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 OFTEACHING ENGLISH

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

- *Listen to age-appropriate* ***concrete and abstract texts*** *through audios and videos, and respond to complex questions involving* ***analysis, inference, and evaluation****.*
- *Read, understand, and appreciate a variety of* ***literary genres****, including Short Stories, Imaginative Poems, Plays, Fairy Tales and Folktales.*
- *Express their own ideas as well as others' viewpoints using* ***refined vocabulary and well-structured language****, both orally and in writing, through activities such as* ***Story Narration, Extempore, Group Discussions, Role Plays, and Public Speaking****.*
- *Write* ***self-composed, analytical responses*** *to textual questions demonstrating comprehension, interpretation, evaluation, and synthesis.*
- *Produce a range of* ***written compositions****—Expository Paragraphs, Picture Description, Stories and Leave Application—following appropriate formats and structures.*
- *Develop essential skills such as* ***observation, interpretation, and inference*** *through project work, enabling application of learning to real-life situations.*
- *Reinforce* ***functional grammar concepts*** *through different exercises.*

Enrich vocabulary and enhance ***dictionary skills*** *by effectively using reference tools to find meanings, synonyms, antonyms, and correct spellings of new and age-appropriate words.*

Month	*Concepts*	*Skills- The Students will be able to:*
April	***Short Story*** *Tale of Benjamin Bunny (Literature)*	• *Listen to the story, read aloud and make inference about the theme and the characters* • *Speak about their favourite character of the stoy* • *Read the story with fluency, correct punctuation and espression to comprehend the text and make inferences* • *Write story sequence and answers based on the story* • *Participate in story narration and dialogues* • *Use new vocabulary in sentences of their own to demonstrate the meaning*
	Functional Grammar • *Parts of Speech* • *Nouns* • *Punctuations* • *Subject & Predicate*	• *Identify and classify parts of speech used in sentences* • *Use different parts of speech in sentences* • *Identify and correctly use Singular and Plural Nouns, Gender Nouns and Countable and Uncountable Nouns in simple sentences* • *Use basic punctuation marks correctly* • *Identify and use the subject and predicate to form meaningful sentences*
	Reading and Writing Skills • *Unseen Reading Comprehension* • *Picture Description*	• *Understand and interpret unseen passages by identifying main ideas and details* • *Solve the comprehension exercise* • *Observe a picture and write simple, meaningful sentences about it*
June	***Motivational Poetry*** • ***Kind Hearts and Garden*** *(Literature)*	• *Listen to a poem to recite it with correct pronounciation and intonations.* • *Explain the concept of rhyme, identify rhyming words and give rhyming words for the given words*
	Functional Grammar • *Pronouns*	• *Understand and use pronouns correctly while speaking and writing* • *Replace nouns with appropriate pronouns in sentences*
	Reading and Writing Skills • *Unseen Reading Comprehension (poem)*	• *Understand the theme and the message of the poem and interpret unseen poem* • *Identify details, frame short accurate responses with correct vocabulary and sentence structure*
July	***Fable*** • ***The Story of Four Seasons*** *(Literature)*	• *Understand the moral or life lesson conveyed* • *Read with understanding, analyse the new words, characters and plot, and relate to the moral of the story to real life* • *Write responses based on the fable* • *Frame sentences using new vocabulary*

Month	***Concepts***	*Skills- The Students will be able to:*
July	***Functional Grammar*** • *Helping Verbs (auxiliary verbs)*	• *Students will be able to use helping verbs correctly while speaking and writing.* • *Students will be able to choose the correct helping verb based on the time of the action.* • *Students will be able to complete sentences using appropriate helping verbs.*
	Reading and Writing Skills • *Unseen Reading Comprehension* • *Picture Description*	• *Comprehend unseen passages by identifying main ideas, supporting details, and meanings ans write accurate responses* • *Observe a picture and write simple, meaningful sentences about it* • *Develop creativity and language skills by observing a picture and expressing through suitable vocabulary and sentences*
August	***Descriptive Poetry*** • ***Ants in Pairs****(Literature)*	• *Understand the theme of the descriptive poem and develop observational and inferential reading skills* • *Enhance their reading and recitation skills by reading aloud with proper expression and intonation.*
	Functional Grammar • *Adjectives and Degrees of Comparison*	• *Students will be able to use adjectives correctly while speaking and writing.* • *Students will be able to identify the three degrees of comparison—positive, comparative, and superlative.* • *Students will be able to use comparative and superlative adjectives in meaningful sentences.*
	Reading and Writing Skills • *Unseen Reading Comprehension* • *Paragraph Writing*	• *Read and understand unseen passages by identifying key ideas, details, and meanings.* • *Develop analytical and inferential skills through answering comprehension questions accurately.* • *Enhance their writing skills by writing paragraph on a given topic with the help of hints and web chart* • *Organize ideas logically with a clear beginning, middle, and ending.* • *Use appropriate vocabulary related to the topic.* • *Apply correct grammar, spelling, and punctuation in writing.* • *Follow the given hints sequentially to stay on topic.*
September	***Inspirational Poem*** • ***Salma's Song*** *(Literature)*	• *Develop attentive listening skills by comprehending the poem.* • *Articulate their ideas by retelling the poem, describing characters, and sharing interpretations of the message.* • *Demonstrate writing skills through reflective responses based on the text.* • *Identify poetic elements such as rhyme, rhythm, repetition, and imagery.* • *Build vocabulary by understanding and using new or unfamiliar words from the poem.* • *Develop critical thinking skills by analyzing the theme and moral of the poem.* • *Express personal connections and emotions related to the poem's message.*

Month	*Concepts*	*Skills- The Students will be able to:*
September	***Functional Grammar*** • *Conjunctions* ***(and, but, or, because, so)***	• *Identify conjunctions in simple sentences.* • *Join words and sentences using conjunctions* • *Use conjunctions correctly in speaking and writing.* • *Construct meaningful sentences using appropriate conjunctions.* • *Edit sentences to correct the misuse or omission of conjunctions.* • *Develop grammatical accuracy through sentence-building activities.*
	Reading and Writing Skills • *Unseen Passage* • *Paragraph Writing*	• *Read and understand unseen passages by identifying key ideas, details, and meanings.* • *Develop analytical and inferential skills through answering comprehension questions accurately.* • *Write a short paragraph on a given topic using hints and a web chart.* • *Identify the main idea of the topic with teacher guidance.* • *Write a clear topic sentence.* • *Use the given hints to form complete sentences.* • *Arrange ideas in the correct order.* • *Use simple and appropriate vocabulary.*
October	***Value Based Fiction*** • ***Living Free****(Literature)*	• *Identify the main idea and important events in the chapter.* • *Understand the message of freedom and caring for nature.* • *Express their thoughts and feelings about the story through speaking and writing.* • *Relate the values of the chapter to real-life situations.* • *Talk about the characters and their feelings.* • *Retell the story in simple sentences.* • *Answer simple questions based on the chapter.*
	Functional Grammar • *Articles* ***(a, an, the)***	• *Identify articles in simple sentences.* • *Use a, an, and the correctly in speaking and writing.* • *Choose a or an based on the beginning sound of a word.* • *Use the for specific people, places, or things.* • *Complete sentences using the correct article.* • *Fill in blanks with suitable articles.* • *Form simple sentences using a, an, and the.* • *Check and correct mistakes in the use of articles.*
	Reading and Writing Skills • *Explanatory Paragraph*	• *Write a short paragraph about a given topic or object.* • *Describe facts and features clearly and simply.* • *Use complete sentences to explain ideas.* • *Organize sentences in the correct order.* • *Present information logically in a short paragraph.* • *Use simple linking words like and, then, because to connect ideas.* • *Include important details to make the paragraph informative.* • *Check spelling, punctuation, and capitalization.* • *Share the paragraph orally with classmates.* • *Use hints, pictures, or charts to help explain the topic.*

Month	Concepts	Skills- The Students will be able to:
November	**Descriptive Poetry** • **The Wind** (Literature) **Animal Story** • **Aharsi, the Bengal Tiger** (Literature)	• Read and recite the poem with proper rhythm and expression • Share their feelings and ideas about the poem orally and in writing. • Relate the poem to their own experiences. • Identify the main characters and important events in the story • Share the moral or message of the story in their own words. • Express their thoughts about animals and nature through speaking and writing.
	Functional Grammar • Prepositions **(Time and Place)**	• Use prepositions to show place (in, on, under, behind, next to) and time (at, on, in, before, after). • Use prepositions correctly in speaking and writing. • Complete sentences by filling in the correct preposition. • Describe the position of objects or people using prepositions. • Form simple sentences with prepositions to explain where or when something happens. • Check and correct mistakes in the use of prepositions.
	Reading and Writing Skills • Explanatory Paragraph	• Write a short paragraph about a given topic or object. • Describe facts and features clearly and simply. • Use complete sentences to explain ideas. • Organize sentences in the correct order. • Present information logically in a short paragraph. • Use simple linking words like and, then, because to connect ideas. • Include important details to make the paragraph informative. • Check spelling, punctuation, and capitalization. • Share the paragraph orally with classmates. • Use hints, pictures, or charts to help explain the topic.
December	**An Article** • A Tiny Seed	• Identify the main events and ideas in the chapter. • Understand how small actions can bring big changes. • Recognize the importance of caring for trees and the environment. • Retell the story in simple sentences. • Share thoughts and feelings about the chapter orally and in writing. • Connect the story's message to real-life situations.
	Functional Grammar • Question Words **(-wh question words)**	• Identify common question words • Use question words to ask and answer simple questions • Frame meaningful questions using correct question words
	Reading and Writing Skills • Unseen passage / poem	• Read and understand unfamiliar passages or poems, identifying the main idea and key details. • Answer questions accurately, improving comprehension, vocabulary, and thinking skills.

Month	*Concepts*	*Skills- The Students will be able to:*
January	*Play* *The Bullock*	• *Read and enact the play with proper expression and dialogue delivery.* • *Identify the characters and sequence of events in the play.* • *Share the message or moral of the play in their own words.* • *Express ideas and emotions through role play and discussion.* • *Participate in oral story telling, role play, character dialogues*
	Functional Grammar • *Tenses* *(Simple Tenses)*	• *Identify simple present, simple past, and simple future tense in sentences.* • *Form meaningful sentences using simple present, past, and future tense.* • *Use simple tenses correctly when talking or writing about daily actions and events.* • *Describe what happens now, what happened before, and what will happen later.* • *Answer questions using the correct tense.* • *Check and correct mistakes in tense usage in sentences.*
	Reading and Writing Skills • *Unseen passage/ poem* • *Short Story Writing*	• *Able to read and understand unseen passages or poems and answer questions accurately, improving comprehension, vocabulary, and thinking skills.* • *Write a short story with a beginning, middle, and end.* • *Create simple characters and events.* • *Use simple sentences to express ideas clearly.* • *Organize ideas in the correct sequence.* • *Include a clear problem and solution in the story.* • *Share the story orally or in writing with classmates.*
February	*Reading and Writing Skills* • *Unseen passage/ poem* • *Short Story Writing*	• *Able to read and understand unseen passages or poems and answer questions accurately, improving comprehension, vocabulary, and thinking skills.* • *Compose a short story that has a start, middle part, and ending.* • *Invent easy-to-understand characters and events.* • *Write clear and simple sentences to explain ideas.* • *Arrange ideas in the right order.* • *Include a problem and its solution in the story.* • *Present the story aloud or in writing to classmates.*

LIST OF SUGGESTIVE TOOLS FOR ENGLISH SKILLS

LISTENING SKILLS	*SPEAKING SKILLS*	*READING SKILLS*	*WRITING SKILLS*
• *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*	• *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.*	• *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*	• *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

प्रस्तावना

शिक्षार्थियों को राष्ट्रभाषा हिन्दी का अध्यापन शिक्षण के चार कौशलों–श्रवण, कथन, पठन–वाचन, लेखन के माध्यम से इस प्रकार करवाया जाएगा ताकि शिक्षार्थी भाषा अभिव्यक्ति एवं व्यावहारिक व्याकरणिक अभ्यास कर सकेंगे। विस्तृत गतिविधि गृह कार्य में अभ्यास हेतु दी जाती है।

हिंदी भाषा शिक्षण के सामान्य उद्देश्य–

- द्वित्व व्यंजन वाले शब्द पढ़ना तथा लिखना।
- शब्दों का वर्ण – विच्छेद करना।
- शब्दों को वर्णमाला क्रम में लिखना।
- पुल्लिंग – स्त्रीलिंग शब्दों को पहचानना।
- वर्ण संयोजन द्वारा शब्द बनाना।
- समानार्थी तथा विलोम शब्द लिखना।
- अधूरी कविता को तुकबंदी शब्दों से पूरा करना।
- दिए गए शब्दों का वचन परिवर्तन करना।
- सामान्य गति से पाठ वाचन करना।
- विशेषण तथा सर्वनाम शब्दों का वाक्य में प्रयोग करना।
- चित्र देखकर 8 वाक्यों में लिखित वर्णन करना।
- दिए गए विषय पर 10 वाक्य लिखना तथा बोलना।

माह	अवधारणा	कौशल विद्यार्थी निम्न दक्षता अर्जित कर पाएँगें
अप्रैल	*तुकांत कविता* • *कदम बढ़ाओ*	• कविता के भाव और संदेश को सुनकर समझना • आत्मविश्वास के साथ कविता का पठन और भाव व्यक्त करना • कठिन शब्दों का शुद्ध उच्चारण और अर्थ समझना • बातचीत के दौरान सही और परिष्कृत शब्दों का सहज प्रयोग करना • धैर्य, साहस और अनुशासन को जीवन में उतारना
	व्यावहारिक व्याकरण • वर्णो का लेखन व उच्चारण शिक्षाप्रद कहानी मेरी बगिया - • स्वर-व्यंजन, मात्राएँ, वर्तनी, वर्णों का लेखन व उच्चारण	• वर्णों का शुद्ध उच्चारण व लेखन • स्वर एवं उनकी मात्राएँ समझना • पाठगत व्याकरण
जून	*शिक्षाप्रद कहानी-* • *मेरी बगिया*	• कहानी का पुनर्कथन • अपने व्यक्तिगत अनुभव के बारे में बताना • पौधों के प्रति प्रेम और देखभाल के भावों को सुनकर आत्मसात करना • शब्द संपदा में वृद्धि,वर्तनी सुधार
	व्यावहारिक व्याकरण- • संज्ञा, मात्रा-क्रम, अनुस्वार, अनुनासिक, तुकांत शब्द	• मात्राओं के क्रम का अभ्यास व लेखन • लिखित तथा मौखिक रूप से संज्ञा शब्दों का प्रयोग • ध्वनि के सूक्ष्म अंतर को सुनकर पहचानना • सही उच्चारण के साथ लेखन • पाठगत व्याकरण • भाषा में लाक्षणिकता और सौंदर्य उत्पन्न करने वाले शब्दों का ज्ञान
	पठन कौशल- • अपठित गद्यांश	• अर्थग्रहण व बोध क्षमता का विकास • गद्यांश के आधार पर प्रश्नों के उत्तर लिखना
	रचनात्मक लेखन- • चित्र लेखन	• चित्र को देखकर वाक्य लिखना • अवलोकन कौशल,कल्पना और सृजनात्मकता का विकास होना

माह	अवधारणा	कौशल विद्यार्थी निम्न दक्षता अर्जित कर पाएँगें
जुलाई	*रोमांचक कहानी-* • *महागिरि*	• कहानी का भावपूर्ण पठन • कहानी/लेख पढ़ कर अपने विचार व्यक्त करना • विषय परक एवं बौद्धिक क्षमता पर आधारित प्रश्नोत्तर • शब्द निर्माण का विकास • नए सीखे गए शब्दों का आत्मविश्वास और शुद्ध उच्चारण के साथ प्रयोग • मूक पशुओं की भाषा और उनके दर्द को महसूस करना एवं कहानी से प्राप्त संदेश लिखना
	व्यावहारिक व्याकरण • सर्वनाम • वर्णमाला क्रम • द्वित्व व्यंजन • हल चिह्न	• सर्वनाम शब्दों की पहचान • शब्दों को वर्णमाला क्रमानुसार जमाना • द्वित्व व्यंजन वाले शब्दों का उच्चारण व लेखन • शब्दों के उचित लेखन व सूक्ष्म अवलोकन को समझना • पाठगत व्याकरण
	पठन कौशल- • अपठित गद्यांश	• गद्यांश के आधार पर तार्किक और स्पष्ट उत्तरों की रचना
	रचनात्मक लेखन- • चित्र वर्णन	• चित्र के आधार पर विचार प्रस्तुत करने की क्षमता का विकास
अगस्त	*कथात्मक कविता-* • *पाठ- गरम जलेबी*	• कविता का लयबद्ध व भावपूर्ण प्रस्तुतिकरण • कविता के माध्यम से संदेश को सुनाना व लिखना • विषय परक एवं बौद्धिक क्षमता पर आधारित प्रश्नों द्वारा तार्किक क्षमता का विकास
	व्यावहारिक व्याकरण- • वर्ण विच्छेद • विराम चिह्न	• वर्ण विच्छेद का ज्ञान • बोले गए शब्दों की सूक्ष्म ध्वनियों को सुनकर विच्छेद करना • मौखिक व लिखित भाषा में विराम चिह्नों का उचित प्रयोग • वाक्यों को विराम चिह्नों की सहायता से सरल और सुबोध बनाना • पाठगत व्याकरण
	पठन कौशल- • अपठित गद्यांश	• गद्यांश को पढ़कर प्रश्नों के उत्तर लिखना व नए शब्दों का ज्ञान होना
	रचनात्मक लेखन- • अनुच्छेद लेखन	• वाक्य को सुस्पष्ट और क्रमबद्ध रूप में लिखना • विषय का विस्तार

सितंबर	*प्रेरणात्मक कहानी* • *प्यासी मैना*	• कहानी का भावपूर्ण पठन • प्रकृति से जुड़ाव का अनुभव • रिक्त स्थानों में शब्द भरकर लघु कहानी पूर्ण करने का अभ्यास • मूल्यपरक प्रश्नों के उत्तर लिखना • शब्द संपदा में वृद्धि,वर्तनी सुधार • पर्यावरण और प्रकृति के प्रति संवेदनशीलता विकसित करना
	व्यावहारिक व्याकरण- • क्रिया • लिंग • वचन	• क्रिया शब्दों की पहचान व वाक्य निर्माण का अभ्यास • वाक्यों में क्रिया का उचित प्रयोग • वाक्यों को ध्यान से सुनकर व पढ़कर पुल्लिंग और स्त्रीलिंग की पहचान करना • वचन परिवर्तन कौशल की दक्षता • पाठगत व्याकरण
	पठन कौशल- • अपठित गद्यांश	• गद्यांश के माध्यम से प्रश्नों के उत्तर लिखना • पठन कौशल समझ का विकास
	• रचनात्मक लेखन- संवाद लेखन	• विचारों को संवाद के रूप में स्पष्ट करना • लेखन व अभिव्यक्ति कौशल का विकास
अक्टूबर	*संवाद* • *वृक्ष की गवाही*	• तार्किक अभिव्यक्ति व एकाग्रता का विकास • भावपूर्ण संवाद प्रस्तुत करना • पाठ को उचित हाव भाव के साथ पढ़ना • वार्तालाप में दक्षता • मूल्यपरक एवं बौद्धिक क्षमता के प्रश्न उत्तर • शब्द संपदा में वृद्धि,वर्तनी सुधार
	व्यावहारिक व्याकरण- • संयुक्त व्यंजन का वर्ण विच्छेद • 'र' के रूप	• संयुक्त व्यंजन वाले शब्दों का वर्ण विच्छेद • भाषा का शुद्ध और प्रभावशाली प्रयोग • 'र' के विभिन्न रूपों वाले शब्दों को समझ कर उनका प्रयोग • में / मैं का उचित प्रयोग • पाठगत व्याकरण

माह	अवधारणा	कौशल विद्यार्थी निम्न दक्षता अर्जित कर पाएँगं
अक्टूबर	पठन कौशल- • अपठित गद्यांश	• गद्यांश के माध्यम से प्रश्नों के उत्तर लिखना
	रचनात्मक लेखन- • संवाद लेखन	• दिए गए विषय स्तिथि के अनुसार संवाद लेखन • अभिव्यक्ति कौशल का विकास
नवंबर	*प्रकृति प्रेरक कविता-* • *औरों के दुख हरना*	• प्रकृति से मिली सीख को अपने जीवन में उतारना • शुद्ध उच्चारण के साथ पठन • कविता गायन कर उसके संदेश को समझना व लिखना • प्रकृति एवं पर्यावरण से संबंधित विचारों की मौखिक अभिव्यक्ति • शब्द संपदा में वृद्धि, वर्तनी सुधार
	व्यावहारिक व्याकरण- • वर्तनी • विशेषण • वर्ण सम्मेलन	• शुद्ध वर्तनी का अभ्यास • दिखाई गई वस्तुओं के लिए उचित विशेषण शब्दों का प्रयोग • पाठगत व्याकरण
	पठन कौशल- • अपठित गद्यांश	• पठन कौशल समझ का विकास • संकेत बिंदुओं के आधार पर अनुच्छेद लिखना • विचारों की स्पष्ट अभिव्यक्ति
	रचनात्मक लेखन- अनुच्छेद लेयन • पठन कौशल- • अपठित गद्यांश	• संकेत बिंदुओं के आधार पर अनुच्छेद लिखना • विचारों की स्पष्ट लिखित अभिव्यक्ति
दिसंबर	*विचार प्रधान कहानी-* • *दो का दम* • नैतिक कविता- • प्यारे सच्चे घर	• कहानी का श्रवण • कविता का वाचन कर उसके संदेश को समझना • समस्या समाधान एवं निर्णय क्षमता का विकास • संवेदनशीलता एवं जागरूकता बढ़ाना • कविता के माध्यम से चिंतन एवं लेखन कौशल विकसित करना • मूल्य परक प्रश्न -उत्तर • शब्द संपदा में वृद्धि,वर्तनी सुधार
	व्यावहारिक व्याकरण- • शब्द युग्म • मुहावरे • वचन	• शब्दों के सही अर्थ को समझना • भाषा को रोचक व प्रभावशाली बनाना • मुहावरे का अर्थ एवं प्रयोग • व्याकरणिक समझ को सुदृढ़ करना • पाठगत व्याकरण
	पठन कौशल- • अपठित गद्यांश	• गद्यांश पढ़कर समझ पाना • गद्यांश पर आधारित प्रश्न-उत्तर • नए शब्दों का ज्ञान

माह	अवधारणा	कौशल विद्यार्थी निम्न दक्षता अर्जित कर पाएँगें
दिसंबर	रचनात्मक लेखन- • संवाद लेखन	• संवाद के माध्यम से शुद्ध, सरल और प्रवाहपूर्ण भाषा में लेखन • बौद्धिक क्षमता का विकास
जनवरी	मूल्य परक कहानी- • भिखारी मत बन	• वीडियो / शिक्षिका के माध्यम से कहानी सुनवाना • श्रम का महत्व, आज्ञा पालन, अनुशासन जैसे मूल्यों का विकास • सही उच्चारण और गति के साथ पठन • कहानी से संबंधित प्रश्नों के उत्तर लिखना • है व हैं का प्रयोग • शब्द संपदा में वृद्धि,वर्तनी सुधार • वर्तनी सुधार हेतु श्रुतलेख अभ्यास
	व्यावहारिक व्याकरण • अनेकार्थी शब्द • वचन • संयुक्ताक्षर	• भाषा को सरल, सुंदर और प्रभावशाली बनाना • अनेकार्थी शब्दों को पढ़कर उनका उचित प्रयोग करना • 'कि' व 'की' का प्रयोग • उच्चारण में सुधार • पठन-लेखन कौशल का विकास • पाठगत व्याकरण
	पठन कौशल- • अपठित गद्यांश	• नवीन शब्दावली का विकास • गद्यांश को पढ़कर प्रश्नों के उत्तर लिखना
	रचनात्मक लेखन- • कहानी लेखन	• कल्पनाशीलता के आधार पर कहानी लेखन
फरवरी	चरित्र प्रधान कहानी- • रंगों का त्योहार	• कहानी का भाव पूर्ण पठन • कहानी पढ़कर पात्रों के व्यक्तित्व की विशेषताएँ बताना • विद्यार्थियों द्वारा पाठ का शुद्ध और प्रवाहपूर्ण पठन • प्रश्नों के उचित और सही उत्तर लिख पाना • नए शब्दों के द्वारा शब्द संपदा में वृद्धि
	व्यावहारिक व्याकरण- • 'ऋ' की मात्रा • वर्ण विच्छेद • वाक्य निर्माण	• 'ऋ' की मात्रा वाले शब्दों का सही उच्चारण और लेखन • शब्दों का सही वाक्य में प्रयोग करने का कौशल • भाषा को संक्षिप्त और प्रभावशाली बनाना • पाठगत व्याकरण
	पठन कौशल- • अपठित गद्यांश रचनात्मक लेखन- • कहानी लेखन	• गद्यांश को पढ़कर प्रश्नों के उत्तर लिखना • दी गई शब्द सीमा में एक सुगठित और प्रभावशाली अनुच्छेद तैयार करना • कल्पना शक्ति का विकास • विचारो को क्रम बढ़ रूप से प्रस्तुत करने की क्षमता का विकास

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 Math 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.*

Month	Concepts	Skills The student will be able to:
April	**Numbers** • Reading, writing and expanding 4- digit numbers • Face value and place value of a digit in a 4-digit number • Successor and Predecessor of 4-digit numbers • Comparison of numbers • Ascending and descending order of 4-digit numbers • Rounding off numbers to the nearest 10 • Forming greatest and smallest numbers • Even and Odd numbers • Introduction of Roman numerals till 20	• Read and write 4-digit numbers in both words and figures. • Identify the place value and face value of each digit in a given number. • Determine the successor and predecessor of any 4-digit number. • Compare numbers and arrange them in ascending or descending order. • Round off numbers to the nearest 10. • Form the greatest and smallest 4-digit numbers using given digits. • Differentiate between even and odd numbers. • Write Roman numerals for given Hindu-Arabic numerals up to 20, and vice versa.
June	**Addition** • Addition 4-digit numbers with and without regrouping • Properties of addition • Adding 10,100,1000 • Real life application sums	• Add two or more 4-digit numbers, both with and without regrouping. • Apply the properties of addition (commutative, associative, and identity). • Add numbers that are multiples of 10 (up to 1000). • Apply the concept of addition to solve real-life problems.
July	**Subtraction** • Subtraction of 4-digit numbers with and without regrouping • Properties of subtraction • Checking subtraction using addition • Subtracting 10,100 and 1000 • Story sums	• Subtract 4-digit numbers by arranging digits in thousands, hundreds, tens, and ones columns. • Describe the properties of subtraction. • Apply the properties of subtraction in calculations. • Verify subtraction results using the concept of addition. • Use addition and subtraction together to solve problems. • Apply the concept of subtraction in real-life situations.
August	**Multiplication** • Introduction of terms: multiplicand, multiplier and product • Multiplication with regrouping	• Use the appropriate multiplication vocabulary • Recapitulate the multiplication tables from 2 to 10

Month	*Concepts*	*Skills* *The student will be able to:*
August	• *Multiplication of 2 and 3-digit number by a 2-digit number* • *Multiplication by tens and hundreds* • *Real life application sums*	• *Multiply a 2 and 3-digit number by another 2-digit number* • *Multiply by 10 & its multiples* • *Construct the table of any 2-digit number* • *Use the concept of multiplication in solving problems related to situations arising in day to day life*
September	*Symmetry and Patterns* • *Patterns* • *Geometrical Patterns* • *Symmetry*	• *Identify different patterns in numbers, shapes, and surroundings.* • *Recognize basic patterns and extend them logically.* • *Design own patterns using geometrical shapes.* • *Identify patterns in the environment and in numerals.* • *Identify symmetry in shapes / figures* • *Draw lines of symmetry in given shapes.* • *Identify and draw symmetrical shapes.*
October	***Division*** • *Division as repeated subtraction* • *Multiplication and Division facts* • *Dividing 2-digit numbers by a 1-digit number* • *Dividing 3 digit by 1- digit number* • *Division by 10* • *Real life application sums*	• *Use repeated subtraction to find the quotient* • *Explore multiplication and division facts* • *Divide 2 digits number by 1 digit number* • *Explain the terms-dividend, divisor, quotient & remainder* • *Apply mental ability skills to divide a number by 10* • *Divide 3- digit number by 1-digit divisor* • *Apply the concept of division in real-life situations.*
November	***Fractions*** • *Understanding fractions* • *Numerator and denominator of a fraction* • *Finding fractions of a whole number* • *Fractional numbers* • *Types of fractions* • *Comparison of fractions* • *Addition and Subtraction of like fractions*	• *Discuss examples of fractions in everyday life.* • *Identify the numerator and denominator of a given fraction.* • *Write the fractional form for a given representation.* • *Find the fraction of a collection or group of objects.* • *Distinguish between different types of fractions (proper, improper, mixed).* • *Compare like fractions to determine greater, smaller, or equal.* • *Add and subtract like fractions.*

Month	*Concepts*	*Skills* *The student will be able to:*
December	***Data Handling*** • *Pictorial representation of data* • *Reading pictograph* • *Drawing pictograph* • *Tally marks*	• *Collect and record the information* • *Compare information in pictographs* • *Answer the questions based on pictograph* • *Draw pictographs for the given data* • *Draw tally marks for the given information*
January	***Money*** • *Expressing money* • *Money conversions* • *Addition and subtraction of money* • *Real life-based sums* ***Geometry*** • *Flat Shapes* • *Lines and Shapes* • *Drawing and measuring line segments* • *Solid Shapes*	• *Express money in figures using a decimal point* • *Express money in words* • *Convert rupees into paise and vice-versa* • *State relationship between rupees and paise* • *Add and subtract the given amounts of money* • *Solve simple problems involving addition and subtraction of money* • *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*
February	***Measurement*** • *Standard unit of measuring length* • *Standard unit of measuring weight* • *Standard unit of measuring capacity* • *Addition and subtraction of metric measures* ***Time*** • *Time in a.m. or p.m.* • *Reading time in minutes* • *Calendar: weeks, months and year*	• *Discuss about the standard units of measuring length, weight and capacity* • *Distinguish the units used for different objects* • *Add and subtract different units of measurement* • *Use the words 'quarter', 'half', 'past', 'to', 'a.m.', and 'p.m.' correctly in telling time.* • *Read and record time from a clock in hours and minutes.* • *Read the calendar and answer related questions.*

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 immediate environment based on observation, explore recording and drawing conclusions.*
- *Build awareness of self and family*
- *Develop the ability to inquire independently and understand the basic principles related to environment.*
- *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.*
- *Encourage health and hygiene awareness adopt a healthy life style.*
- *Compare and categorize the living and non – living things.*

Month	*Concepts*	*Skills- The Students will be able to:*
April	*My Family* • *Types of families* • *A Family Tree* • *Get-together in a family* • *Celebrating Festivals Together*	• *Observe and discuss family bonds and relationships in daily life.* • *Learn the meaning, importance, and role of family.* • *Develop empathy, sharing, and respect at home and in the community.* • *Share thoughts and experiences about your family orally.* • *Describe family members and their roles in short sentences.*
June	*Games We Play* • *Indore and Outdoor games* • *Games in the past and the present* • *Sporting heroes of India* • *Adventure sports* • *Recreation*	• *Describe different games, adventure sports, and leisure activities, and their importance.* • *Speak clearly about favourite games, hobbies, and sporting heroes.* • *Write simple sentences expressing favourite activities, leisure routines, and the benefits of recreation.* • *Listen with empathy to others' interests and suggest ways to include everyone in games and play.*
July	*Plants Around Us* • *Different kinds of plants* • *Germination* • *Leaves and Flowers* • *Taking care of plants* • *Shedding of leaves*	• *Observe and identify plants in the immediate environment and describe their features.* • *Experiment and observe seed germination;* • *Classify plants based on leaf and flower shape, size, and structure; record observations.* • *Observe the role of proper care in helping plants grow healthy. Share findings and develop a sense of responsibility towards nature.* • *Understand how leaf shedding helps plants survive;* • *Express ideas clearly and think critically about plant adaptations.*
August	*Animals Around Us* • *Different kinds of animals* • *Animals Bodies* • *Animal homes and their*	• *Observe, identify, categorize different types of animal* • *Understand the importance of animals in nature and their adaptation.*

	food • *Insects* • *Birds*	• *Describe the diversity of animals, insect birds in the immediate environment.*
	Living In Harmony • *Birds, animals and humans depend on each other* • *Plants are useful to us* • *Sensitivity towards birds and animals*	• *Understand inter dependence of plants, animals and human beings.* • *Identify different uses of plants such as food, medicine, and shelter.* • *Develop kindness and sensitivity towards birds and animals.* • *Write brief descriptions illustrating the importance of plants and animals and their interdependence*
September	***Water for Living*** • *Uses of Water* • *Sources of Water* • *Water cycle* • *How to save water* • *Clean water*	• *Understand importance of water in our lives.* • *Investigate, discuss and analyze the sources of water* • *Observe, draw and label the water cycle* • *Design a poster on 'Save Water'* • *Discuss and prioritize the importance of rain water harvesting* • *State the ways to make water safe for drinking.* • *Record in writing the methods to make water safe for drinking and explain their importance.*
October	***Our Food*** • *Importance of food* • *Sources of Food* • *Healthy Food* • *Regional Food* • *Methods of Cooking*	• *Describe sources of food from plants and animals, different food habits, and methods of cooking.* • *Compare and analyze healthy and unhealthy food; distinguish between food types using charts, visuals, or discussions.* • *Identify regional foods and dietary habits across India; explain their significance.* • *Encourage structured writing about food sources, food groups, regional food habits, and cooking methods.*
November	***How We Travel and Communicate*** • *Means of transport* • *Special Vehicles*	• *Identify and differentiate between the different modes of transport of the present and the past*

	• *Ways of communication* • *Occupations in transport and communication*	• *Discuss, compare and analyze the advanced means of transport* • *Recall and write the important emergency numbers to call ambulance, fire brigade, etc* • *Observe, record, compare and explore the advancement in the communication technology* • *Enhance written expression about occupations in transport and communication*
December	***Our World of Things*** • *Things around us* • *Matter* • *Solute, Solvent and Solution*	• *Classify things around as transparent, translucent and opaque* • *Define matter and lists the states of matter* • *Explain how matter changes its states from one form to another in various ways* • *Elaborate in writing on the dissolving properties of water and its effects.*
January	***Managing Our Wastes*** • *Types of Wastes* • *Managing Wastes*	• *Observe and identify the different kinds of wastes that get generated in our homes and communities* • *Explain and recordthe importance of waste management* • *Recognize the importance of using resources thoughtfully in daily life.*
February	***Staying Healthy, Happy and Safe*** • *Healthy Practices* • *Safe Practices* • *What To Do In An Emergency* • *Child Labour*	• *Understand the importance of healthy habits in daily life.* • *Discuss the importance of safety at home, school, and on the road.* • *Develop confidence to act calmly and sensibly during emergencies.* • *Develop awareness about the harmful effects of child labour.*

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.*

Month	*Concepts*	*Skills* *The students will be able to:*	*Activity*
April	• *The Hardware and Software Safari*	• *Explain hardware* • *List different hardware devices.* • *Describe software and its types.* • *Differentiate between hardware and software.*	• *Sort picture cards into Hardware and Software groups.* • *Draw and colour three hardware devices used at home.* • *Match software names (Paint, Word) with their uses.* • *Play "Guess the Device" – teacher describes, students identify hardware.* • *Make a simple T-chart showing Hardware vs Software.*

Month	Concepts	Skills The students will be able to:	Activity
June	• Navigating Windows 10	• Describe the various features of Windows 10. • Move the taskbar, arrange and sort icons • Change the desktop background and screen saver.	• Identify parts of Desktop using a labelled worksheet. • Arrange icons on Desktop (teacher-guided activity). • Change the desktop background to a nature picture. • Move the taskbar to top/bottom and observe changes. • Draw your computer desktop in notebook and label icons.
July	• Crafting Text in Word	• Identify Word's component • Edit Text in documents • Use tools like- Spelling and Grammar and Thesaurus. • Save ,print, close, and reopen a document.	• Open Word and type five lines about My School. • Practice deleting and adding words in a sentence. • Use Spelling & Grammar to correct mistakes. • Find a word meaning using Thesaurus (teacher help). • Save the file as MyFirstDoc, close and reopen it.
August	• Beautifying Text in Word.	• Change the font type, size, text colour, and alignment. • Create a bulleted or numbered list. • Apply bold, italic, underline.	• Type a short poem and change font size and colour. • Make a bulleted list of favourite fruits. • Align text left, centre, and right to see the difference. • Highlight important words using bold, italic, underline. • Design a small birthday invitation using colourful text.

Month	*Concepts*	*Skills* *The students will be able to:*	*Activity*
September	• *Beautifying Text in Word.*	• *Change the case of the text* • *Apply Superscript and Subsript text.* • *Apply border and shading effect.*	• *Type a sentence and change it to UPPERCASE and lowercase.* • *Write simple maths examples using superscript/subscript (e.g., H_2O).* • *Add border and shading to a title.* • *Decorate a worksheet heading using page border.* • *Create a "My Name Card" using text effects and shading.*
Month	***Concepts***	***Skills*** ***The students will be able to:***	***Activity***
October	• *Robotic toys*	• *Define Artificial Intelligence.* • *Explain the uses of some AI gadgets and machine.*	• *Show pictures of robotic toys and discuss how they help us.* • *Colour a worksheet of AI gadgets like smart speaker or robot vacuum.* • *Match AI gadgets with their uses (cleaning, talking, playing music).* • *Draw your own "Robot Friend" and write two uses.* • *Class discussion: Where do we see smart machines in daily life?*
November	• *Creating Art work in Paint*	• *Identify different components of Paint window* • *Use Shape tools to draw pictures* • *Create, open and save file.*	• *Identify parts of Paint window using a labelled diagram.* • *Draw a house or car using Shapes tool.* • *Open an existing picture and add colours.* • *Create a drawing and save it as MyArt.* • *Make a greeting card using shapes and fill colours.*

Month	*Concepts*	*Skills* *The students will be able to:*	*Activity*
December	• *Code Crunch in Scratch*	• *Start Scratch* • *Identify components of Scractch* • *Use the Motion Blocks to move Sprites on the stage.*	• *Open Scratch and identify Stage, Sprite, and Blocks area.* • *Make the cat sprite move forward using Motion blocks.* • *Create a simple "walk and stop" animation.* • *Follow arrow commands worksheet to understand movement.* • *Colour and label Scratch window diagram.*
January	• *Code Crunch in Scratch*	• *Use the say block to Sprites display text* • *Use the Sound blocks to give audio to their projects.*	• *Make a sprite say "Hello Friends!" using Say block.* • *Add a sound to a moving sprite.* • *Create a mini story where sprite talks and plays sound.* • *Record or select a funny sound for the sprite.* • *Pair activity: One student designs movement, other adds speech.*
February	• *Transforming Spirites in Scractch.*	• *Add different backgrounds in Scratch.* • *Change background using the switch backdrop block.* • *Delete existing Sprite and add new ones.* • *Change the Sprites appearance using the next costume block.*	• *Change stage background to park or space theme.* • *Use switch backdrop block to change scenes.* • *Delete default sprite and add a new animal sprite.* • *Use next costume block to create simple animation.* • *Create a small project "Dancing Animal" with changing costumes.*