

Annual curriculum and pedagogical plan  
Class 3

Subject: Art and Craft

APRIL – MAY

Topic	Teaching Methodology	Learning outcomes	Assessment tool
Blending oil pastels  Shade Card  Animals cut outs	Art file, Oil Pastel Colours, Black Pen  Demonstration to be given in the class.	<ul style="list-style-type: none"><li>Students will learn form and rhythm in colours and lines.</li><li>They will identify the illusion of depth in 2-dimensional art work.</li></ul>	Teacher's observation  Peer assessment Checklist

JULY- AUGUST

Topic	Teaching Methodology	Learning outcomes	Assessment tool
Shapes and Shading  Still Life Composition	Step by Step book, Oil Pastel Colours Discussion on how to refer shade card to be given.	<ul style="list-style-type: none"><li>Students will develop art vocabulary.</li><li>They will be able to identify the primary and secondary colours.</li><li>They will develop compositional techniques.</li><li>They will be able to identify foreground and background.</li></ul>	Teacher's observation  Peer assessment Checklist

SEPTEMBER – OCTOBER

Topic	Teaching Methodology	Learning outcomes	Assessment tool
-------	----------------------	-------------------	-----------------

<b>Cartoon Drawing</b>	<b>Step by Step book, Oil Pastel Colours Discussion on funny faces .</b>	<ul style="list-style-type: none"> <li>• <b>Students will learn to show emotions through art.</b></li> <li>• <b>They will learn art through technology. Students will develop compositional techniques such as perspective in art.</b></li> </ul>	<b>Teacher's observation</b>  <b>Peer assessment Checklist</b>
<b>Landscape Composition</b>	<b>Emotions to be shared. Landforms chapter in EVS related to the drawings.</b>  <b>Discussion to be held on the colour scheme.</b>		

**NOVEMBER - DECEMBER**

Topic	Teaching Methodology	Learning outcomes	Assessment tool
<b>Bird Composition</b>	<b>Step by Step book, Oil Pastel Colours</b>	<ul style="list-style-type: none"> <li>• <b>Students will be able to analyse and apply the knowledge of the elements and principles of art.</b></li> <li>• <b>Observational skills will improve.</b></li> </ul>	<b>Teacher's observation</b>
<b>Figurative Composition</b>	<b>Simple figure drawing to be shown on the board.</b>		<b>Peer assessment Checklist</b>

**JANUARY - FEBRUARY**

Topic	Teaching Methodology	Learning outcomes	Assessment tool
<b>Create your own composition</b>	<b>Art File, Oil Pastel Colours Students will be narrated a story/situation and they will recreate the scene.</b>	<ul style="list-style-type: none"> <li>• <b>Imaginary skill of the students will improve.</b></li> <li>• <b>Learning of English literature will be fun and easy.</b></li> </ul>	<b>Teacher's observation</b>  <b>Peer assessment Checklist</b>

CLASS III

Topic/ No. of Periods Date	Learning Outcomes	Assessment Tools (a) for Identifying Learning Gaps (b) for determining understanding level	Teaching Learning Strategies/ Activities	Resources	Inter-Disciplinary approach
Topic : The Family	Students will be	Group	Approach :	Textbook	Life skills: Promotes empathy

Month - April No. of day: 15 <b>Sub-topics</b> Joint family  Nuclear family	<b>able to :</b> Student will understand how family structure very across culture and Society. students will recognise. The various role and responsibility of family members	discussion	Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning	and emotional intelligence by helping children understand the roles of each family member.
		Interactive quiz		Social Studies: Discussion on values, family structures, and social responsibilities.
			ACTIVITIES & STRATEGIES Prepare a family Album and write few sentences about their family members Students prepare a family tree of their family members	
<b>Topic : Family similarities</b>	<b>Students will be able to :</b>	For learning gaps : Students participate in	Approach :	Life Skills:Develops self-awareness as students reflect on their traits, habits, and family customs.
				Textbook

		group discussion and oral tests		
	Understand the acceptance of every individual <ul style="list-style-type: none"><li>• Develop social and thinking skills</li><li>• Identify the likes and dislikes of the family members</li><li>• Recognize the similarities and dis-similarities among human beings and respect for them</li></ul>	For identifying understanding level : Students prepare a photo bouquet of their family members and their roles	Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning	
Month - April No. of day: 15				Mathematics:Sorting and grouping activity: Group students based on shared traits (e.g., number of siblings, spoken language at home).
<b>Sub-topics</b>				
Similarities among family members			ACTIVITIES & STRATEGIES	
			Make a thanks giving card for a family member whom you want to thank. Mathematics:Sorting and grouping activity: Group students based on shared traits (e.g., number of siblings, spoken language at home).	

Topic : Our food	Students will be able to :	For learning gaps : Students participate in group reading and silent reading activities	Approach :	Textbook	Life skills:Builds healthy eating habits—awareness of balanced diets and hygiene.
			Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning		
			For identifying understanding level : Students participate in quizzes and class tests to test their understanding		Worksheet
Month - April No. of day: 15					
Sub-topics					
Different types of Foods			ACTIVITIES & STRATEGIES		
			Organize a special Lunch Party in the class in which each child will bring some special dish.		
			Prepare a meals menu for your family		

		Student collect pictures of junk and healthy food	
Topic : Our dresses	Students will be able to :	For learning gaps : Students participate in group reading and silent reading activities. Engage in activities regarding different kinds of dresses	Approach :
		For identifying understanding level : Students participate in quizzes and class tests to test their understanding	Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning
Month - April No. of day: 15			
Sub-topics	Understand the factors responsible for variation in dresses.		
	Understand the sources of different fabrics and	ACTIVITIES & STRATEGIES	
Different types of dresses			
Dresses in various states		Fancy dress class activities	
		Language Development (English/Hindi):	
		Vocabulary enrichment: uniform, fabric, traditional, occasion, cotton, silk, climate.	
		Textbook	
		Science:	
		Discusses types of fabric (natural vs. synthetic).	
		Worksheet	

	appropriate season to wear it. Develop positive attitude for different culture and tradition and respect for everyone.		Student collect different types on cloths and create a pictorial chart		
<b>Topic : The early man</b>	<b>Students will be able to :</b>	For learning gaps : Students participate in group discussion and collaborative learning activities.  For identifying understanding level : Students participate in quizzes and class tests to test their understanding	Approach :   Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning	Textbook	History: Introduces children to human evolution, early lifestyles, and the Stone Age.
Month - April No. of day: 15 <b>Sub-topics</b>	Understand different stages of man's progress from			Worksheet	Life Skills:  Builds curiosity about the past and appreciation for human innovation.



<p>About the different activities of Early Man</p>	<p>ancient to modern age. Understand the advancement in life from hunter to food gatherer and then to food producer.</p>	<p>ACTIVITIES &amp; STRATEGIES</p> <p>Student are told about early man's life through engaging stories</p> <p>Organize a Quiz competition on the life, tools and implements of the early man.</p>	
--	--	---	--

<p><b>Topic : Learning about works</b></p> <p>Month - April No. of day: 15</p>	<p><b>Students will be able to :</b></p>	<p>For learning gaps : Students participate in group discussion and debate about various types of occupation</p> <p>For identifying understanding level : Students participate in quizzes and class tests to test their</p>	<p>Approach :</p> <p>Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning</p>	<p>Life Skills:</p> <p>Teaches responsibility, teamwork, and helpfulness by understanding tasks at home and school.</p> <p>Civics: Highlights the importance of dignity of labour and interdependence in communities.</p> <p>Textbook Worksheet</p>
--	--	---	---	---



<p>Importance of hardwork, education and discipline</p>	<p>points of success inlife-education, hardwork and discipline.</p> <ul style="list-style-type: none"> <li>• Identify sectors where child labour exists</li> </ul>	<p>ACTIVITIES &amp; STRATEGIES</p> <p>Find out why children are awarded on republic day</p>	
<p><b>Topic : Let us enjoy</b></p> <p>Month - April No. of day: 15</p> <p><b>Sub-topics</b></p>	<p><b>Students will be able to :</b></p> <p>Realise the importance and proper use of leisure time</p> <ul style="list-style-type: none"> <li>• Understand</li> </ul>	<p>For learning gaps : Students participate in group discussion and oral tests</p> <p>Approach :</p> <p>Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning</p>	<p><b>Life Skills:</b></p> <p>Promotes joy, friendship, and togetherness through shared leisure activities.</p> <p>Textbook</p> <p>Science:Discusses outdoor games and physical activity—how they keep our bodies fit and healthy.</p> <p>Worksheet</p>

	<p>the importance of leisure time for everyone.</p> <ul style="list-style-type: none"> <li>• Utilise the leisure time thoughtfully in a constructive way.</li> </ul>	
<p>Importance of hardwork, education and discipline</p>	<p>ACTIVITIES &amp; STRATEGIES</p> <p>Children narrate their favourite story in the class</p>	

<p><b>Topic : Our homes</b></p>	<p><b>Students will be able to :</b></p>	<p>For learning gaps : Students participate in group discussion and oral tests</p>	<p>Approach :</p> <p>Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning</p>	<p>Civics:</p> <p>Understanding types of houses in different regions (kutcha, pucca, stilt houses, etc.).</p> <p>Art &amp; Expression:</p> <p>Drawing and coloring different types of houses (igloo, hut, apartment, stilt house, etc.).</p>
<p>Month - April No. of day: 15</p> <p><b>Sub-topics</b></p>	<p>1.Understand about different types of houses.</p> <p>2.Establish the relation</p>			<p>Textbook</p> <p>Worksheet</p>

Importance of home and types of homes according to varied climates		between types of houses and climate.	ACTIVITIES & STRATEGIES		
			Student create model of any one type of home		
<b>Topic : Beautiful homes</b>		<b>Students will be able to :</b>	For learning gaps : Students participate in group discussion and oral tests	Approach :  Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning	Life Skills:  Encourages aesthetic awareness and appreciation of cleanliness and orderliness.  Art & Expression:  Drawing and coloring beautiful rooms or homes.
Month - April No. of day: 15 <b>Sub-topics</b>		Understand relation between cleanliness and health. <ul style="list-style-type: none"><li>• Have knowledge of 3 r's of garbage disposal.</li><li>• Develop sensitivity for pets and other</li></ul>			Textbook  Worksheet



<p>Knowledge about different cardinal directions</p>	<p>surroundings.</p> <ul style="list-style-type: none"> <li>• Identify and locate states of India according to direction.</li> </ul>	<p>ACTIVITIES &amp; STRATEGIES</p> <p>Prepare a model of Compass and show the cardinal and Intermediary directions on it.</p>	
<p><b>Topic : Conqueries distances</b></p> <p>Month - April No. of day: 15</p> <p><b>Sub-topics</b></p>	<p><b>Students will be able to :</b></p> <p>Recognise and identify the modern means</p>	<p>For learning gaps : Students participate in group discussion and collaborative learning activities.</p> <p>For identifying understanding level : Students participate in quizzes and class tests to test their understanding</p> <p>Approach :  Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning</p>	<p>Life Skills:</p> <p>Develops awareness of how transportation enables connection, trade, and access.</p> <p>History:</p> <p>Discusses evolution of transport (from walking and bullock carts to cars, trains, airplanes).</p> <p>Textbook</p> <p>Worksheet</p>





<b>Sub-topics</b> Means of communication	Identifying different means of communication. • Etiquettes of using mobile in public space.		<b>ACTIVITIES &amp; STRATEGIES</b> Students prepare a model of different coloured letter box and write their uses.		
<b>Topic : I am proud to be an Indian</b>	<b>Students will be able to :</b>	For learning gaps : Students participate in group discussion and collaborative learning activities.  For identifying understanding level : Students participate in quizzes and class tests to test their understanding	<b>Approach :</b>  Student-centered, interactive, and inclusive, focusing on discussion, and collaborative learning	Textbook	<b>Life Skills:</b>  Builds a sense of belonging, identity, and pride in one's country.   <b>Mathematics:</b>  Counting and marking States and Union Territories on the map.
Month - April No. of day: 15 <b>Sub-topics</b>	1 . Understand the diverse culture of India.			Worksheet	

Different parts and landforms of India	2. Recognize various physical features of India.	ACTIVITIES & STRATEGIES	
		Draw and colour the National Flag, National Animal, National Emblem, National Flower and National Bird of India	

ICT CURRICULUM CLASS III (2025-26)

TERM I			
CHAPTER NO	NAME OF CHAPTER/ TOPICS	TEACHING METHOD	LEARNING OUTCOMES
MONTH: APRIL NO. OF WORKING DAYS: 21			
L-1	Getting Started 1. Parts of computer and their functions 2. Mouse buttons and their functions 3. Switch on /off a computer 4. Concept of Desktop, Shutdown and Restart	Lecture Method  Demonstration Method  Practical in lab	<ul style="list-style-type: none"> <li>Identify a computer and its peripherals.</li> <li>Learn to Switch on/ off a computer.</li> <li>Differentiate between Shutdown and Restart.</li> </ul>

			<ul style="list-style-type: none"><li>• Identify mouse buttons</li></ul>
MONTH: MAY NO. OF WORKING DAYS: 17			
L-2	<b>Fundamentals of Computers</b> 1. Identify different types of computers 2. Categories of computer- Desktop, Laptop, Tablet etc. 3. Characteristics and uses of computer	<b>Lecture Method</b>  <b>Demonstration Method</b>  <b>Practical in lab</b>	<ul style="list-style-type: none"><li>• Understand and appreciate the importance and role of computers in today's world.</li><li>• Learn features and uses of computers.</li></ul>
MONTH: JULY NO. OF WORKING DAYS: 25			
L-3	<b>Keyboard I</b> 1. Familiarisation of keyboard. 2. Positioning of alphabet and number keys 3. Position of Enter, Spacebar, Escape and Arrow keys on the keyboard	<b>Lecture Method</b>  <b>Demonstration Method</b>  <b>Practical in lab</b>	<ul style="list-style-type: none"><li>• Identify different types of keys on the keyboard.</li><li>• Familiarisation of positioning and use of different types of keys.</li></ul>
MONTH: AUGUST NO. OF WORKING DAYS: 23			
L-4	<b>Touch Typing- Play with Text Editor</b> 1. Basics of Touch typing 2. Opening a document 3. Concept of Home keys, right hand and left hand number keys, placing and using fingers accordingly	<b>Lecture Method</b>  <b>Demonstration Method</b>  <b>Practical in lab</b>	<ul style="list-style-type: none"><li>• Enhance keyboard skills for text entry- Touch typing.</li><li>• Understanding basics of Touch typing.</li></ul>
MONTH: SEPTEMBER NO. OF WORKING DAYS: 23			
ASSESSMENT FOR MID TERM EXAM			
TERM II			
MONTH: OCTOBER NO. OF WORKING DAYS: 21			

L-5	<b>Know the Keyboard</b> 1. Types of Keys on Keyboard 2. Use of CAPS lock and Shift key 3. Upper / Lower case character entry. 4. Num Lock key	<b>Lecture Method</b>  <b>Demonstration Method</b>  <b>Practical in lab</b>	<ul style="list-style-type: none"> <li>Identify and familiarize with CAPS LOCK, SHIFT and NUM LOCK Keys on the keyboard.</li> <li>Appreciate the purpose of these keys.</li> <li>Differentiate between Backspace and Delete keys.</li> </ul>
<b>MONTH: NOVEMBER</b> <b>NO. OF WORKING DAYS: 22</b>			
L-6	<b>Using the Icons</b> 1.Introduction to Desktop and Icons 2. Using Icons through keyboard and mouse 3. Concept of Window 4. Minimize, Maximize and Restore button.	<b>Lecture Method</b>  <b>Demonstration Method</b>  <b>Practical in lab</b>	<ul style="list-style-type: none"> <li>Knowledge acquisition using ICT.</li> <li>Use of Mouse and Keyboard for effective navigation.</li> </ul>
<b>MONTH: DECEMBER</b> <b>NO. OF WORKING DAYS: 24</b>			
L-7	<b>Tux Paint-Let's Paint the World</b> 1. Starting or opening tux paint 2. Components of main screen 3. Types of shapes tool 4. Opening and saving file	<b>Lecture Method</b>  <b>Demonstration Method</b>  <b>Practical in lab</b>	<ul style="list-style-type: none"> <li>Creative skill development using Tux Paint software.</li> <li>Learn various features of Tux Paint.</li> <li>Appreciate the use of various tools and shapes offered by Tux Paint.</li> </ul>
<b>MONTH: JANUARY</b> <b>NO. OF WORKING DAYS: 17</b>			
L-8	<b>Use Safe: Precautions while using Computers.</b> 1. Sit right 2. Use right	<b>Lecture Method</b>  <b>Demonstration Method</b>	<ul style="list-style-type: none"> <li>Appreciate the importance of correct posture while using the computer.</li> </ul>

	<b>3. Right handling of computer components</b> <b>4. Dos and Don'ts of Computer Lab</b>	<b>Practical in lab</b>	<ul style="list-style-type: none"> <li>● <b>Realize the importance of measures to be taken to safeguard machines.</b></li> </ul>
<b>MONTH: FEBRUARY</b> <b>NO. OF WORKING DAYS: 22</b>			
<b>ASSESSMENT FOR ANNUAL EXAM</b>			

**ANNUAL CURRICULUM AND PEDAGOGICAL PLAN (ACPP)**

**CLASS : 3**

**SUBJECT : SCIENCE**

**NAME OF THE TEACHER: ANITA MAGAR**

Topic/ No. of Periods Date	Learning Outcomes	Assessment Tools (a) for Identifying Learning Gaps (b) for determining understanding level	Teaching Learning Strategies/ Activities	Resources	Inter-Disciplinary approach
Month- April  <b>Topic : Lesson 1</b>  My Body <b>Total periods-20</b>	<b>Students will be able to :</b>  Understand the structure and functions of different body parts. Recognize the importance of personal hygiene.	(a) Worksheets: Targeted exercises focusing on specific concepts. (b) Pen-Paper Tests (PPTs): Formal examinations conducted periodically.	Labeling diagrams of the human body, discussions on daily hygiene practices.	Charts of human anatomy, hygiene kits.	Links with Health Education and art (drawing body parts).
Month- May  Lesson-2 Plants Around us	Identify various types of plants, understand their characteristics and uses.	(a) Observations: Monitoring students during activities to identify misconceptions.	Nature walks to observe local flora, leaf collection and	leaf collection and classification.	Integration with Environmental Studies and Art (leaf printing).

Total periods-15		(b) Interactive Activities: Hands-on experiments or group work	classification.		
Month- July Lesson-3  Leaf  Total periods- 15	Comprehend the structure of a leaf and its uses	(a) Interactive Activities: Hands-on experiments or group work  to assess practical understanding. (b) Class group discussions regarding each topic in a group of 4's	Nature walk and collecting leaves to observe different types of leaves	leaf samples	Connections with Art(leaf sketches)
Month- August Lesson-4 Importance of plants Total periods- 15	Recognize the significance of plants in daily life and the environment.	(a) Worksheet  (b) Projects and presentations	Creating posters on plant uses; discussions on conservation.	Multimedia presentations; real-life examples.	Links with Social Science and Art
Month- September Lesson-5  Animals  Total periods- 15	Classify animals based on habitat and characteristics.	(a) Interactive Activities: Hands-on experiments or group work to assess practical understanding (b) Projects and Presentations: Assessing comprehension through creative outputs.	Animal classification games	Animal flashcards; .  documentaries	Integration with Geography and  Language Arts.
Month- October Lesson-6	Understand different feeding habits and their adaptations.	(a) Diagnostic Tests: Short quizzes or pre-assessments to	Role-playing different animals;	<b>Resources:</b> Interactive	Connections with Environmental

Feeding Habits of Animals Total periods- 15		gauge prior knowledge. (b) Practical Demonstrations: Hands-on activities to assess application of knowledge.	charting food chains.	charts; videos	Studies and Drama.
Month- November  Lesson-7 Birds and their Nests Total periods- 20	Identify various birds and their nesting habits; understand migration patterns	(a) Class Discussions: Engaging students in conversations to assess understanding. (b) Projects and Presentations: Assessing comprehension through creative outputs.	Bird-watching excursions; nest model creations	Binoculars; bird guides.	Links with Geography and Art
Month- December  Lesson-8  Food Total periods- 15	Recognize different food groups; understand the importance of a balanced diet.	(a) Worksheets: Targeted exercises focusing on specific concepts. Projects and Presentations: Assessing comprehension through creative outputs.	Preparing healthy meals; food group sorting games.	Food samples; nutritional charts.	Integration with Health Education and Home Science.
Month- January  Lesson-9 Cooking and Eating Habits Total periods- 10	Understand various cooking methods; appreciate cultural food practices.	(a) Class Discussions: Engaging students in conversations to assess understanding. (b) Worksheets and class discussions	Cooking demonstrations; discussions on traditional cuisines.	Cooking utensils; recipe books.	Connections with Social Studies and Cultural Studies.
Month- January  Lesson-10	Comprehend the sources and importance of water;	(a) Interactive Activities: Hands-on experiments or group work	Water filtration experiments;	Water samples;	Links with Environmental

Water	understand conservation methods.	to assess practical understanding. (b) Projects and Presentations: Assessing comprehension through creative outputs.	creating water conservation posters.	conservation kits.	
Total periods- 10					



**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR: APRIL  
2025**

**NO. OF WORKING DAYS: 21**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  School Prayer and Gayatri Mantra  Dance: Tatkkar	Developing singing and dancing skills	Bluetooth Speaker, Harmonium, Tabla	Memorizing singing and dancing steps	Raag Parichay Bhag-I

**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR: MAY  
2025**

**NO. OF WORKING DAYS: 17**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  School Anthem and Alankar  Dance: Tukrey	Honing the singing skills and Taal	Bluetooth Speaker, Harmonium, Tabla	Singing the Notes and Dancing steps individually	Raag Parichay Bhag-I

**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR: JULY  
2025**

**NO. OF WORKING DAYS: 25**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  National Anthem and Children Action Songs	Developing rhythmic sense and feeling of patriotism	Bluetooth Speaker, Harmonium, Tabla	Get to know the community songs and dance	Raag Parichay Bhag-I

**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:**

**AUGUST 2025**

**NO. OF WORKING DAYS: 23**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  Preparation for Independence Day celebration	Developing the sense of sur and taal	Bluetooth Speaker, Harmonium, Tabla	They will learn group song and dance	Raag Parichay Bhag-I

**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:**

**SEPTEMBER 2025**

**NO. OF WORKING DAYS: 23**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  Folk songs and dance	Relish the folk songs and dance	Bluetooth Speaker, Harmonium, Dholak	Refinement of singing and dancing	Raag Parichay Bhag-I

**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:**

**OCTOBER 2025**

**NO. OF WORKING DAYS: 21**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  Bhajan and Hip-hop Dance	Traditional Music and Dance	Bluetooth Speaker, Harmonium, Drum	They will learn classical and western dance	Raag Parichay Bhag-I

**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:**

**NOVEMBER 2025**

**NO. OF WORKING DAYS: 22**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  Preparations for Inter-School Competition	Exposure and Experience	Bluetooth Speaker, Harmonium, Tabla	More and More Practice for Competition	N/A

**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:**

**DECEMBER 2025**

**NO. OF WORKING DAYS: 24**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  Christmas Carols and Dance	Exposure and Experience	Bluetooth Speaker, Casio, Drum	Practice for Perfection	N/A



**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:**

**JANUARY 2026**

**NO. OF WORKING DAYS: 17**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  Preparation for Republic Day Celebration	Performance and Stage Experience	Bluetooth Speaker, Harmonium, Tabla	Practice for Perfection	N/A

**CLASS: III SUBJECT: MUSIC**

**NAME OF THE TEACHER: MRS. RUPALI PAL MONTH & YEAR:**

**FEBRUARY 2026**

**NO. OF WORKING DAYS: 22**

TOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATAGIES	RESOURCES
Periods: 08  Revision of all the previous songs and dance forms	Garnish Singing	All the previously used instruments	Perfection	Raag Parichay Bhag-I

ANNUAL CURRICULUM AND  
PEDAGOGICAL PLAN (ACPP)

CLASS : 3

SUBJECT : SCIENCE

NAME OF THE  
TEACHER: ANITA  
MAGAR

Topic/ No. of Periods Date	Learning Outcomes	Assessment Tools (a) for Identifying Learning Gaps (b) for determining understanding level	Teaching Learning Strategies/ Activities	Resources	Inter-Disciplinary approach
Month- April	<b>Students will be able to :</b>  Understand the structure and functions of different body parts. Recognize the importance of personal hygiene.	(a) Worksheets: Targeted exercises focusing on specific concepts. (b) Pen-Paper Tests (PPTs): Formal examinations conducted periodically.	Labeling diagrams of the human body,  discussions on daily hygiene practices.	Charts of human anatomy,  hygiene kits.	Links with Health Education and art (drawing body parts).
<b>Topic : Lesson 1</b>  My Body <b>Total periods-20</b>					
Month- May	Identify various types of plants, understand their characteristics and uses.	(a) Observations: Monitoring students during activities to identify misconceptions. (b) Interactive Activities: Hands-on experiments or group work	Nature walks to observe local flora,  leaf collection and classification.	leaf collection and classification.	Integration with Environmental Studies and Art (leaf printing).
Lesson-2  Plants Around us  Total periods-15					

Month- July Lesson-3  Leaf  Total periods- 15	Comprehend the structure of a leaf and its uses	(a) Interactive Activities: Hands-on experiments or group work  to assess practical understanding. (b) Class group dicussions regarding each topics in a group of 4's	Nature walk and collecting leaves to observe different types of leaves	leaf samples	Connections with Art(leaf sketches)
Month- August Lesson-4 Importance of plants Total periods- 15	Recognize the significance of plants in daily life and the environment.	(a) Worksheet (b)Projects and presentations	Creating posters on plant uses; discussions on conservation.	Multimedia presentations; real-life examples.	Links with Social Science and Art
Month- September Lesson-5  Animals  Total periods- 15	Classify animals based on habitat and characteristics.	(a) Interactive Activities: Hands-on experiments or group work to assess practical understanding (b) Projects and Presentations: Assessing comprehension through creative outputs.	Animal classification games	Animal flashcards; . documentaries	Integration with Geography and Language Arts.
Month- October Lesson-6 Feeding Habits of	Understand different feeding habits and their adaptations.	(a) Diagnostic Tests: Short quizzes or pre-assessments to gauge prior knowledge.	Role-playing different animals; charting food chains.	<b>Resources:</b> Interactive charts; videos	Connections with Environmental Studies and Drama.

Animals Total periods- 15		(b) Practical Demonstrations: Hands-on activities to assess application of knowledge.			
Month- November  Lesson-7 Birds and their  Nests Total periods- 20	Identify various birds and their nesting habits; understand migration patterns	(a) Class Discussions: Engaging students in conversations to assess understanding. (b) Projects and Presentations: Assessing comprehension through creative outputs.	Bird-watching excursions; nest model creations	Binoculars; bird guides.	Links with Geography and Art
Month- December  Lesson-8  Food Total periods- 15	Recognize different food groups; understand the importance of a balanced diet.	(a) Worksheets: Targeted exercises focusing on specific concepts. Projects and Presentations: Assessing comprehension through creative outputs.	Preparing healthy meals; food group sorting games.	Food samples; nutritional charts.	Integration with Health Education and Home Science.
Month- January  Lesson-9 Cooking and Eating Habits Total periods- 10	Understand various cooking methods; appreciate cultural food practices.	(a) Class Discussions: Engaging students in conversations to assess understanding. (b) Worksheets and class discussions	Cooking demonstrations; discussions on traditional cuisines.	Cooking utensils; recipe books.	Connections with Social Studies and Cultural Studies.

Month- January					
Lesson-10	Comprehend the sources and importance of water;	(a) Interactive Activities: Hands-on experiments or group work	Water filtration experiments; creating water conservation posters.	Water samples; conservation kits.	Links with Environmental
Water	understand conservation methods.	to assess practical understanding.			
Total periods- 10		(b) Projects and Presentations: Assessing comprehension through creative outputs.			

ANNUAL  
CURRICULUM AND  
PEDAGOGICAL PLAN (ACPP)  
(2025 - 26 )

CLASS : III

SUBJECT : MATHEMATICS

NAME OF THE  
TEACHER: MRS.  
KANCHAN SHARMA

Topic/ No. of Periods	Learning Outcomes	Assessment Tools (a) for Identifying Learning Gaps (b) for determining understanding level	Teaching Learning Strategies/ Activities	Resources	Inter-Disciplinary approach
<u>Topic : Numners upto 9,999</u>	<u>Students will be able to :</u>	<u>Oral assessment</u>	<u>Concrete–Pictorial–Abstract (CPA) Approach</u>	<u>Text book - Primary mathematics</u>	<u>1. Math + Environmental Studies (EVS)</u>
Sub-topics Number names of four	Works with 4 digit numbers  Read and writes numbers upto 9999  Using place value	written worksheets  hands on activities  Manipulatives	Concrete: Use physical objects like base-10 blocks to build four-digit numbers. Pictorial: Show diagrams (e.g., place value charts, number lines). Abstract: Move to numbers	Abacus  Dramatisation to understand places  of a four digit	<i>Activity: Population Numbers</i>  <i>Use real or imaginary data of</i>

<p>digit numbers</p> <p>Nuerals from number names</p> <p>Successors and predecessors</p> <p>Expanded form of numbers</p> <p>Arranging numbers in ascending and descending orders</p> <p>formong largest and smallest numbers</p> <p>No. of Days - 20</p>	<p>Apply place values rule</p> <p>Compare numbers and arranging numbers</p> <p>Can form largest and smallest number using given digits</p>	<p>Short quizzes</p> <p>MCQ 'S</p>	<p>and symbols (e.g., 3,472 = 3000 + 400 + 70 + 2).</p> <p>Use of Place Value Charts</p> <p>Help students visualize the position of digits in thousands, hundreds, tens, and ones.</p> <p>Discussion and Peer Learning</p> <p>Let students explain their thinking in pairs or groups to strengthen understanding.</p> <p>Connecting to Real Life</p> <p>Use numbers from everyday contexts like addresses, phone numbers, or calendar years.</p>	<p>number</p>	<p><i>towns or animals</i></p> <p><i>Ask students to read, write, and compare these numbers.</i></p> <p><i>Math + English (Language Development)</i></p> <p><i>Activity: Number Story Writing</i></p> <p><i>Students create short stories using four-digit numbers</i></p> <p><i>Reinforce number sense and practice writing skills.</i></p>
<p>Topic : Addition</p> <p>Sub-topics</p> <p>Addition with and without borrows</p>	<p>Students will be able to :</p> <p>Explore different strategies and add numbers using already known addition facts</p>	<p>Diagnostic Pre-Test</p> <p>Purpose: Identify prior knowledge and misconceptions.</p> <p>Written Worksheets</p>	<p>Number Line Addition</p> <p>Visualize jumps on a number line</p> <p>to reinforce mental math and sequence.</p> <p>Estimation First</p>	<p>Primary mathematics</p> <p>Math Workbooks</p> <p>Teacher-Made Worksheets</p> <p>Flashcards (equations and</p>	<p>Math + Environmental Studies (EVS)</p> <p>Activity: Tree Counting</p> <p>Count the number of trees planted in two parks and find the total.</p>



<p>Additio by regrouping</p> <p>Properties of addition</p> <p>Word problems on addition</p> <p>No. of Days - 15</p>	<p>Solves properties of addition</p> <p>Solves daily life problems using addition of 4 digit numbers with and without regrouping.</p>	<p>Hands-On Activities</p> <p>Interactive Games/Apps</p>	<p>Have students round and estimate sums before adding to check if their answers make sense.</p> <p>Addition Puzzle Match</p> <p>Match cards: one side has an addition problem (e.g., 247 + 138) and the other has the answer.</p> <p>Shopping List Activity</p> <p>Give students a list of items with prices.</p> <p>Ask them to add up the total cost of selected items.</p>	<p>sums)</p>	
<p>Topic : Subraction</p> <p>Sub-topics</p> <p>Subtraction with and without borows</p> <p>Subtractiion with</p>	<p>Students will be able to :</p> <p>Subtract 4 digit numbers with borrowing.</p> <p>Checking subtraction</p> <p>Use properties of subtraction correctly</p> <p>Solves daily life problems based</p>	<p>Diagnostic Test / Pre-Assessment</p> <p>Written Worksheets</p> <p>Oral Assessment</p> <p>Hands-On Activities</p> <p>Error Analysis Task</p>	<p>Use real objects (counters, base-10 blocks) to physically take away quantities</p> <p>Draw pictures or use place value charts to visualize subtraction</p> <p>Move to solving problems with numbers and symbols (e.g., 645 – 328).</p> <p>Use place value charts to show regrouping clearly.</p> <p>Frame subtraction problems</p>	<p>Textbook</p> <p>Practice Workbooks</p> <p>Teacher-Made Worksheets</p> <p>Flashcards: For quick mental subtraction practice.</p>	<p>Math + Environmental Studies (EVS)</p> <p>Activity: Water Usage</p> <p>Math + English</p> <p>Students write simple stories that include subtraction.</p> <p>Math + Social Science</p>

regrouping			around relatable situations.		
Properties of subtraction	on subtraction	Games & Digital Tools	Students solve subtraction problems in pairs and	Quizizz / Kahoot – Fun, competitive quizzes	Activity: Timeline Events
Solving real life word problems on subtraction			explain their reasoning to each other	1. to assess subtraction skills in real time.	
Number of Days- 12					
Topic : Multiplication	Students will be able to :	Diagnostic Assessment	Skip Counting multiplication by skip counting on fingers, number lines, or charts	Textbook	Math + Social Science
Sub-topics	Conceptual Understanding Understand multiplication as repeated addition	Format: MCQs, short answers, true/false  fill in the blanks	Use fun, catchy songs for tables (like 2s, 5s, 10s) “Pass the Product”: One student says a number, the next multiplies it by 2, 3, etc.	Practice worksheets	Activity: <i>Cultural Celebrations</i> Connect multiplication with social and cultural events
Multiploication of 3 digit number with single digits	Basic Facts and Tables Represent multiplication using grouping objects	Oral Quizzes & Flashcards  Student Self-Assessment	Use everyday examples: “If there are 4 baskets with 6 apples each, how many apples are there in total?”	Flashcards on multiplication	Math + Physical Education Activity: Skip Counting Steps or Jumps
Multiplication in two steps	Properties of Multiplication	Ask students to rate their own understanding using smiley faces or traffic light cards	Multiplication Bingo		
Properties of multiplication	Commutative property (e.g., $4 \times 5 = 5 \times 4$ )	😊 (I understand)	Board games with multiplication questions		
Solving real life word problems on	Identity property (e.g., $1 \times 8 = 8$ )		Digital games (e.g., on SplashLearn, Math Playground)		
multiplocation	Problem Solving	😞 (I need more practice)			

Number of Days- 15	Solve real-life and word problems involving multiplication.	😞 (I don't understand)			
<p><b>Topic : Length</b></p> <p><b>Sub topics :</b></p> <p><b>Use of Length in measuring different things</b></p> <p><b>Units of Lengths</b></p> <p><b>Standard unit of length</b></p> <p><b>Conversion of bigger to smaller unit</b></p> <p><b>Addition and subtraction</b></p> <p><b>Word problems</b></p> <p><b>Number of Days- 10</b></p>	<p>Students will be able to :</p> <p>Understand the concept of length as a measurement of how long or tall an object is, or the distance between</p> <p>two points</p> <p>Identify and use standard units of length such as:</p> <p>Millimetres (mm) , centimetre (cm ) , metres (m)</p> <p>Kilometres ( km )</p> <p>Convert between different units of length, e.g.:</p> <p>1 km = 1000 m      1 m = 100 cm</p> <p>Measure the length of objects accurately using</p> <p>ulers, metre sticks, or measuring tapes.</p> <p>Compare and order lengths from shortest to longest</p>	<p>Pre-assessment Quiz</p> <p>Oral Questioning</p> <p>Ask students real-life questions like:</p> <p>“How many centimetres in a metre?”</p> <p>“Which is longer: 500 cm or 5 m?”</p> <p>Hands-on Activities</p> <p>Concept Mapping</p>	<p>Use of Concrete Objects</p> <p>Visualization and Estimation</p> <p>Unit Conversion Practice</p> <p>Real-life Problem Solving</p> <p>Activity : Length Conversion Relay</p> <p>In teams, students solve length conversion problems as a race.</p> <p>Encourages speed and accuracy in conversion.</p>	<p>Textbooks</p> <p>You tube</p> <p>Visual objects</p>	<p><b>Mathematics + Science</b></p> <p><b>Activity: Measure plant growth in cm over time.</b></p> <p><b>Apply measurement skills in scientific observations.</b></p> <p><b>Mathematics + Art</b></p> <p><b>Activity: Draw a classroom layout to scale using cm/mm.</b></p> <p><b>Geometry + Art</b></p> <p><b>Activity:</b></p> <p><b>Create a shape collage using cut-outs of different 2D shapes.</b></p> <p><b>Geometry + Language</b></p> <p><b>Activity: Write a short story or poem</b></p> <p><b>using shape characters (e.g., “Sammy the Square”).</b></p>
Topic : Geometry	Identify and name 2D shapes	Diagnostic Quiz / Pre-test	Use shape cut-outs, pattern blocks, clay, and building	Textbook Digital material	<p><b>Math + Art</b></p> <p><b>Activity: Create geometric pattern</b></p>

<p><b>Plane and curved surfaces</b></p> <p><b>.Properties of solids.</b></p> <p><b>Basic geometrical concepts of point,line, line segment and ray.</b></p> <p><b>Measuring the line segment.</b></p> <p><b>Constructing line segments</b></p> <p><b>Number of Days- 15</b></p>	<p><b>Identify and name 3D shapes</b></p> <p><b>Understand shape properties</b></p> <p><b>Classify shapes</b></p> <p><b>Relate geometry to real-life objects</b></p>	<p><b>Concept Checklists</b></p> <p><b>Concept Checklists</b></p> <p><b>Error Analysis</b></p> <p><b>Worksheets with Mixed Questions</b></p>	<p><b>blocks.</b></p> <p><b>Helps children physically see and touch 2D and 3D shapes.</b></p> <p><b>Use charts, videos, flashcards, and posters of shapes and their properties.</b></p> <p><b>Interactive Discussions</b></p> <p><b>Real-life Connections</b></p> <p><b>Storytelling with Shapes</b></p>	<p><b>Manipulatives</b></p> <p><b>You tube videos</b></p>	<p>art using shapes (triangles, squares and circles</p> <p><b>Learning Link:</b> Understand properties of shapes while developing.</p> <p><b>creativity and visual skills</b></p> <p>Math + EVS</p> <p>Shape Hunt in Nature – Identify geometric shapes in leaves, flowers, buildings, etc.</p>
<p><b>Topic : Division</b></p> <p><b>Revision of Multiplication tables</b></p> <p><b>Division as repeated subtraction</b></p> <p><b>Division and multiplication facts</b></p> <p><b>Division without and with remainders</b></p> <p><b>word problems on</b></p>	<p><b>Understand the concept of division</b></p> <p><b>Use division facts and tables</b></p> <p><b>Relate division and multiplication</b></p> <p><b>Use correct symbols and vocabulary</b></p> <p><b>Identify remainders</b></p> <p><b>Apply division in daily situations</b></p>	<p><b>Short quiz covering basic division facts</b></p> <p><b>, vocabulary, and simple problems</b></p> <p><b>Helps find missing foundational skills.</b></p> <p><b>Oral Questioning</b></p> <p><b>Student Self-Assessment Checklist</b></p> <p><b>Post-Test / Quiz</b></p>	<p><b>Division as Equal Sharing</b></p> <p><b>Explain division as splitting objects into equal groups (e.g., sharing candies with friends).</b></p> <p><b>Group Work and Peer Learning</b></p> <p><b>Interactive Games</b></p> <p><b>Division Story Problems</b></p> <p><b>"Division in the Real</b></p>	<p><b>Textbook</b></p> <p><b>Digital material</b></p> <p><b>Manipulatives</b></p> <p><b>You tube videos</b></p>	<p><b>Science Integration</b></p> <p><b>Hands-on science activities naturally lend themselves to equal</b></p> <p><b>sharing and measurement tasks, making division meaningful</b></p> <p><b>For instance, students might measure a given amount of water or</b></p> <p><b>soil and divide it equally among several test containers before an experiment. They then observe results (e.g. plant growth or mixtures)</b></p> <p><b>while practicing division.</b></p>

division		Worksheet Practice Tell and Write Time to the Nearest Hour	World" Activity Division Puzzle		
Number of Days- 15					
Topic : Day Date and Time Finding the days, dates and months in calendar	Identify and Name Days and Months Read and Write Dates in Different Formats Use and Interpret Calendars	Short quiz covering: Days of the week/months of the year Reading analog/digital clocks	Hands-on Learning Use manipulatives like clock models and calendar cutouts Visual Aids Display classroom calendars, time charts, and daily routines to reinforce learning. Real-Life Contextual Learning Teach time through daily schedule discussions, birthdays, and class routines	Textbook  Digital material  Manipulatives	Math + EVS Discuss daily routines and match them with times of day  (e.g., "We eat lunch at 1:00 PM"). Math + Art
Number of hours in a day and minutes	Understand Concepts of Yesterday, Today, and Tomorrow	Writing dates			Activity: Create a colorful classroom calendar showing days,
in an hour	Understand and Use A.M. and P.M.	Basic calendar questions			months , birthdays, festivals, etc.
onverting days into hours converting hours into minutes	Measure Time Intervals  Sequence Daily Events	Provide mixed-up days, months, or clock times. Ask students to sort in correct order.			
Write times and dates in figures  and words		Provide a calendar and ask tasks like: “Find the third Friday of this month.” “Mark your birthday on the calendar.”	Repetition & Practice Daily calendar time to practice day, date, and weather builds routine memory.		
Number of Days- 12					

<b>Topic : Money</b> <b>Writing money in figures and words</b>  <b>Indian currency</b> <b>Coverion of rupees into paise</b> <b>Adding rupees and paise</b>  <b>Subtracting rupees and paise</b> <b>Solving word problems on money</b>         <b>Number of Days- 10</b>	<b>Identify Indian Currency</b>  <b>Recognize and name different denominations of coins and notes</b>  <b>Understand the Symbol and Units of Currency</b>    <b>Use the ₹ (rupee symbol) and understand the relationship between rupees and paise (1 rupee = 100 paise).</b>  <b>Count Money Accurately</b>    <b>Convert Between Rupees and Paise</b> <b>Solve addition and subtraction problems related to buying and notes</b>	<b>Simple worksheet with tasks like:</b>  <b>Identify coins and notes</b>  <b>Match values with pictures</b>  <b>Convert rupees and paise</b>    <b>Basic shopping problems</b>    <b>Concept Mapping</b>  <b>Ask students to draw or fill in a money chart</b>       <b>e.g., ₹ and paise relationships). Role Play Activity (Shop Setup)</b>	<b>Concrete to Abstract Approach</b> <b>Begin with real coins and notes or play money, then move to pictures and finally to symbolic calculations.</b>  <b>Real-Life Connections</b> <b>Relate topics to everyday shopping, helping them understand the value and use</b>  <b>Role-Play “Mini Market”</b>  <b>Make Your Own Bill</b> <b>Rupees and Paise</b> <b>Conversion Match using</b> <b>Flash Cards</b>	<b>Textbook</b>  <b>Visual aids like using original notes and coins</b> <b>Displayng bills in the class</b>	<b>English</b>  <b>- Role-play: “At the Shop” (dialogue writing)</b>  <b>- Vocabulary: rupee, change, bill</b>  <b>Moral Science/Values</b>  <b>- Discuss honesty in dealing with money</b>  <b>- Understanding needs vs wants</b>
<b>Topic : Capacity</b>  <b>Meaning of capacity to measure</b>  <b>liquids</b>	<b>Understand the Concept of Capacity</b>  <b>that capacity refers to the amount of liquid a container .</b>  <b>can hold</b>	<b>Printable Worksheet Ideas</b>  <b>Open Exploration. A powerful diagnostic is simply <i>watching</i> students work with</b>	<b>Concrete–Pictorial–Abstract (CPA) Approach</b> <b>Concrete: Use real containers, water, measuring cups (with mL/L labels).</b> <b>Pictorial: Move to drawings of containers with markings.</b>	<b>Textbook</b> <b>Contrainers depicting units of capacity</b>  <b>Pictures on capacity</b>	<b>Science + Math</b>       <b>Activity: Measure and record how much water different plant</b>

<b>Units used to measure capacity</b> <b>Things sold by measuring capacity</b>  <b>Conversion of L to ML</b> <b>Addition and subtraction of L and ML</b>  <b>Word problems on capacity</b>   <b>Number of Days- 10</b>	<b>Recognize and use units , millilitres (mL) and litres (L).</b> <b>Compare containers to say which holds more or less.</b>  <b>Measure Capacity Using Standard Units</b>  <b>Understand and use the relation: 1 litre = 1000 millilitres.</b>   <b>Solve Real-Life Problems</b>	<b>measuring materials</b>  <b>Hands-On Activities</b>  <b>Create a simple hands-on task like mixing a</b>  <b>drink or snack that requires measured volumes.</b>   <b>Real-World Context Questions.</b>	<b>Abstract: Solve word problems using numbers and units.</b>  <b>Peer Learning</b> <b>Students work in pairs to compare capacities or solve capacity-related tasks.</b>   <b>“Mix a Drink” Activity</b> <b>Provide a “recipe” (e.g., 300 mL of orange juice + 200 mL of water) and let students follow it using measuring tools.</b>		<b>and pots need</b>  <b>Learning Link: Understanding plant needs (Science) and using</b>   <b>measuring math</b>  <b>EVS (Environmental Studies) + Math</b>  <b>Activity: Discuss the importance of saving water.</b>  <b>Learning Link: Students estimate how many litres of water are used in daily tasks (bathing, brushing) and learn conservation.</b>
<b>Topic : Fraction</b> <b>Understanding fraction as a part of</b>  <b>a whole</b> <b>Understanding numerators and</b>  <b>denominators</b> <b>Shading a figure for a</b>	<b>Understand the Concept of a Fraction</b> <b>Identify halves, thirds, fourths, sixths, eighths from .</b>   <b>visual representations.</b> <b>Recognize and compare like fractions (e.g., 1/4 and 3/4).</b>   <b>Identify fractions as greater than, less than, or equal</b> <b>Apply fractions in daily life scenarios,</b>	<b>Diagnostic Worksheets</b>  <b>Include varied question types: MCQs,</b>  <b>, fill-in-the-blanks, matching, and short answers.</b>   <b>Pre-Assessment Quizzes</b>   <b>Flashcards with problems or visuals that .</b> <b>students solve</b>	<b>Concrete: Use real objects (pizza slices, fraction strips).</b> <b>Pictorial: Move to diagrams showing shaded parts.</b> <b>Abstract: Solve numerical problems using symbols (e.g., ½, ¾).</b>   <b>Use of Manipulatives</b> <b>Fraction circles, bars, or folding paper to show halves, quarters, etc.</b> <b>1. tory Time with Fractions</b>	<b>Textbooks</b>  <b>Fraction disks</b>    <b>Worksheets</b> <b>Pictures on Fractions</b>   <b>Pizza or apple to understand fraction</b>	<b>Math + English (Language)</b>  <b>Activity: Write a short story or poem involving sharing food</b>   <b>(e.g., “I shared my cake. I gave ½ to my friend...”).</b>  <b>Math + Drama</b>  <b>Activity: Role-play a pizza shop where customers ask for slices</b>

<b>given fraction addind and subtracting like fractions Comparison of like fractions Adding and subtracting like fractions  Number of Days- 15</b>	<b>like sharing food  or dividing objects  Connect Fractions to Division</b>	<b>Use of manipulatives like fraction circles, digital Tools like Kahoot, Quizizz,</b>	<b>Use stories that involve sharing or dividing things equally.</b>		
--	--	--	---	--	--



# ENGLISH CURRICULUM CLASS III (2025-26)

MONTH: APRIL  
NO. OF WORKING DAYS: 21

NAME OF CHAPTER	LEARNING OUTCOMES	ASSESSMENT TOOLS A) FOR IDENTIFYING LEARNING GAPS B) FOR DETERMINING UNDERSTANDING LEVEL	TEACHING LEARNING STRATEGIES/ACTIVITIES	RESOURCES	INTERDISCIPLINARY APPROACH
TOPIC:  MY ENGLISH READER-  UNIT 1 <u>ANIMAL WORLD</u>  SUB-TOPIC:  P-I SPEAK, I SAY, I TALK  NO. OF PERIODS: 3	The learners will be able to <ul style="list-style-type: none"><li>recite the poem with proper intonation and pronunciation.</li><li>recognise different animal sounds.</li></ul>	<ul style="list-style-type: none"><li>Pre-reading activity</li><li>Class discussion</li><li>Recitation</li></ul>	TEACHING LEARNING STRATEGIES <ul style="list-style-type: none"><li>Reading and explanation</li><li>Interactive and inclusive discussion</li><li>Collaborative learning</li></ul> ACTIVITIES Integrating art and experiential learning through <ul style="list-style-type: none"><li>Mask making</li></ul>	<ul style="list-style-type: none"><li>Text book</li><li>Audio visual aids</li><li>Live worksheet</li></ul>	Science:  Animal sounds
TOPIC:	The learners will be able to	<ul style="list-style-type: none"><li>Pre-reading</li></ul>	TEACHING LEARNING	<ul style="list-style-type: none"><li>Text book</li></ul>	Science:

<p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 1</b> <b><u>ANIMAL WORLD</u></b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-DOLPHINS</b> (Reading)</p> <p><b>NO. OF PERIODS: 4</b></p>	<ul style="list-style-type: none"> <li>describe body features, habitat and nature of dolphins.</li> </ul>	<p><b>activity</b></p> <ul style="list-style-type: none"> <li>Class discussion</li> <li>Worksheet</li> </ul>	<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Poster making</li> </ul>	<ul style="list-style-type: none"> <li>Audio visual aids</li> <li>Live worksheet</li> </ul>	<p>Interesting facts about dolphins</p>
<p><b>TOPIC:</b></p> <p><b>LISTENING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-AMAZING BIRDS AND ANIMALS</b></p> <p><b>NO. OF PERIODS: 1</b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>develop listening skill.</li> </ul>	<ul style="list-style-type: none"> <li>Listening assessment worksheet</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading out passage followed by completion of worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> </ul>	
<p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and classify nouns.</li> <li>identify and use</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live</li> </ul>	<p>Hindi:</p> <p><b>संज्ञा</b></p>

<p><b>SUB-TOPICS:</b></p> <p><b>L-1 NOUNS</b></p> <p><b>NO. OF PERIODS: 5</b></p>	<p>common and proper nouns.</p>		<ul style="list-style-type: none"> <li>• Explanation</li> <li>• Interactive and inclusive discussion</li> <li>• Collaborative Learning</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>• Picture pasting/drawing</li> </ul>	<p>worksheet</p>	
<p><b>TOPIC:</b></p> <p><b>WRITING SKILL</b></p> <p><b>SUB-TOPIC:</b></p> <p><b>PARAGRAPH WRITING</b></p> <p><b>NO. OF PERIODS: 3</b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• form sentences using hints.</li> <li>• write short compositions in grammatically correct English.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Accuracy, fluency and content of the paragraph</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Introduction of the topic</li> <li>• Discussion on topic</li> <li>• Explanation of sentence structure</li> <li>• Guided practice</li> <li>• Recapitulation</li> </ul>	<ul style="list-style-type: none"> <li>• Sample model writing</li> </ul>	
<p><b>MONTH: MAY</b></p> <p><b>NO. OF WORKING DAYS: 17</b></p>					
<p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 1</b></p> <p><b><u>ANIMAL WORLD</u></b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• recite the poem with proper intonation and pronunciation.</li> <li>• understand the</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Recitation</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>• Live worksheet</li> </ul>	<p><b>Science:</b></p> <p><b>Characteristics of zoo animals</b></p>

<p><b>SUB-TOPIC:</b></p> <p><b>P-AT THE ZOO</b></p> <p><b>NO. OF PERIODS: 3</b></p>	<p>importance of being kind to animals.</p>		<p>discussion</p> <ul style="list-style-type: none"> <li>• Collaborative learning</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• Poster making</li> </ul>		
<p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 1</b></p> <p><b><u>ANIMAL WORLD</u></b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- THE CANARY</b></p> <p><b>NO. OF PERIODS: 6</b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• read the text with proper pronunciation, stress and intonation.</li> <li>• understand the sequence of events, central idea of the story and critically analyse the main characters.</li> <li>• understand the importance of being kind to animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading activity</li> <li>• Class discussion</li> <li>• Oral revision</li> <li>• Worksheet</li> <li>• Class test</li> <li>• Dictation</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Reading and explanation</li> <li>• Interactive and inclusive discussion on the central idea and character analysis</li> <li>• Collaborative learning</li> <li>• Vocabulary drill</li> <li>• Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>• Bird bunting making</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Audio visual aids</li> <li>• Worksheet</li> <li>• Quizizz</li> </ul>	<p><b>Science:</b></p> <p>Collecting information about birds</p>

<p><b>TOPIC:</b></p> <p><b>GRAMMAR SKILL</b></p> <p><b>SUB-TOPICS:</b></p> <p><b>L-2 PRONOUNS</b></p> <p><b>NO. OF PERIODS: 5</b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and use different pronouns in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative Learning</li> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Pronoun pizza</li> <li>Pronoun song</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul>	<p>Hindi: <b>सर्वनाम</b></p>
<p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER- UNIT 1 <u>ANIMAL WORLD</u></b></p> <p><b>SUB-TOPIC:</b></p> <p><b>L- THE OSTRICH AND THE HEDGEHOG (Reading)</b></p> <p><b>NO. OF</b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul>	<p>Science: <b>Interesting facts about ostrich and hedgehog</b></p>

PERIODS: 3					
MONTH: JULY NO. OF WORKING DAYS:25					
TOPIC:  MY ENGLISH READER-  <u>UNIT 2</u> <u>NATURE CARES</u>  SUB-TOPIC:  L- THE GOD OF RIVER  NO. OF PERIODS: 5	The learners will be able to <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw conclusions.</li> <li>develop environment friendly habits.</li> <li>analyse reasons for water pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> <li>Dictation</li> </ul>	TEACHING LEARNING STRATEGIES <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> <li>Collaborative learning</li> <li>Vocabulary drill</li> <li>Recapitulation</li> </ul> ACTIVITIES Integrating art and experiential learning through <ul style="list-style-type: none"> <li>Poster making</li> <li>Slogan writing</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> <li>Quizizz</li> </ul>	Science:  Collecting information about causes of pollution
TOPIC:  MY ENGLISH READER-  <u>UNIT 2</u> <u>NATURE CARES</u>  SUB-TOPIC:	The learners will be able to <ul style="list-style-type: none"> <li>recite the poem with proper intonation and pronunciation.</li> <li>develop a responsible attitude towards</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Recitation</li> </ul>	TEACHING LEARNING STRATEGIES <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Live worksheet</li> </ul>	Science:  Drawing parts of trees

<p>P-TREES ARE THE KINDEST THINGS I KNOW</p> <p>NO. OF PERIODS: 3</p>	<p>nature.</p> <ul style="list-style-type: none"><li>• understand the importance of trees.</li></ul>		<p>learning</p> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• Poster making</li></ul>		
<p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-3 HOW MANY</p> <p>NO. OF PERIODS: 6</p>	<p>The learners will be able to</p> <ul style="list-style-type: none"><li>• understand, learn and apply the concept of changing singular into plural.</li></ul>	<ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul>	<p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <p>ACTIVITIES</p> <p>Integrating art through</p> <ul style="list-style-type: none"><li>• Plural foldables</li></ul>	<ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul>	<p>Hindi: · वचन</p>
<p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p>	<p>The learners will be able to</p> <ul style="list-style-type: none"><li>• identify and use different prepositions in sentences.</li></ul>	<ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul>	<p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li></ul>	<ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Newspaper</li><li>• Live worksheet</li></ul>	<p>Hindi: · सम्बन्ध सूचक अव्यय सर्वनाम</p>





<p><b>SUB-TOPIC:</b></p> <p><b>L-MINU AND DINO</b> (Project based)</p> <p><b>NO. OF PERIODS: 3</b></p>	<ul style="list-style-type: none"> <li>enrich knowledge about conservation and protection of endangered animals.</li> </ul>		<p>theme</p> <ul style="list-style-type: none"> <li>Collaborative learning</li> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art through</p> <ul style="list-style-type: none"> <li>Poster making</li> </ul>		
<p><b>TOPIC:</b></p> <p><b>MY ENGLISH READER-</b></p> <p><b>UNIT 2</b> <u><b>NATURE CARES</b></u></p> <p><b>SUB-TOPIC:</b></p> <p><b>L-TREES</b></p> <p><b>NO. OF PERIODS: 6</b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw conclusions.</li> <li>develop an appreciative attitude towards the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> <li>Dictation</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> <li>Collaborative learning</li> <li>Vocabulary drill</li> <li>Recapitulation</li> </ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Poster making</li> <li>Slogan writing</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> <li>Quizizz</li> </ul>	<p><b>Science:</b></p> <p>Collecting information about importance of trees</p>
<p><b>TOPIC:</b></p> <p><b>LISTENING SKILL</b></p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>develop language competency and listening skill.</li> </ul>	<ul style="list-style-type: none"> <li>Listening assessment worksheet</li> </ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Reading out passage followed by completion</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> </ul>	

<b>SUB-TOPIC:</b>  <b>L-HARMFUL EFFECTS OF POLYBAGS</b>  <b>NO. OF PERIODS: 1</b>			<b>of worksheet</b>		
<b>TOPIC:</b>  <b>GRAMMAR SKILL</b>  <b>SUB-TOPICS:</b>  <b>L-4 DESCRIBING WORDS</b>          <b>NO. OF PERIODS: 5</b>	<b>The learners will be able to</b> <ul style="list-style-type: none"><li>• identify and use the adjective to describe a person/an object or a place.</li></ul>	<ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul>	<b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li><li>• Collaborative Learning</li><li>• Recapitulation</li></ul> <b>ACTIVITIES</b> <b>Integrating art and experiential learning through</b> <ul style="list-style-type: none"><li>• ‘Awesome adjectives that describe me’ activity</li><li>• Adjective song</li></ul>	<ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul>	<b>Hindi: विशेषण</b>
<b>MONTH: SEPTEMBER</b> <b>NO. OF WORKING DAYS: 23</b>					

<div> <div>REVISION FOR MID TERM-EXAM</div> <div> MONTH: OCTOBER  NO. OF WORKING DAYS: 21 </div> </div>					
<p>TOPIC:</p> <p>MY ENGLISH READER-  UNIT 3 REGARD F OR VALUES</p> <p>SUB-TOPIC:</p> <p>L- NINA IS THE WINNER</p> <p>NO. OF PERIODS: 6</p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>understand the central idea of the story and critically analyse the main characters.</li> <li>appreciate</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> <li>Dictation</li> </ul>	<p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> <li>Collaborative learning</li> <li>Vocabulary drill</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Role play</li> <li>Card making</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> <li>Quizizz</li> </ul>	<p>Hindi:</p> <p>कहानी सुनाओ</p>
<p>TOPIC:</p> <p>MY ENGLISH READER-  UNIT 3</p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>recite the poem with proper intonation and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Recitation</li> </ul>	<p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul>	<p>Science:</p> <p>Animal babies</p>

<b>REGARD F OR VALUES</b>  <b>SUB-TOPIC:</b>  <b>L- TWO LITTLE KITTENS</b>  <b>NO. OF PERIODS: 3</b>	<ul style="list-style-type: none"><li>• understand the importance of peaceful resolution of conflict</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<p>inclusive discussion</p> <ul style="list-style-type: none"><li>• Collaborative learning</li></ul> <p><b>ACTIVITIES</b></p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"><li>• Mask making</li></ul>		
<b>TOPIC:</b>  <b>LISTENING SKILL</b>  <b>SUB-TOPIC:</b>  <b>L-THE PLATE OF GOLD</b>  <b>NO. OF PERIODS: 1</b>	The learners will be able to <ul style="list-style-type: none"><li>• develop language competency and listening skill.</li></ul>	<ul style="list-style-type: none"><li>• Listening assessment worksheet</li></ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Reading out passage followed by completion of worksheet</li></ul>	<ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li></ul>	
<b>TOPIC:</b>  <b>GRAMMAR SKILL</b>  <b>SUB-TOPICS:</b>	The learners will be able to <ul style="list-style-type: none"><li>• identify and use main and helping verbs in sentences.</li></ul>	<ul style="list-style-type: none"><li>• Pre-reading task</li><li>• Oral revision</li><li>• Worksheet</li><li>• Class test</li></ul>	<p><b>TEACHING LEARNING STRATEGIES</b></p> <ul style="list-style-type: none"><li>• Introduction of the concept</li><li>• Explanation</li><li>• Interactive and inclusive discussion</li></ul>	<ul style="list-style-type: none"><li>• Text book</li><li>• Worksheet</li><li>• Quizizz</li><li>• Live worksheet</li></ul>	Hindi: क्रिया

L-5 VERBS			<ul style="list-style-type: none"> <li>Collaborative Learning</li> <li>Recapitulation</li> </ul>		
NO. OF PERIODS: 5			<b>ACTIVITIES</b> Integrating art through <ul style="list-style-type: none"> <li>Mime game</li> <li>Action web chart</li> </ul>		
MONTH: NOVEMBER NO. OF WORKING DAYS: 22					
<b>TOPIC:</b>  <b>MY ENGLISH READER-</b>  <b>UNIT 3 REGARD F OR VALUES</b>  <b>SUB-TOPIC:</b>  <b>L- KRISHNA AND SUDAMA (Reading)</b>  <b>NO. OF PERIODS: 3</b>	<b>The learners will be able to</b> <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul>	<b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <b>ACTIVITIES</b> Integrating art through <ul style="list-style-type: none"> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul>	<b>Hindi:</b> <b>कृष्ण की कहानियाँ</b>
<b>TOPIC:</b>  <b>MY ENGLISH</b>	<b>The learners will be able to</b> <ul style="list-style-type: none"> <li>read the text with</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul>	<b>TEACHING LEARNING STRATEGIES</b>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul>	<b>Science:</b> <b>Interesting facts about</b>

<p>READER-</p> <p>UNIT 3 REGARD F OR VALUES</p> <p>SUB-TOPIC:</p> <p>L- THE BIRTHDAY KITTEN</p> <p>NO. OF PERIODS: 6</p>	<p>proper pronunciation, stress and intonation.</p> <ul style="list-style-type: none"> <li>identify the main idea, details and sequence of events and draw conclusions.</li> <li>learn to take care of homeless animals</li> </ul>	<ul style="list-style-type: none"> <li>Dictation</li> </ul>	<ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>Animal walks</li> <li>Clay modelling</li> </ul>		<p>cats</p>
<p>TOPIC:</p> <p>GRAMMAR SKILL</p> <p>SUB-TOPICS:</p> <p>L-4 PREPOSITIONS</p> <p>NO. OF</p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>identify and use different prepositions in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul>	<p>TEACHING LEARNING STRATEGIES</p> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative Learning</li> <li>Recapitulation</li> </ul> <p>ACTIVITIES</p> <p>Integrating art and experiential learning through</p> <ul style="list-style-type: none"> <li>'Where is the bird'</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Newspape r</li> <li>Live worksheet</li> </ul>	<p>Hindi: · सम्बन्ध सूचक अव्यय सर्वनाम</p>

PERIODS: 5			<div>activity</div> <ul style="list-style-type: none"><li>• ‘Prepositions in article’ activity</li></ul>		
<div>TOPIC:</div> <div>WRITING SKILL</div> <div>SUB-TOPIC:</div> <div>FORMAL LETTER: APPLICATION WRITING (Sick leave)</div> <div>NO. OF PERIODS: 3</div>	<div>The learners will be able to</div> <ul style="list-style-type: none"><li>• write formal applications according to the format in grammatically correct English.</li></ul>	<ul style="list-style-type: none"><li>• Class discussion</li><li>• Format of letter</li><li>• Accuracy, fluency and content of the letter</li></ul>	<div>TEACHING LEARNING STRATEGIES</div> <ul style="list-style-type: none"><li>• Introduction of the topic</li><li>• Explanation of format</li><li>• Model writing</li><li>• Guided practice</li><li>• Recapitulation</li></ul>	<ul style="list-style-type: none"><li>• Sample model writing</li></ul>	
<div>MONTH: DECEMBER</div> <div>NO. OF WORKING DAYS: 24</div>					
<div>TOPIC:</div> <div>MY ENGLISH READER- UNIT 4 ADVENTURE</div> <div>SUB-TOPIC:</div> <div>L-MAN LEARNS TO FLY</div>	<div>The learners will be able to</div> <ul style="list-style-type: none"><li>• learn about the various attempts of man to fly</li><li>• develop sense of adventure and imagination</li></ul>	<ul style="list-style-type: none"><li>• Pre-reading activity</li><li>• Class discussion</li></ul>	<div>TEACHING LEARNING STRATEGIES</div> <ul style="list-style-type: none"><li>• Reading and explanation</li><li>• Interactive and inclusive discussion on theme</li><li>• Collaborative learning</li><li>• Recapitulation</li></ul>	<ul style="list-style-type: none"><li>• Text book</li><li>• Audio visual aids</li></ul>	<div>Science:</div> <div>Experiment: Effect of hot air and cold air on balloon</div>

(Project)			<b>ACTIVITIES</b> Integrating art and experiential learning through <ul style="list-style-type: none"> <li>Paper plane making</li> </ul>		
<b>NO. OF PERIODS:3</b>					
<b>TOPIC:</b>  <b>MY ENGLISH READER-</b>  <b>UNIT 4</b> <b><u>ADVENTURE</u></b>  <b>SUB-TOPIC:</b>  <b>P-THE KEY</b>  <b>NO. OF PERIODS: 3</b>	The learners will be able to <ul style="list-style-type: none"> <li>recite the poem with proper intonation and pronunciation.</li> <li>develop a spirit of adventure</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Recitation</li> </ul>	<b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative learning</li> </ul> <b>ACTIVITIES</b> Integrating art and experiential learning through <ul style="list-style-type: none"> <li>Key chain making</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul>	
<b>TOPIC:</b>  <b>MY ENGLISH READER-</b>  <b>UNIT 4</b> <b>ADVENTURE</b>  <b>SUB-TOPIC:</b>  <b>L-MICHAEL GOES CLIMBING</b>	The learners will be able to <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>identify the main idea, details and sequence of events and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> </ul>	<b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> </ul> <b>ACTIVITIES</b> Integrating art and experiential	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> </ul>	<b>Social Studies:</b>  <b>Locating Netherlands on the map</b>



(Reading)			learning through <ul style="list-style-type: none"> <li>Model of church spire</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
NO. OF PERIODS:3					
<b>TOPIC:</b>  <b>GRAMMAR SKILL</b>  <b>SUB-TOPIC:</b>  <b>L-7</b> <b>FIXING WORDS</b>  <b>NO. OF PERIODS: 5</b>	The learners will be able to <ul style="list-style-type: none"> <li>identify and fill appropriate articles</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading task</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> </ul>	<b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Introduction of the concept</li> <li>Explanation</li> <li>Interactive and inclusive discussion</li> <li>Collaborative Learning</li> <li>Recapitulation</li> </ul> <b>ACTIVITIES</b> Integrating art through <ul style="list-style-type: none"> <li>Pasting/drawing pictures</li> <li>‘Articles in article’ activity</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> <li>Newspaper</li> </ul>	
<b>TOPIC:</b>  <b>WRITING SKILL</b>  <b>SUB-TOPIC:</b>  <b>STORY COMPLETION:</b>  <b>NO. OF</b>	The learners will be able to <ul style="list-style-type: none"> <li>complete stories in grammatically correct English.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Accuracy, fluency</li> </ul>	<b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Introduction of the topic</li> <li>Model writing</li> <li>Guided practice</li> <li>Recapitulation</li> </ul>	<ul style="list-style-type: none"> <li>Sample model writing</li> </ul>	

PERIODS: 3					
MONTH: JANUARY NO. OF WORKING DAYS: 17					
<b>TOPIC:</b>  <b>MY ENGLISH READER-</b>  <b>UNIT 4 ADVENTURE</b>  <b>SUB-TOPIC:</b>  <b>L-THE MAGIC ROOM</b>          <b>NO. OF PERIODS:6</b>	The learners will be able to <ul style="list-style-type: none"> <li>read the text with proper pronunciation, stress and intonation.</li> <li>understand the sequence of events, central idea of the story and critically analyse the main characters.</li> <li>develop a spirit of adventure</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activity</li> <li>Class discussion</li> <li>Oral revision</li> <li>Worksheet</li> <li>Class test</li> <li>Dictation</li> </ul>	<b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading and explanation</li> <li>Interactive and inclusive discussion on the central idea and character analysis</li> <li>Collaborative learning</li> <li>Vocabulary drill</li> <li>Recapitulation</li> </ul> <b>ACTIVITIES</b> Integrating art and experiential learning through <ul style="list-style-type: none"> <li>Magic tricks</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Audio visual aids</li> <li>Worksheet</li> <li>Quizizz</li> </ul>	<b>Science:</b> <b>Pet animals</b>
<b>TOPIC:</b>  <b>LISTENING SKILL</b>  <b>SUB-TOPIC:</b>	The learners will be able to <ul style="list-style-type: none"> <li>develop language competency and listening skill.</li> </ul>	<ul style="list-style-type: none"> <li>Listening assessment worksheet</li> </ul>	<b>TEACHING LEARNING STRATEGIES</b> <ul style="list-style-type: none"> <li>Reading out passage followed by completion of worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>Worksheet</li> <li>Quizizz</li> <li>Live worksheet</li> </ul>	

L-INDIA'S YOUNG HEROES					
NO. OF PERIODS: 1					
TOPIC:  GRAMMAR SKILL  SUB-TOPIC:  SIMPLE PRESENT, PAST, FUTURE TENSE  NO. OF PERIODS: 5	The learners will be able to <ul style="list-style-type: none"><li>identify and use simple present, past and future tenses.</li></ul>	<ul style="list-style-type: none"><li>Pre-reading task</li><li>Oral revision</li></ul>	TEACHING LEARNING STRATEGIES <ul style="list-style-type: none"><li>Introduction of the concept</li><li>Explanation</li><li>Interactive and inclusive discussion</li><li>Collaborative Learning</li><li>Recapitulation</li></ul> ACTIVITIES Integrating art through <ul style="list-style-type: none"><li>Foldables</li></ul>	<ul style="list-style-type: none"><li>Text book</li><li>Worksheet</li><li>Quizizz</li><li>Live worksheet</li></ul>	Hindi: काल
MONTH: FEBRUARY NO. OF WORKING DAYS: 22					
REVISION FOR ANNUAL EXAM					

