills i.e. the skills of observation, inquiry, recording, investigation, analysis, hypothesis and drawing conclusions etc. are the key scientific skills that can be extrapolated to the study of other topics. EVS also helps the students to understand the complex integration of social institutions and phenomena and to trace how civilization and social institutions have developed. This enables them to become proactive citizens and empowered individuals who have a deeper understanding of their own complex environment as they have evolved through centuries, not just of their local environmental studies but also of the world.

OBJECTIVES OF TEACHING EVS

By the end of Grade 3, the students will be able to:

- *Develop an understanding of the world based on observation, recording and drawing conclusions.*
- *Develop the ability to inquire independently and understand the basic principles related to various topics.*
- *Understand and explain the complex relationships between the physical, natural, social and cultural environment.*
- *Function effectively as a member of the community, family and as a citizen.*
- *Get awareness about environmental issues and participate in improvement and protection of environment.*
- *Draw simple maps using landmarks.*
- *Adopt a healthy lifestyle.*
- *Compare and categorize the living and non – living things.*
- *Tell the functions of some NGOs.*
- *Understand need of society and related skills.*

<i>Month</i>	<i>Concepts</i>	<i>Skills</i> <i>The student will be able to:</i>
<i>April</i>	<i>My family</i> <ul style="list-style-type: none"> <i>Relationship</i> <i>Family tree</i> <i>Getting together and living in the family</i> 	<ul style="list-style-type: none"> <i>Observe, discuss and correlate the concept of family bond.</i> <i>Design a project</i> <i>Understand the role of a family</i>
<i>June</i>	<i>Playing is Fun</i> <ul style="list-style-type: none"> <i>Traditional and modern games</i> <i>Recreation</i> <i>Adventure sports</i> <i>Sporting heroes of India</i> 	<ul style="list-style-type: none"> <i>List, compare and classify the games</i> <i>Explain recreation and its importance</i> <i>List and describe various leisure activities</i> <i>Speak and write about their favourite activity in detail</i> <i>Identify, discuss, and state the names of adventure sports and sporting heroes</i>
<i>July</i>	<i>The World of Plants</i> <ul style="list-style-type: none"> <i>Seed germination</i> <i>Dependence of life on plants</i> <i>Leaf diversity</i> <i>Shedding of leaves</i> 	<ul style="list-style-type: none"> <i>Experiment and observe the stages of seed germination and draw conclusions</i> <i>Collect, classify, record and interpret the data</i> <i>Collect, observe and list the types of plants and the importance of leaves</i>
<i>August</i>	<ul style="list-style-type: none"> <i>The World of Animals</i> <i>Food habits</i> <i>Animal products</i> <i>Harmful and useful insects</i> <i>Movement in animals</i> <i>Migration</i> 	<ul style="list-style-type: none"> <i>Observe, identify, categorize and analyze the information</i> <i>Search, collect data and design a record</i> <i>List, compare, explain and write the observation regarding harmful and useful insects</i> <i>Describe the types of movements</i> <i>Find out, list, analyze and draw conclusion regarding migration in animals</i>

<i>Month</i>	<i>Concepts</i>	<i>Skills</i> <i>The student will be able to:</i>
<i>September</i>	<i>Water</i> <ul style="list-style-type: none"> <i>Water cycle</i> <i>Sources of water</i> <i>Water scarcity</i> <i>Rain water harvesting</i> <i>Water pollution</i> 	<ul style="list-style-type: none"> <i>Observe, draw and label the water cycle</i> <i>Investigate, discuss and analyze the sources of water</i> <i>Design a poster on 'Save Water'</i> <i>Discuss and prioritize the importance of rain water harvesting</i> <i>Observe, plan, record, organize and interpret the data</i>
<i>October</i>	<i>Our Food</i> <ul style="list-style-type: none"> <i>Sources of food</i> <i>Cultural diversity</i> <i>Balanced diet</i> <i>Methods of cooking</i> 	<ul style="list-style-type: none"> <i>Search, compare, categorize and interpret the data</i> <i>Record, observe and describe the food habits of people</i> <i>Discuss, compare and analyze the components of a balanced diet</i> <i>Classify and explain the methods of cooking</i>
<i>November</i>	<i>Houses We Live In</i> <ul style="list-style-type: none"> <i>Living together</i> <i>Kinds of houses</i> <i>Cleaning and decorating a house</i> <i>The great garbage challenge</i> 	<ul style="list-style-type: none"> <i>Recall and discuss his/her experiences of living together</i> <i>Investigate, identify and categorize the houses</i> <i>Discuss, search, list and explain the ways of cleaning and decorating a house</i> <i>Segregate the wet and dry garbage.</i>
<i>December</i>	<i>Mapping Neighbourhood</i> <ul style="list-style-type: none"> <i>Sketching and mapping</i> <i>Directions</i> <i>The world beyond</i> 	<ul style="list-style-type: none"> <i>Draw a map using landmarks</i> <i>Compare and distinguish between sketch and map</i> <i>Use a compass to know the directions</i> <i>Draw our solar system</i>
<i>January</i>	<i>Communication Technology</i> <ul style="list-style-type: none"> <i>Journey of letters</i> <i>Mass communication</i> <i>Advanced means of communication</i> 	<ul style="list-style-type: none"> <i>Search and discuss the journey of various types of letters</i> <i>Observe, record, compare and analyze the advancement in the communication technology</i> <i>Investigate, classify and record the data in scrapbook</i>
	<i>Textile</i> <ul style="list-style-type: none"> <i>Types of clothing</i> <i>Making patterns</i> <i>Different fabrics</i> 	<ul style="list-style-type: none"> <i>Explain and describe clothes worn in various countries and states of India</i> <i>Design his/her own pattern</i> <i>Feel, observe and judge the type of fabric</i>

<i>Month</i>	<i>Concepts</i>	<i>Skills</i>
		<i>The student will be able to:</i>
<i>February</i>	<i>Traveling Is Fun</i> <ul style="list-style-type: none"> <i>History of transport</i> <i>Ways to travel</i> <i>Special means of transport</i> <i>Reasons for travel</i> 	<ul style="list-style-type: none"> <i>Investigate, record and describe the history of transport</i> <i>Discuss, compare and analyze the advanced means of transport</i> <i>Recall the important emergency numbers to call ambulance, fire brigade, etc</i>

LIST OF SUGGESTIVE TOOLS FOR ENVIRONMENTAL STUDIES

- Observations, recording and interpretation*
- Oral Questions*
- Practical Activities and Projects*
- Role play and Dramatization*
- Pencil – Paper test*
- Group Discussion*
- Data Collection*
- Quiz*
- MCQs*
- Hands on Activities.*
- Making Models and explaining the related concepts*
- Experiments*

COMPUTERS

OVERVIEW

In this age of Information technology, computers are being used in almost every aspect of human existence. The students will use Information Technology as a tool for learning.

OBJECTIVES OF TEACHING COMPUTER

By the end of Grade 3, the students will be able to:

- *Develop understanding and skills in the use of common software platforms.*
- *Create awareness and ethics related to usage of technology.*
- *Identify the basic components of hardware and how to use it.*
- *Learn to use computers to draw and write, to create, open and close documents and save them.*
- *Learn and demonstrate standards of professional behavior, including netiquettes.*
- *Open a file, create a document and save.*
- *Use basic commands in computers.*
- *Analyze a simple problem and describe procedures to solve the problem.*

<i>Month</i>	<i>Concepts</i>	<i>Skills</i> <i>The students will be able to:</i>	<i>Activity</i>
<i>April</i>	<ul style="list-style-type: none"> Know your Computer recapitulation and more advanced concepts 	<ul style="list-style-type: none"> Identify parts of Computer and its functions Distinguish between Hardware and Software 	<ul style="list-style-type: none"> Make a list of different kinds of hardware and software in Word processing document
	<ul style="list-style-type: none"> Using Windows 	<ul style="list-style-type: none"> Set the background and screen saver of the desktop Set the date and time Create , copy, move, delete and rename the folder 	<ul style="list-style-type: none"> To create a logo and use it as the desktop background To create a folder in the given hierarchy within the document folders
<i>June</i>	<ul style="list-style-type: none"> Paint 3D App 	<ul style="list-style-type: none"> Features of 3D Paint Brushes in Paint 3D Drawing shapes in Paint 3D Adding stickers, Text and effects. Saving projects. 	<ul style="list-style-type: none"> Create a 3D Text. Create 3D shapes of cone, cylinder, triangle etc.
<i>July</i>	<ul style="list-style-type: none"> Programming language- Logo 	<ul style="list-style-type: none"> Start Logo Open Logo window Identify the Component of Logo screen Exit Logo 	<ul style="list-style-type: none"> Draw any shape using Logo commands Write any name using Logo commands
<i>August</i>	<ul style="list-style-type: none"> Logo 	<ul style="list-style-type: none"> Use Logo commands :- <ul style="list-style-type: none"> ➤ Forward ➤ Backward ➤ Right turn ➤ Left turn 	<ul style="list-style-type: none"> Draw and color the given picture using different commands in Logo
<i>September</i>	<ul style="list-style-type: none"> Logo Basic Commands 	<ul style="list-style-type: none"> Use some more commands in Logo like :- <ul style="list-style-type: none"> ➤ Home command ➤ Clear Screen ➤ Clear text ➤ Hide turtle ➤ Show turtle ➤ Repeat ➤ Bye command 	<ul style="list-style-type: none"> Draw a star and a house using Logo commands

<i>Month</i>	<i>Concepts</i>	<i>Skills</i> <i>The students will be able to:</i>	<i>Activity</i>
<i>October</i>	<ul style="list-style-type: none"> • Logo drawing – polygon and circle 	<ul style="list-style-type: none"> • Use other commands like:- <ul style="list-style-type: none"> ➤ Repeat command ➤ Pen up, pen down, pen eraser command ➤ Hide turtle, show turtle ➤ Drawing an arc, circle, square using repeat command 	<ul style="list-style-type: none"> • To check the output of the given set of commands on the Logo screen
<i>November</i>	<ul style="list-style-type: none"> • Word Processing 	<ul style="list-style-type: none"> • Type and format text (recap) 	<ul style="list-style-type: none"> • Create a document on 'Field Visit'
<i>December</i>	<ul style="list-style-type: none"> • Inserting and deleting text selections 	<ul style="list-style-type: none"> • Open an application • Close an application • Learn select, copy and cut option • Use find and replace option 	<ul style="list-style-type: none"> • Opening and closing Word Processing file. • Features of Word Processing file • Creating and saving a document in Word Processing • Opening a document in Word Processing
<i>January</i>	<ul style="list-style-type: none"> • Editing Text 	<ul style="list-style-type: none"> • Redo and undo option • Use spelling and grammar option • Change case option 	<ul style="list-style-type: none"> • To write a story in Word Processing document and format it as per the given instruction
<i>February</i>	<ul style="list-style-type: none"> • Organizing the document 	<ul style="list-style-type: none"> • Format (edit) the text:- <ul style="list-style-type: none"> ➤ Font size ➤ Font color ➤ Font style ➤ Text highlight color ➤ Caps lock ➤ Bold, Italic, Underline 	<ul style="list-style-type: none"> • Write a paragraph on 'Sweet Home / My School'. Use all the text formatting features of Word Processing