

Integrated Annual Curriculum 2026-2027

Subject : English

Class : III

TERM-1

Topic		Learning Objectives Students will learn	Methodology	skills to be developed	Assessment	Learning Outcomes Students will be able to
<p>Lesson –Lost and Found</p> <p>*Introducti on, model reading</p> <p>*Textual exercises (discussion + notebook exercises)</p> <p>* Extra exercises (Vocabulary exercises like</p>	<p>PA-1 [SA-1]</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p>	<ul style="list-style-type: none"> ● Interactive-to enable learners understand the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. <p>ACTIVITY- Speaking Role Play [Integrated with language]</p>	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Logically thinks about sharing.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson.</p> <p>Will be able to identify the nouns in the story.</p> <p>Enact different roles in role play with dialogue and dramatic delivery.</p>

<p>antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>		<p>*To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p>	<p>*Listen and answer</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Expression and voice modulation [2] • Memorization [1] • Creativity [2] 	<ul style="list-style-type: none"> • Speaking • Writing 		<p>Moral Values</p> <ul style="list-style-type: none"> *Teamwork * Coordination * Compassion and care <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 10 – Reduced Inequalities</p> <p><input type="checkbox"/> SDG 16 – Peace, Justice and Strong Institutions:</p>
--	--	--	--	---	--	--

<p>Grammar- Common and Proper Nouns (Introduction and Explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	<p>SA-I</p>	<ul style="list-style-type: none"> ● To define and identify nouns. ● To differentiate between proper and common nouns. 	<ul style="list-style-type: none"> * Interactive * Lecture *Written exercises Audio Visual aids Worksheets * PPTs * Grammar games * Oral and written drills <p>Activity-</p> <p>The teacher will make two teams. Each student writes a common noun on a paper and puts it in a box.</p>	<ul style="list-style-type: none"> *Logical reasoning *Cognitive 	<ul style="list-style-type: none"> * Interaction * Oral and written 	<ul style="list-style-type: none"> * Students are able to sort naming words. * Are able to attempt exercises confidently. <p>Moral Values</p> <ul style="list-style-type: none"> ● Learning by doing ● Team spirit <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 5 – Gender Equality</p>
--	-------------	--	---	--	---	--

			<p>A student from each team picks a paper and writes a proper noun for it on the board. The team with the most correct answers wins.</p> <p>Example: dog – Max, festival – Holi</p> <p>Rubrics</p> <p>Accuracy [2]</p> <p>Team work and time management [2]</p> <p>Spellings [1]</p>			
Comprehension Passage	SA-I	*To develop the learner's comprehension and analytical skills and logical reasoning.	<ul style="list-style-type: none"> • Silent reading • Comprehending • Analysis • Logical answering 	<ul style="list-style-type: none"> • Reading • Cognitive • Logical reasoning • writing 	Written	<p>Answer the given questions from the given passage.</p> <p>Students are able to think logically.</p>

			<p>Activity- [Integrated with language]</p> <p>Read the passage and underline the proper nouns and circle the common nouns.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Correct sorting and placing in the correct columns [5] 			<p>Moral Values</p> <ul style="list-style-type: none"> • Being responsible to complete the task on time. <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 5 – Gender Equality</p>
<p>Poem- The Swing</p> <ul style="list-style-type: none"> • Introduction, poet's biography and model recitation • Interaction 	SA-I	<ul style="list-style-type: none"> • To enable the learners to appreciate poetry. 	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the poem. • Reading aloud by the teacher. • Interactive 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> • Interactive • Oral and written 	<p>Recite poems with proper intonation individually and in group.</p> <ul style="list-style-type: none"> • Voice Modulation

<p>and explanation. Recitation by the students</p>		<ul style="list-style-type: none"> • To enable learners to interpret the central idea of the poem. • To enable learners to recite with proper voice modulation. 	<ul style="list-style-type: none"> • Silent reading by the learners. • Listen and answer <p>Activity- Draw, colour the picture of your favourite swing. Find all the rhyming words in the poem. [Integrated with Art and language]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Identification of rhyming words [2.5] • Artistic expression [2.5] 			<p>Moral Values</p> <ul style="list-style-type: none"> • Creativity and imagination • Expression of joy <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p> <p><input type="checkbox"/> SDG 10 – Reduced Inequalities</p>
--	--	---	--	--	--	---

<p>Lesson – The parrot who wouldn’t talk</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion + notebook exercises)</p> <p>* Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>	<p>FA-2 [SA-1]</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p>	<ul style="list-style-type: none"> ● Interactive-to bring the learners to the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. <p>Listen and answer</p> <p>Activity- Speaking [Integrated with language and Art]</p> <p>Sketch your favourite character in the story and colour it. Speak few lines about the character or speak any two dialogues from the story.</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Content [2] 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson.</p> <p>Moral Value</p> <ul style="list-style-type: none"> ● Being kind to animals <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 10 – Reduced Inequalities</p>
---	--------------------	--	--	---	--	---

		*To encourage reading habit.	<ul style="list-style-type: none"> • Voice Modulation [2] • Draing and colouring [1] 			<input type="checkbox"/> SDG 16 – Peace, Justice and Strong Institutions
<p>Grammar Articles</p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>FA-II</p> <p>SA-1</p>	<p>To enable the students differentiate between definite and indefinite articles.</p> <p>To enable students use definite in articles in an appropriate way.</p> <p>To enable the learners to apply articles in an appropriate manner.</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p> <p>Activity- [Integrated with language]</p> <p>Divide the class into teams of five. Each team writes as many sentences as possible using a, an, and the on a blank sheet.</p> <p>They get 2 points for each correct sentence</p>	<p>* Cognitive</p> <p>* Logical reasoning</p>	<p>* Interaction</p> <p>* Oral and written</p>	<p>Identify the articles and do the relative exercise.</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Teamwork and perseverance- motivates students to try their best even after mistakes. • Discipline- instills the habit of checking correctness. <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 5 – Gender Equality</p>

			<p>and lose 2 points for each wrong one—the team with the most correct sentences wins.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Correct usage of articles [2] • Grammar and sentence structure [2] • Team Collaboration [1] 			
<p>Picture Composition</p> <p>Introduction</p> <p>Frame a roughsketch</p>	<p>FA-II SA-1</p>	<p>To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives,</p>	<p>Interactive sessions</p> <p>Speaking</p> <p>Writing</p> <ul style="list-style-type: none"> • Activity- 	<p>Cognitive</p> <p>Critical thinking</p> <p>Writing</p> <p>Speaking</p>	<p>Written</p>	<p>Display confidence and frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given picture.</p>

<p>Reading of the suggestions by the teacher</p> <p>Final layout</p>		<p>prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>To boost self confidence by demonstrating oral and written skills.</p>	<p>Writing [Integrated with Art and language]</p> <p>Look at the given pictures carefully. Draw and colour them. Find out 5 differences and write them.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Observation [1.5] • Clearly writing the difference [2] • Drawing and colouring [1.5] 			<p>Moral Values</p> <ul style="list-style-type: none"> • Patience • Attention to detail <p>SDG 4: Quality Education SDG 12: Responsible Consumption and Production</p>
<p>Poem- Good Morning</p> <ul style="list-style-type: none"> • Introduction, poet's biography and model recitation 	SA-I	<ul style="list-style-type: none"> • To enable the learners to appreciate poetry. 	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the poem. • Reading aloud by the teacher. • Interactive 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> • Interactive • Oral and written 	<p>Recite poems with proper intonation individually and in group.</p> <ul style="list-style-type: none"> • Voice Modulation <p>Moral Values</p>

<ul style="list-style-type: none"> • Interaction and explanation. <p>Recitation by the students</p>		<ul style="list-style-type: none"> • To enable learners to interpret the central idea of the poem. • To enable learners to recite with proper voice modulation. 	<ul style="list-style-type: none"> • Silent reading by the learners. • Listen and answer <p>Activity- Draw, colour the picture of 5 things you see in the garden. Find all the rhyming words in the poem. [Integrated with Art and language]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Identification of rhyming words [2.5] • Artistic expression [2.5] 			<ul style="list-style-type: none"> • Creativity and imagination • Expression of joy <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p> <p><input type="checkbox"/> SDG 10 – Reduced Inequalities</p>
--	--	---	--	--	--	---

<p>Grammar</p> <p>Nouns - Number (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	SA-I	<p>To enable learners aware of the terms ‘singular’ and ‘plural’</p> <p>To enable learners understand the rules of changing nouns from singular to plural.</p>	<p>Audio-Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Discussions</p> <p>Activity- Speaking [Integrated with language and Maths]</p> <p>Identify the errors. Write the given sentences correctly. For example-</p> <p>The babies is crying. [incorrect]</p> <p>The baby is crying.</p>	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	<p>➤ Oral and written</p>	<p>Students will be able to identify singular and plural nouns.</p> <p>Students will be able to change singular to plural noun and vice versa.</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Diligence • Accuracy • Growth mindset- Encourages the belief that mistakes help us learn’

			<p>Rubrics</p> <ul style="list-style-type: none"> • Identification of errors [2.5] • Sentence correction [2.5] 			SDG 4: Quality Education
<p>Grammar</p> <p>Prepositions (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	SA-I FA-2(a)	To enable the students to understand the parts of a sentence.	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p> <p>Writing drills</p> <p>Activity- Writing [Integrated with language]</p> <p>Correct the given sentences. For example-</p>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> • To identify prepositions and use them in the language. <p>Moral Value</p> <ul style="list-style-type: none"> • Critical thinking

			<p>Wear the cap in your head. [incorrect]</p> <p>Wear the cap on your head.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Accuracy in identifying the error [2.5] • Rewriting correct sentence [2.5] 			<ul style="list-style-type: none"> • Perseverance <p>SDG 4: Quality Education</p>
<p>Lesson – The most beautiful thing</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion + notebook exercises)</p>	SA-1	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson.</p>

<p>* Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>		<p>in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p>	<ul style="list-style-type: none"> • Activity- Make an attractive prop of the thing you find very beautiful and useful. Speak few lines on it. You can also enact like the thing and make your presentation very creative. [Integrated with Art and language] <p>Rubrics</p> <ul style="list-style-type: none"> • Content and relevance [2.5] • Clarity of speech [2.5] • Creativity in prop [2.5] • Presentation skill [2.5] 			<ul style="list-style-type: none"> <input type="checkbox"/> SDG 4: Quality Education <input type="checkbox"/> SDG 12: Responsible Consumption and Production <input type="checkbox"/> SDG 9: Industry, Innovation and Infrastructure <p>Moral Value</p> <ul style="list-style-type: none"> • Appreciation of beauty and usefulness • Confidence, communication and self-expression
---	--	---	---	--	--	--

<p>Grammar</p> <p>Pronouns (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	<p>SA-I</p>	<ul style="list-style-type: none"> • To enable the learners to recall types of pronouns. <p>To enable the learners to use pronouns in their language.</p> <p>To enable the learners to apply pronouns in an appropriate manner.</p> <p>To use pronouns practically.</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral drills <p>Activity- Writing [Integrated with language]</p> <p>Rewrite the given story by replacing the underlined nouns with pronouns.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Correct pronoun [2] 	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	<p>Oral and written</p>	<p>Students are able to identify and choose the correct pronouns. Fill in the blanks. Students are able to replace nouns with pronouns.</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Confidence • Learning by doing <p>SDG 4: Quality Education</p>
---	-------------	--	--	---	-------------------------	--

			<ul style="list-style-type: none"> • Rewriting [2] • Neatness [1] 			
<p>Grammar Nouns-Gender (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	SA-I	To enable the students replace the opposite gender in crosswords / puzzles/sentences	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Oral and written drills</p> <p>Activity- Change the male nouns to female and vice versa to complete the crossword puzzle. Also, frame sentences with the genders in the crossword. [Integrated with language]</p> <p>Rubrics- Identifies the genders [2.5]</p>	<ul style="list-style-type: none"> * Cognitive * Logical reasoning • 	<ul style="list-style-type: none"> * Interaction <ul style="list-style-type: none"> ➤ * Oral and written 	<p>Students will be able to change the gender.</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Respect equality and acceptance. <p>SDG 4: Quality Education</p> <p>SDG 5: Gender Equality</p>

			Correct placement [2.5]			
<p>In the mango groove (New Radiant Readers)</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion)</p> <ul style="list-style-type: none"> • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame 	L/S/W/R	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer <p>Activity Draw an elephant and speak few lines on it.</p> <p>Rubrics Detail Information [5]</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	➤ Oral and Written	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Logically thinks about animals and their behaviour/ characteristics features.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson independently and confidently.</p> <p>Moral Value</p> <ul style="list-style-type: none"> • Empathy and understanding • Appreciation for diversity <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 10: Reduced Inequalities</p>

sentences)		appreciate English literature. *To retrieve the key words. *To encourage reading habit.				
Lesson- The Pied Piper- I (New Radiant Readers) *Introduction, model reading *Textual exercises (discussion) *Extra exercises (Vocabulary exercises like antonyms, synonyms,	L/S/ R/W	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the	<ul style="list-style-type: none"> ● Reading aloud by the teacher. ● Interactive ● Listen and answer Activity- Writing [Integrated with language] Role Play Rubrics <ul style="list-style-type: none"> ● Expression and voice modulation [2] ● Memorization [1] ● Creativity [2] ● 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<ul style="list-style-type: none"> ➤ Oral and Written ➤ 	Respond verbally/ in writing in English to questions based on day to day life experiences, story Moral Values *Teamwork * Coordination * Always keep your promise <input type="checkbox"/> SDG 4: Quality Education <input type="checkbox"/> SDG 16: Peace, Justice and Strong Institutions <input type="checkbox"/> SDG 3: Good Health and Well-being –

<p>frame sentences)</p>		<p>learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p>				
<p>Lesson- The Pied Piper- II (New Radiant Readers)</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion)</p> <p>*Extra exercises</p>	<p>L/S/ W/R</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the</p>	<ul style="list-style-type: none"> ● Reading aloud by the teacher. ● Interactive ● Listen and answer <p>Activity- Speaking [Integrated with language] In your words speak how Pied Piper took the children away, as told by the small boy who was left behind.</p> <p>Rubrics</p>	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<p>➤ Oral and Written</p>	<p>Respond verbally/ in writing in English to questions based on day to day life experiences, story</p> <p>Moral Values</p> <ul style="list-style-type: none"> ● Character Development and portrayal <p>☐ SDG 4: Quality Education</p>

(Vocabulary exercises like antonyms, synonyms, frame sentences)		learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.	<ul style="list-style-type: none"> • Content [2.5] Expression [2.5]			<input type="checkbox"/> SDG 16: Peace, Justice and Strong Institutions
Creative Writing Introduction Frame a roughsketch Reading of the suggestions bythe teacher	SA-I	To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.	Interactive sessions Speaking Writing Activity- Speaking [Integrated with language] Write a paragraph on ‘How you spent your Sunday’.	Cognitive Critical thinking Writing <ul style="list-style-type: none"> • Speaking 	➤ Written	Display confidence and frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic. Moral Value <ul style="list-style-type: none"> • Self -expression and confidence

Final layout		To boost self confidence by demonstrating oral and written skills.	2. Writing- Look at the pictures and complete the story using the given clues. [pg 105] Rubrics <ul style="list-style-type: none"> • Speaking [5] 			SDG 4: Quality Education
Recapitulation		<ul style="list-style-type: none"> • To recapitulate the topics taught. • To make them confident in the topic taught. <p>To prepare them for the upcoming assessment.</p>	<ul style="list-style-type: none"> • Interactive <p>Written exercises for practice.</p>	<ul style="list-style-type: none"> • Cognitive • Writing <p>Speaking Reading</p>	Oral and written.	Students will be able to perform well in their assessment.

TERM-II

Topic		Learning Objectives (Students will learn)	Methodology	skills to be developed	Assessment	Learning Outcomes (Students will be able to)
<p>Lesson –The Sweet Tooth</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion + notebook exercises)</p> <p>* Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>	<p>FA-2(a) [SA-II]</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English</p>	<ul style="list-style-type: none"> ● Interactive-to bring the learners to the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. <p>Listen and answer</p> <p>ACTIVITY – Role Play</p> <p>Also, write the moral of the story.</p> <p>2. Speak few lines on how can you keep your teeth healthy. Also, draw the diagram of your denture. [Integrated with E.V.S]</p>	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson</p> <p>Moral Value</p> <ul style="list-style-type: none"> ● Oral Hygiene ● Eating right food for our healthy life. <p>SDG 4: Quality Education</p>

		<p>literature. *To retrieve the key words. *To encourage reading habit.</p>	<p>Rubrics</p> <ul style="list-style-type: none"> • Expression and voice modulation [2] • Memorization [1] • Creativity [2] 			<p>SDG 3: Good Health and Well-being</p>
<p>Grammar</p> <p>Verbs</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>SA-II</p>	<p>To enable students:</p> <ul style="list-style-type: none"> *to identify verbs (action words) in sentences. *to use verbs correctly while speaking and writing. *to differentiate between doing verbs and being verbs (is, am, are). *to form simple sentences using appropriate verbs. 	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral drills <p>Activity- Use the given</p>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	<p>➤ Oral and written</p>	<p>Students will be able to identify and use verbs in their sentences.</p> <p>SDG 4: Quality Education</p>

		<p>*to describe actions in pictures and daily life using verbs.</p>	<p>sentences as clues and complete the crossword given on pg- 18 in Grammar book. [Integrated with language]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Finding the verb [2.5] • Right placing [2.5] 			
<p>Just touch and read (New Radiant Readers)</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion)</p>	L/S/W/R	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive Listen and answer <p>Activity- Braille is a form of written language for blind. Find more about it and discuss it in class.</p> <p>Rubrics</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	➤ Oral and Written	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Logically thinks about animals and their behaviour/ characteristics features.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson independently and confidently.</p>

<ul style="list-style-type: none"> • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) 		<p>*To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve the key words. *To encourage reading habit.</p>	<p>Detail Information [5]</p>			<p>Moral Value</p> <ul style="list-style-type: none"> • Empathy and understanding • Appreciation for diversity <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 10: Reduced Inequalities</p>
<p>Grammar</p> <p>Prepositions (Introduction and explanation)</p> <p>*Explanation and textual exercises</p>	<p>SA-II FA-2(b)</p>	<p>To enable the students to understand the parts of a sentence.</p>	<p>Audio Visual aids Worksheets PPts Grammar games Interactive sessions</p>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> • To identify prepositions and use them in the language.

<p>*Extra exercises in the notebook</p>			<p>Writing drills</p> <p>Activity- Writing [Integrated with language]</p> <p>Correct the given sentences. For example-</p> <p>Wear the cap in your head. [incorrect]</p> <p>Wear the cap on your head.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Accuracy in identifying the error [2.5] • Rewriting correct sentence [2.5] 			<p>Moral Value</p> <ul style="list-style-type: none"> • Critical thinking • Perseverance <p>SDG 4: Quality Education SDG 10: Reduced Inequalities</p>
<p>Comprehension Passage</p>	<p>SA-II</p>	<p>*To develop the learner's comprehension and analytical skills and</p>	<ul style="list-style-type: none"> • Silent reading • Comprehending • Analysis <p>Logical answering</p>	<ul style="list-style-type: none"> • Reading • Cognitive • Logical reasoning writing 	<p>➤ Written</p>	<p>Answer the given questions from the given passage. Students are able to think logically.</p>

		logical reasoning.	<p>Activity- Writing [Integrated with language]</p> <p>Read the passage carefully. Underline the prepositions and circle the verbs.</p> <p>Rubrics</p> <ul style="list-style-type: none"> Identifying the prepositions [5] 			<p>Moral Values</p> <ul style="list-style-type: none"> Precision in language and communication. <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 10: Reduced Inequalities</p>
<p>Lesson – A Fish and A Gift</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion + notebook exercises)</p> <p>* Extra exercises</p>	FA-2b [SA-II]	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the</p>	<ul style="list-style-type: none"> Interactive-to bring the learners to the central idea of the lesson. Reading aloud by the teacher. Written exercises Interactive Silent reading by the learners. Listen and answer. 	<ul style="list-style-type: none"> Listening Speaking Cognitive Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson</p>

<p>(Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>		<p>learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>PROJECT [pg 84][Integrated with language and Art]</p> <p>Make a landscape- Draw, colour and paste paper boat. Use adjectives to describe it.</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Creativity and originality [2] ● Composition and balance [1.5] ● Adjectives [1.5] 		<p>➤</p>	<p>Moral values</p> <ul style="list-style-type: none"> ● Appreciation for nature ● Self-expression <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 3: Good Health and Well-being</p> <p><input type="checkbox"/> SDG 12: Responsible Consumption and Production</p>
---	--	---	--	--	----------	---

<p>Grammar</p> <p>Adjectives (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	<p>SA-I</p>	<p>*To enable the learners to recall the definition, examples of adjectives.</p> <p>*To enable the learners to use adjectives in their language.</p> <p>*To enable the learners to apply adjectives in an appropriate manner.</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p> <p>Writing drills</p> <p>Activity</p> <p>Draw and colour the picture the birthday present which you liked the best. Use adjectives to describe it.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Drawing and colouring [2.5] 	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	<p>➤ Oral and written</p>	<ul style="list-style-type: none"> • To identify adjectives and use them in the language. <p>Moral Values</p> <p>*Content knowledge and accuracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> SDG 4: Quality Education <input type="checkbox"/> SDG 3: Good Health and Well-being <input type="checkbox"/> SDG 12: Responsible Consumption and Production
---	-------------	---	---	--	---------------------------	--

			<ul style="list-style-type: none"> • Relevant adjectives [2.5] 			
<p>Poem- The Ice Cream Man</p> <ul style="list-style-type: none"> • Introduction, poet's biography and model recitation • Interaction and explanation. <p>Recitation by the students</p>	SA-I	<ul style="list-style-type: none"> • To enable the learners to appreciate poetry. • To enable learners to interpret the central idea of the poem. <p>To enable learners to recite with proper voice modulation.</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the poem. • Reading aloud by the teacher. • Interactive • Silent reading by the learners. • Listen and answer <p>Activity- Draw, colour the picture of your favourite ice cream. Write five lines to describe it. [Integrated with Art and language]</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive Reading 	<ul style="list-style-type: none"> • Interactive <p>Oral and written</p>	<p>Recite poems with proper intonation individually and in group.</p> <ul style="list-style-type: none"> • Voice Modulation <p>Moral Values</p> <ul style="list-style-type: none"> • Creativity and imagination • Expression of joy <p><input type="checkbox"/> SDG 4 – Quality Education</p> <p><input type="checkbox"/> SDG 3 – Good Health and Well-being</p>

			<p>Rubrics</p> <ul style="list-style-type: none"> • Identification of rhyming words [2.5] • Artistic expression [2.5] 			<input type="checkbox"/> SDG 10 – Reduced Inequalities
<p>Grammar</p> <p>Conjunctions (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in</p>	<p>SA-I FA-2(a)</p>	<p>To enable students touse joining words to indicate connection</p> <p>To enable the learners to use conjunctions in their language.</p> <p>To enable the students to identify and use different conjunctions.</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids • Worksheets • PPTs • Grammar games • Written and oral drills <p>Activity- Writing [Integrated with</p>	<ul style="list-style-type: none"> • Cognitive Logical reasoning 	<p>➤ Oral and written</p>	<p>Join given words and sentences using the conjunctions – and, but, or, because,so and when.</p> <p>Moral Value</p> <ul style="list-style-type: none"> • Precision in language • Self expression

<p>the notebook</p>			<p>language]</p> <p>Complete the dialogue with the correct conjunction.</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Choosing right conjunction [2.5] ● Speaking correct sentence [2.5] 			<ul style="list-style-type: none"> □ SDG 4: Quality Education □ SDG 16: Peace, Justice and Strong Institutions
<p>Grammar</p> <p>Sentences (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>		<p>Define a sentence and types of how to begin and end a sentence.</p>	<ul style="list-style-type: none"> ● Interactive ● Lecture ● Audio-Visual aids ● Worksheets ● PPTs ● Grammar games ● Written and oral drills <p>Activity- Look around the classroom. Frame five different</p>	<ul style="list-style-type: none"> ● Cognitive Logical reasoning 	<p>➤ Oral and written</p>	<p>Students will be able to identify whether the group of words given is a sentence or not. They will also be able to frame their own sentences</p> <p>Moral Values</p> <ul style="list-style-type: none"> ● Sentence structure

			<p>kinds of sentences with the objects you see in the room. Also, write the kind of sentence.[Integrated with Hindi]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Frame sentences using prepositions. [2.5] • Identify [2.5] 			<ul style="list-style-type: none"> • Creativity <input type="checkbox"/> SDG 4: Quality Education <input type="checkbox"/> SDG 3: Good Health and Well-being
<p>Lesson – Padmini</p> <p>*Introduction, model reading</p> <p>*Textual exercises (discussion + notebook exercises)</p> <p>* Extra</p>	[SA-2]	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer 		<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson</p>

<p>exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>*Silent reading and Dictation</p>		<p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>ACTIVITY</p> <p>[Integrated with Art and language]</p> <p>Draw and colour Padmini. Write five adjectives to describe her. Also, write should we be kind to animals and take care like ‘Amma’ did in the story. Why?</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Description [3] • Creativity [2] 			<p>Moral Values</p> <ul style="list-style-type: none"> • Kindness and generosity • Responsibility and care • Importance of helping others <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 3: Good Health and Well-being</p> <p><input type="checkbox"/> SDG 15: Life on Land</p>
<p>Poem- The Brook</p> <ul style="list-style-type: none"> • Introduction, poet’s biography and model 	<p>SA-II</p>	<ul style="list-style-type: none"> • To enable the learners to appreciate poetry. 	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the poem. 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive Reading 	<ul style="list-style-type: none"> • Interactive <ul style="list-style-type: none"> ➤ Oral and written 	<p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation.</p>

<p>recitation</p> <ul style="list-style-type: none"> • Interaction and explanation. <p>Recitation by the students</p>		<ul style="list-style-type: none"> • To develop learner's expressions. • To enable learners to interpret the central idea of the poem. <p>To enable learners to recite with proper voice modulation.</p>	<ul style="list-style-type: none"> • Reading aloud by the teacher. • Interactive • Silent reading by the learners. • Listen and answer <p>Activity- Paste the picture of the poet' Lucy Diamond and write few lines about the poet.[Integrated with language]</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Understanding the poet [2] • Creativity and content [3] • Presentation [1] 			<p>Moral Value</p> <ul style="list-style-type: none"> • Appreciation for art and literature <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 16: Peace, Justice and Strong Institutions</p>
<p>Creative Writing/ Paragraph writing</p>	<p>SA-II</p>	<p>To enable the students to frame few more grammatically correct sentences using variety of</p>	<p>Interactive sessions</p> <p>Speaking</p> <p>Writing</p> <p>ACTIVITY</p>	<p>Cognitive</p> <p>Critical thinking</p> <p>Writing</p> <p>Speaking</p>	<p>➤ Written</p>	<p>Display confidence and frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions,</p>

<p>Introduction</p> <p>Frame a roughsketch</p> <p>Reading of the suggestions bythe teacher</p> <p>Final layout</p>		<p>nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>To boost self-confidence by demonstrating oral and written skills.</p>	<p>[Integrated with Art and language]</p> <p>Imagine that you suddenly have the ability to talk to animals. Draw and colour the animals you would like to chat first. What would you say to them? How would you feel?</p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Framing relevant questions [2] ● Draw and colour [2] ● Voice modulation [1] 			<p>conjunctions and punctuation marks appropriately on a given topic</p> <p>Moral Value</p> <ul style="list-style-type: none"> ● Understanding animals better <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 3: Good Health and Well-being</p> <p><input type="checkbox"/> SDG 15: Life on Land</p>
<p>Lesson- Florence Nightingale (New Radiant Readers)</p>	<p>L/S/R/W</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct</p>	<ul style="list-style-type: none"> ● Reading aloud by theteacher. ● Interactive Listen andanswer Activity- [Integrated with Hindi] 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<p>➤ Oral and Written</p> <p>➤</p>	<p>Will be able to read the story fluently with proper speed, expression and correct pronunciation.</p>

<p>*Introduction, model reading</p> <p>*Textual exercises (discussion)</p> <ul style="list-style-type: none"> • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) 		<p>pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit</p>	<p>What would you like to be when grow up? Why?</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Content [3] • Expression [2] 			<p>Expresses verbally his/ her opinion about the characters of the story.</p> <p>Voice modulation</p> <p>Able to do exercises of the lesson</p> <p>Moral Values</p> <ul style="list-style-type: none"> • Confidence and critical thinking • Patience <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 3: Good Health and Well-being</p>
<p>Grammar</p> <p>Homophones</p>	<p>SA-II</p> <p>FA-2(a)</p>	<p>To enable the children, identify homophones.</p>	<p>Audio-Visual aids</p> <p>Worksheets</p>	<p>* Cognitive</p> <p>* Logical reasoning</p> <ul style="list-style-type: none"> • 	<p>* Interaction</p> <ul style="list-style-type: none"> ➤ * Oral and written 	<p>Identify homophones to enrich their vocabulary.</p>

<p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>		<ul style="list-style-type: none"> • 	<p>PPTs</p> <p>Grammar games</p> <p>Written and oral drill</p> <p>Activity [Integrated with Art]</p> <p>Draw and colour a homophone tree. On the leaves you can neatly write the homophones. Below the tree frame sentences with any 5 pair of homophones to bring out the difference</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Correct sentences to bring out the differences [3] • Presentation [2] 			<p>Moral Values</p> <ul style="list-style-type: none"> • Learning with fun • Creativity and imagination <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 16: Peace, Justice and Strong Institutions</p>
<p>Grammar Articles</p>	<p>SA-II</p>	<p>To enable the students</p>	<p>Audio Visual aids</p>	<p>* Cognitive</p> <p>* Logical reasoning</p>	<p>* Interaction</p>	<p>Identify the articles and do the relative exercise.</p>

<p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>		<p>differentiate between definite and indefinite articles.</p> <p>To enable students use definite in articles in an appropriate way.</p> <p>To enable the learners to apply articles in an appropriate manner.</p> <ul style="list-style-type: none"> • 	<p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p> <ul style="list-style-type: none"> • Activity- [<p>This is a group activity. The teacher will divide class in four groups. Each student will come up with a phrase containing an article and a noun.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Using the appropriate article [5] 	<ul style="list-style-type: none"> • 	<p>➤ * Oral and written</p>	<p>Moral Value</p> <p>Teamwork and coordination</p> <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 16: Peace, Justice and Strong Institutions</p>
---	--	--	--	---	-----------------------------	---

<p>Picture Composition</p> <p>Introduction</p> <p>Frame a roughsketch</p> <p>Reading of the suggestions bythe teacher</p> <p>Final layout</p>	<p>SA-II</p>	<p>To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.</p> <p>To boost self confidence by demonstrating oral and written skills.</p> <ul style="list-style-type: none"> • 	<p>Interactive sessions</p> <p>Speaking</p> <p>Writing</p> <p>Activity- Writing [Integrated with Art and language]</p> <p>Look at the given pictures carefully. Draw and colour them. Find out 5 differences and write them.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Observation [2.5] • Writing differences clearly [2.5] 	<p>Cognitive</p> <p>Critical thinking</p> <p>Writing</p> <ul style="list-style-type: none"> • Speaking 	<p>➤ Written</p>	<p>Display confidence and frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given picture</p> <p>Moral Values</p> <ul style="list-style-type: none"> * Focus and concentration * Persistence- not to give up easily <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 3: Good Health and Well-being</p>
<p>Grammar</p> <p>Pronouns (Introduction and explanation)</p>	<p>SA-II</p>	<ul style="list-style-type: none"> • To enable the learners to recall types of pronouns. <p>To enable the</p>	<ul style="list-style-type: none"> • Interactive • Lecture • Audio-Visual aids 	<ul style="list-style-type: none"> • Cognitive • Logical reasoning 	<p>➤ Oral and written</p>	<p>Students are able to identify and choose the correct pronouns. Fill in the blanks. Students are able to replace nouns with pronouns.</p>

<p>*Explanation and textual exercises *Extra exercises in the notebook</p>		<p>learners to use pronouns in their language.</p> <p>To enable the learners to apply pronouns in an appropriate manner.</p> <ul style="list-style-type: none"> To use pronouns practically. 	<ul style="list-style-type: none"> Worksheets PPTs Written and oral drills <p>Activity- Writing [Integrated with language]</p> <p>The teacher will divide the class into four groups. The teacher will read sentences containing nouns, and the students will replace the nouns with the correct pronouns.</p> <p>Rubrics</p> <ul style="list-style-type: none"> Choosing the right pronoun [2] Correct Sentence Structure [2] Teamwork and participation [1] 			<p>Moral Value</p> <ul style="list-style-type: none"> * Teamwork and coordination * Self confidence <p><input type="checkbox"/> SDG 4: Quality Education</p> <p><input type="checkbox"/> SDG 16: Peace, Justice and Strong Institutions</p>
--	--	---	---	--	--	---

<p>Recapitulation</p>		<p>To recapitulate the topics taught.</p> <ul style="list-style-type: none"> • To make them confident in the topic taught. <p>To prepare them for the upcoming assessment.</p>	<ul style="list-style-type: none"> • Interactive • Written exercises for practice. 	<ul style="list-style-type: none"> • Cognitive • Writing • Speaking • Reading 	<p>➤ Oral and written.</p>	<p>Students will be able to perform well in their assessment.</p>
-----------------------	--	---	--	---	----------------------------	---

पाठ्यक्रम नियोजन [2026 - 2027]

कक्षा तीसरी

एस ए - 1							
अप्रैल							
	विषय वस्तु	अधिगम उद्देश्य	शिक्षण विधि	कौशल विकास	जांच प्रणाली	गतिवि धि	
	कविता - सुबह	कविता का सस्वर वाचन तथा पंक्तियाँ पूरी करो	लेखन तथा वाचन विधि	भाषा तथा व्याकर ण कौशल का विकास	उत्तर पुस्तिका की जाँच	सुबह किए जाने वाले क्रिया कलापों का चित्र बनाइए	
	पाठ - 2 - दोस्ती हो तो ऐसी	कठिन शब्दों का उच्चारण तथा अर्थ समझा ना , नए शब्दों का उच्चारण ;भाषा कौशल तथा नैतिक मूल्यों का विकास	वार्ताला प विधि	चिंतन मनन कौशल का विकास	मौखिक प्रश्नावली तथा उत्तर पुस्तिका की जांच	अपने सच्चे मित्र के विषय में चित्र बनाकर जानका री दीजिए	

	भाषा तथा व्याकरण	भाषा तथा व्याकरण से संबंधित जानकारी देना	वार्तालाप विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका तथा कार्य पत्रिका की जांच	भाषा के महत्व के विषय में वार्तालाप किया जाएगा	
	ध्वनि एवं वर्ण	ध्वनि तथा वर्ण के विषय में जानकारी देना	वार्तालाप विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका तथा कार्य पत्रिका की जांच	हिंदी की वर्णमाला लिखवाई जाएगी तथा ध्वनि एवं वन में अंतर स्पष्ट किया जाएगा	
	मई						
	पाठ - नीम है हकीम	कठिन शब्दों के विषय में जानकारी देना, उनका सही	पठन-पाठन, लेखन तथा वार्तालाप विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका की जांच	नीम के पेड़ का चित्र बनाकर उसके भागों	

		उच्चारण सिखाना , अर्थ समझा ना , नए शब्दों का उच्चारण सिखाना , भाषा कौशल तथा नैतिक मूल्यों का विकास				के नाम लिखने को दिए जाएंगे	
	संयुक्त अक्षर वाले शब्द	संयुक्त अक्षरों से संबंधित जानका री देना तथा प्रत्यय स्पष्ट करना	वार्ताला प विधि	व्याकर ण तथा भाषा कौशल का विकास	कार्य पत्रिका , उत्तर पुस्तिका की जांच तथा मौखिक प्रश्नावली	किन्हीं पांच संयुक्त अक्षरों वाले दो दो शब्द लिखने को दिए जाएंगे	
जून							
	ग्रीष्माव काश						
जुलाई							
	पाठ ४ - माँ	भाषा तथा	कहानी कथन	चिंतन , वाचन ,	मौखिक तथा	भाषा तथा	

		व्याकरण ज्ञान में वृद्धि कठिन शब्दों का सही उच्चारण तथा अर्थ सिखाना माता के प्रति प्रेम भाव जागृत करना तथा पथ से सम्बंधित अभ्यास करवाना	,पाठ का वाचन, व्याख्या ,प्रश्नावली	लेखन ,व्यावहारिक ज्ञान	लिखित प्रश्नावली , अभ्यास एवं उत्तर पुस्तिका की जांच	व्याकरण के महत्व के विषय में वार्तालाप किया जाएगा	
	पाठ - 6 - आओ पतंग उड़ाएँ	भाषा तथा व्याकरण ज्ञान में वृद्धि	कहानी कथन, व्याख्यात्मक विधि	पठन ,लेखन तथा चिंतन कौशल का विकास	मौखिक तथा लिखित प्रश्नावली अभ्यास प्रश्न तथा उत्तर पुस्तिका की जांच	पतंग का चित्र बनवा कर उसे पर कविता लिखवाई जाएगी	
	पाठ - 5 [कविता] -अगर कहीं	काव्य के प्रति रुचि उत्पन्न करना , सस्वर	सस्वर कविता वाचन व्याख्यात्मक विधि	व्यावहारिकता तथा भाषा कौशल	, मौखिक तथा लिखित प्रश्नावली अभ्यास	कल्पना शक्ति द्वारा यदि मैं पक्षी होता	

		वाचन तथा सचित्र कविता लेखन का ज्ञान देना		का विकास	प्रश्न तथा उत्तर पुस्तिका की जांच	विषय पर अनुच्छेद लिखने को दिया जाएगा	
	संज्ञा	संज्ञा का प्रत्यय स्पष्ट करते हुए नाम शब्दों के विषय में जानकारी देना	वार्तालाप विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका तथा कार्य पत्रिका की जांच	कक्षा की किन्हीं 10 वस्तुओं के नाम शब्द लिखवा जाएंगे	
	लिंग बदलो	लिंग की परिभाषा	आगमन - निगमन	पुल्लिंग तथा स्त्रीलिंग	अभ्यास - कार्य ,	कोई 10	

		तथा भेद समझाना, शब्द भंडार में वृद्धि	विधि, दृश्य श्रव्य सामग्री	शब्दों का उचित प्रयोग तथा पहचान	कार्य पत्रिकाएं	स्त्रीलिंग तथा 10 पुल्लिंग शब्द लिखने को दिए जाएंगे	
	शब्द और वाक्य	शब्दों और वाक्यों में अंतर स्पष्ट करना, व्याकरण ज्ञान देना, भाषा ज्ञान में वृद्धि करना	व्याख्यात्मक तथा वार्तालाप विधि	भाषा तथा व्याकरण कौशल का विकास	अभ्यास - कार्य, कार्य पत्रिकाएं	शब्द और वाक्य में अंतर स्पष्ट करते हुए किन्हीं पांच शब्दों के वाक्य बनवा जाएंगे	
	अनुच्छेद - मेरा प्रिय मित्र / सखी	अपने मित्र अथवा सखी से संबंधित, मन के भावों को क्रमबद्ध	वार्तालाप तथा लेखन विधि	क्रियात्मकता तथा भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	अपने प्रिय मित्र का चित्र बनाकर उसके विषय में	

		तरीके से लिखना				अनुच्छेद लिखने को कहा जाएगा	
अगस्त							
	पाठ-चटोरी भानुमति	कठिन शब्दों का उच्चारण शब्दार्थ वाक्य प्रश्न उत्तर अभ्यास सिखाना	पठन-पाठन तथा लेखन विधि	व्याकरण तथा भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	आम का चित्र बनाकर उसके विभिन्न नाम लिखने को दिए जाएंगे	
	वचन	शब्द भंडार में वृद्धि ,वचन बदलकर लिखना सिखाना	पठन-पाठन तथा लेखन विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका की जांच	एक तथा अनेक में अंतर स्पष्ट करते हुए कोई 10 एकवचन तथा बहुवच	

						न शब्द लिखवा जाएंगे	
	विलोम शब्द	शब्द भंडार में वृद्धि करना, विलोम शब्द बताना ,वाक्य में विलोम शब्द बदलना	पठन-पाठन तथा लेखन विधि	भाषा तथा व्याकरण कौशल का विकास	कार्य पत्रिका तथा उत्तर पुस्तिका की जांच	किन्हीं 10 शब्दों के विलोम लिखने को दिए जाएंगे	
	चित्र लेखन	चित्र देखकर वाक्य बनाना सिखाना	वार्तालाप तथा लेखन विधि	कल्पना शीलता तथा भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	चित्र को देखकर उसके विषय में अनुच्छेद लिखवाया जाएगा	
	अपठित गद्यांश	अनुच्छेद पढ़कर उसके उससे संबंधित	वार्तालाप तथा लेखन विधि	भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	किसी पुस्तक का हिंदी अनुच्छेद	

		प्रश्नों के उत्तर देना, लेखन प्रतिभा का विकास				लिखकर उससे संबंधित प्रश्नों के उत्तर लिखवा जाएंगे	
	मेरा विद्यालय	लेखन प्रतिभा का विकास ,कल्पना शीलता का विकास ,भाषा ज्ञान देना	वार्तालाप तथा लेखन विधि	भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	अपने विद्यालय के विषय में चित्र बनाकर अनुच्छेद लिखने को दिया जाएगा	
	भाषा खेल					शब्द सीढ़ी बनवाई जाएगी	
	श्रुतभाव ग्रहण					वीडियो दिखाकर कहानी से संबंधित प्रश्न	

						उत्तर करने को दिए जाएंगे	
अक्टूबर							
	पाठ- 8 - सिक्के	भाषा तथा व्याकरण ज्ञान में वृद्धि, पाठ समझना तथा संबंधित प्रश्न उत्तर करवाना	पठन-पाठन तथा लेखन विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका की जांच	उत्तर पुस्तिका में सिखों को उभर कर चित्रित करने को कहा जाएगा	
	पाठ - 9- कविता-सिर ताने सीना ताने	सस्वर वाचन, पंक्तियाँ पूरी करो, शब्दार्थ	सस्वर वाचन तथा लेखन विधि	भाषा कौशल तथा लेखन कौशल का विकास	उत्तर पुस्तिका की जांच	वीर व्यक्ति में पाए जाने वाले गुणा से संबंधित वार्तालाप	

						किया जाएगा	
	विशेषण	प्रत्यय स्पष्ट करते हुए विशेषण से संबंधित जानकारी देना	वार्तालाप तथा लेखन विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका की जांच	कक्षा की किन्हीं 10 वस्तुओं के नाम लिखकर उनके बारे में विशेषण लिखने को दिया जाएगा	
	सर्वनाम	प्रत्यय स्पष्ट करते हुए सर्वनाम से संबंधित जानकारी देना	वार्तालाप तथा लेखन विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका की जांच	अनुच्छेद में नाम के स्थान पर प्रयोग किए गए शब्द रेखांकित	

						त करने को कहा जाएगा	
नवंबर							
	पाठ - 10 - कानाफू सी	कहानी समझा ना,, बहुविक ल्पीय प्रश्न उत्तर , प्रश्न उत्तर, शब्द लड़ी [संज्ञा] वचन, क्रिया, तथा आगत शब्दों का प्रत्यय स्पष्ट करना	पठन- पाठन तथा लेखन विधि	व्याकर ण तथा भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	कक्षा में कान्हा फुंसी का खेल खिला या जाएगा	

	पाठ - 11- तेनालीराम की सूझबूझ	पाठ समझाना, संबंधित प्रश्न उत्तर करवाना , संबंधित अभ्यास प्रश्न करवाना ,तेनालीराम से संबंधित जानकारी देना तथा वार्तालाप करना	पठन-पाठन तथा लेखन विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका की जांच	तेनालीराम के विषय में जानकारी एकत्रित करने को कहा जाएगा	
	पाठ - 13 - कविता-आग लगी	सस्वर वाचन ,पंक्तियाँ पूरी करो ,शब्दार्थ	सस्वर वाचन , लेखन विधि	सस्वर वाचन कला तथा भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	आंख से सावधान रहने के लिए किन-किन बातों का	

						ध्यान रखना चाहिए विषय पर वार्तालाप किया जाएगा	
	अनुच्छेद - मेरा प्रिय त्योहार	क्रियात्मकता तथा कल्पना शीलता का विकास	चिंतन मनन तथा लेखन विधि	भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	अपने प्रिय त्योहार के विषय में चित्र बनवाया जाएगा	
दिसंबर							
	पाठ - 12 - क्वीन ऑफ द रिंग	पाठ समझना तथा संबंधित प्रश्न उत्तर तथा	पठन पाठन तथा लेखन विधि	भाषा तथा व्याकरण कौशल का विकास	उत्तर पुस्तिका की जांच	मेरी कम से संबंधित चित्र तथा जानकारी एकत्रि	

		अभ्यास करवाना				त करने को कहा जाएगा	
	पाठ - 14 - दादा की सनक	पाठ समझा ना तथा संबंधित प्रश्न उत्तर करवाना अभ्यास प्रश्न करवाते हुए व्याकर ण ज्ञान देना	पठन- पाठन तथा लेखन विधि	भाषा तथा व्याकर ण कौशल का विकास	उत्तर पुस्तिका की जांच	परोप कार की भावना के लिए प्रेरित किया जाएगा	
	वाक्यां शों के लिए एक शब्द	प्रत्यय स्पष्ट करते हुए व्याकर ण ज्ञान देना, वाक्यां शों के लिए एक	वार्ताला प तथा लेखन विधि	भाषा तथा व्याकर ण कौशल का विकास	कार्य पत्रिका तथा उत्तर पुस्तिका की जांच	किन्हीं पांच वाक्यां शों के लिए एक शब्द लिखने को	

		शब्द बताना				कहा जाएगा	
	गिनती	हिंदी की गिनती अंकों तथा शब्दों में लिखना सिखाना	वार्ताला प तथा लेखन विधि	भाषा तथा व्याकर ण कौशल का विकास	कार्य पत्रिका तथा उत्तर पुस्तिका की जांच	हिंदी की गिनती चित्र सहित 1 से 10 तक करवाई जाएगी	
	अनुच्छेद - मेरा बगीचा	कल्पना शीलता तथा लेखन कला का विकास, भाषा ज्ञान देना	चिंतन मनन तथा लेखन विधि	भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	कल्पना शक्ति द्वारा अपने बगीचे के विषय में बताते हुए अनुच्छे द लिखने को कहा जाएगा	
जनवरी							

	चित्र लेखन	चित्र देखकर अपने वाक्यों में उसका वर्णन करना	चिंतन मनन तथा लेखन विधि	भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	पाठ्य पुस्तिका के किसी भी चित्र को देखकर उसके विषय में अनुच्छेद लिखने को कहा जाएगा	
	अपठित गद्यांश	अनुच्छेद पढ़कर उससे संबंधित प्रश्नों के उत्तर देना लेखन कला का विकास	चिंतन मनन तथा लेखन विधि	भाषा कौशल का विकास	उत्तर पुस्तिका की जांच	पाठ्य पुस्तक के अतिरिक्त किसी भी पुस्तक के अनुच्छेद से संबंधित प्रश्न उत्तर तथा अनुच्छेद	

						द लिखवा या जाएगा	
	भाषा खेल						
	श्रुतभाव ग्रहण						

Annual Curriculum PLAN (2026-27)

CLASS-3

Content	Learning objectives	Methodology	Activity	Skills Developed	Assessment	Learning Outcomes
TERM I						
UNIT 1: NUMBERS <ul style="list-style-type: none"> ● Extension of numbers up to 3- and 4-digit numbers. Building numbers beyond 1000. ● Face and place value. ● Expanded form ● Comparing numbers ● Ordering numbers 	Students will learn to: <ul style="list-style-type: none"> Read and write number names up to 3- and 4-digit numbers and use them in daily life. Write standard and expanded form using place values Compare the given numbers Arrange the given numbers in ascending and descending order Form greatest and smallest 4-digit numbers by the given digits. Classify numbers as odd and even Write predecessor and successor of given numbers 	Learning by doing <ul style="list-style-type: none"> Inductive and deductive method 	Abacus making <ul style="list-style-type: none"> Write the number name for five vehicle numbers. 	Observation Application Thinking Problem solving Understanding	Periodic test Practice test Class assignments Mental maths MCQ's	Students will be able to: <ul style="list-style-type: none"> Write number names up to 3- and 4-digit numbers according to Indian place value system Write standard and expanded form Compare the given numbers Arrange the given numbers in ascending and descending order Form greatest and smallest 4-digit numbers by the given digits. Classify numbers as odd and even

<ul style="list-style-type: none"> ● Forming of Greatest and Smallest 4-digit numbers. ● Odd and even numbers ● Predecessor and Successor 						Write predecessor and successor of given numbers
<p>UNIT 2: ADDITION</p> <ul style="list-style-type: none"> ● Addition of 4-digit numbers ● Properties of addition ● Story Sums 	<p>Students will learn to:</p> <p>Add 4-digit numbers with or without regrouping</p> <p>Understand and apply properties of addition</p> <p>Solve story sums</p>	Learning by doing	Adding is Fun – Colouring Activity	Observation Application Thinking Problem solving Understanding	Class work Practice sheets	<p>Students will be able to:</p> <p>Add 4-digit with or without regrouping</p> <p>Understand and apply properties of addition</p> <p>Solve story sums</p>
<p>UNIT 3: SUBTRACTION</p>	<p>Students will learn to:</p> <p>Subtract 4-digit numbers with or without regrouping</p>	Learning by doing	Comparing the Difference	Observation Application Thinking Problem solving	Class work Practice sheets	Students will be able to:

<ul style="list-style-type: none"> • Subtraction of 4-digit numbers • Properties of subtraction • Story Sums 	<p>Understand and apply properties of subtraction</p> <p>Solve story sums</p>			Understanding		<p>Subtract 4-digit with or without regrouping</p> <p>Understand and apply properties of subtraction</p> <p>Solve story sums</p>
<p>UNIT 4: MULTIPLICATION</p> <ul style="list-style-type: none"> • Tables • Multiply 2-digit number by a 1-digit and 2 digit number • Properties of multiplication • Storysums 	<p>Students will learn to</p> <p>Multiply 3- and 4-digit numbers by 1- and 2-digit</p> <p>Understand and apply properties of multiplication</p> <p>Solve story sums</p>	Learning by Doing	Multiplication Wheels – Dodging Tables	Observation Application Thinking Problem solving Understanding	Practice test Class assignments Mental maths MCQ's	<p>Students will be able to</p> <p>Apply multiplication instead of repeated addition</p> <p>Multiply 2/3digit numbers by ½ digit numbers</p> <p>Understand and apply properties of multiplication</p> <p>Solve story sums</p>
<p>UNIT 5: SHAPES AND PATTERNS</p>	Students will learn to:	Learning by doing Inductive and deductive method	Blindfold Activity Create an object using solid shapes	Observation Application Thinking Problem solving	Practice test Class assignments Mental maths MCQ's	Students will be able to:

<ul style="list-style-type: none"> ● Identify solid shapes and its faces, edges and corners ● Symmetry and line of symmetry ● Patterns ● Tiling patterns 	<p>Recognize and identify the faces, edges and corners of solid shapes</p> <p>Recognize symmetrical shape and draw the line of symmetry</p> <p>Identify the rule for a pattern formed by shapes/numbers and continue it</p> <p>Recognise shape that tile/do not tile</p>		<p>Make a card using geometrical patterns</p>	<p>Understanding</p>		<p>Recognize and identify the faces, edges and corners of solid shapes</p> <p>Recognize symmetrical shape and draw the line of symmetry</p> <p>Identify the rule for a pattern formed by shapes/numbers and continue it</p> <p>Recognise shape that tile/do not tile</p>
<p>UNIT 10: TIME</p> <ul style="list-style-type: none"> ● Read the clock ● Estimate time intervals ● AM and PM ● Months of the year ● Date Format 	<p>Students will learn to:</p> <p>Read the clock and tell the time</p> <p>Estimate and measure time intervals</p> <p>Write time in AM and PM</p> <p>Write the months of the year in order</p> <p>Write dates in the correct format</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Model of clock using paper plate</p> <p>Reading the Calendar</p> <p>Making study time table</p>	<p>Observation Application Thinking Problem solving Understanding</p>	<p>Practice test Class assignments Mental maths MCQ'S</p>	<p>Students will be able to:</p> <p>Read the clock and tell the time</p> <p>Estimate and measure time intervals</p> <p>Write time in AM and PM</p> <p>Write dates in the correct format</p>

TERM II

<p>UNIT 6: UNDERSTANDING DIVISION</p> <ul style="list-style-type: none"> ● Division and its symbol ● Finding number of groups ● By repeated subtraction ● Using tables ● Properties ● Story Sums 	<p>Students will learn to:</p> <p>Divide by equal sharing</p> <p>Divide by repeated subtraction</p> <p>Divide using tables</p> <p>State the properties of division</p> <p>State the relationship between multiplication and division</p> <p>Solve real life problems involving 2-digit division</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Distribution of 12 pencils in different sets of students</p>	<p>Observation Application Thinking Problem solving Understanding</p>	<p>Practice test Class assignments Mental maths MCQ'S</p>	<p>Students will be able to:</p> <p>Divide by equal sharing</p> <p>Divide by repeated subtraction</p> <p>Divide using tables</p> <p>State the properties of division</p> <p>State the relationship between multiplication and division</p> <p>Solve real life problems involving 2-digit division</p>
<p>UNIT 7: MORE DIVISION</p> <ul style="list-style-type: none"> ● Long division method ● Checking 	<p>Students will learn to:</p> <p>Divide up to 3-digit number by a 1-digit number with and without remainder</p> <p>Check division using multiplication</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Relay race of division sums</p>	<p>Observation Application Thinking Problem solving Understanding</p>	<p>Practice test Class assignments Mental maths MCQ'S</p>	<p>Students will be able to:</p> <p>Divide up to 3-digit number by a 1-digit number with and without remainder</p>

<ul style="list-style-type: none"> • Story Sums 	Apply division to solve real life problems					<p>Check division using multiplication</p> <p>Apply division to solve real life problems</p>
<p>UNIT 8: FRACTIONS</p> <ul style="list-style-type: none"> • Whole and Fractions • Fraction of a collection • Comparing Fractions 	<p>Students will learn to:</p> <p>Represent a part of a whole or a collection as a fraction</p> <p>Identify and name numerator and denominator in a fraction</p> <p>Find a fraction of a collection</p> <p>Compare like fractions</p>	Demonstration Method	Paper folding activities showing different fractions	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>MCQ'S</p>	<p>Students will be able to:</p> <p>Represent a part of a whole or a collection as a fraction</p> <p>Identify and name numerator and denominator in a fraction</p> <p>Find a fraction of a collection</p> <p>Compare like fractions</p>
<p>UNIT 9: MONEY</p> <ul style="list-style-type: none"> • Writing rupees and paise 	<p>Students will learn to:</p> <p>Write rupees and paise using the dot</p> <p>Convert rupees and paise</p>	<p>Play way</p> <p>Demonstration method</p>	Birthday Party Planning	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>MCQ'S</p>	<p>Students will be able to:</p> <p>Write rupees and paise using the dot</p> <p>Convert rupees and paise</p>

<ul style="list-style-type: none"> ● Conversion of rupees and paise ● Addition of money ● Subtraction of money ● Multiplication of money ● Division of money ● Shopping and bill 	<p>Carry out the four operations of addition, subtraction, multiplication and division with money</p> <p>Making the bill</p>					<p>Carry out the four operations of addition, subtraction, multiplication and division with money</p> <p>Making the bill</p>
<p>UNIT 11: MEASUREMENT</p> <ul style="list-style-type: none"> ● Measuring in centimetres, metres and kilometres ● Conversion of length ● Measuring of mass in g and kg 	<p>Students will learn to:</p> <p>State the metric units for measuring length, mass and capacity</p> <p>Convert from smaller to bigger units and vice versa</p> <p>Estimate the length, weight and capacity</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Arrange the given items according to their length and weight</p> <p>Height and weight chart of family members</p> <p>Paste five things sold in market in L and mL</p>	<p>Observation Application Thinking Accuracy Understanding</p>	<p>Practice test Class assignments Mental maths MCQ'S</p>	<p>Students will be able to:</p> <p>State the metric units for measuring length, mass and capacity</p> <p>Convert from smaller to bigger units and vice versa</p> <p>Estimate the length, weight and capacity</p>

<ul style="list-style-type: none"> ● Conversion of mass ● Measuring capacity in mL and L ● Conversion of capacity 						
<p>UNIT 12: HANDLING DATA</p> <ul style="list-style-type: none"> ● Pictograph ● Bar graph 	<p>Students will learn to:</p> <p>Interpret data represented in pictograph and bar graph</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Conducting a survey in class for favourite flavour of ice cream and represent the data in a pictograph</p>	<p>Observation Application Thinking Understanding</p>	<p>Practice test Class assignments Mental maths MCQ'S</p>	<p>Students will be able to:</p> <p>Interpret data represented in pictograph and bar graph</p>

INTEGRATED ANNUAL CURRICULUM PLAN 2026-2027

Subject : Science

Class : III

TERM-1

Topic	Month	Learning Objectives Students will learn	Methodology	skills to be developed	Assessment	Learning Outcomes Students will be able to
<p>➤ <u>LESSON-1</u> <u>Living and Non-Living Things</u> <u>Content to be taught</u></p> <ul style="list-style-type: none"> ➤ What can living things do ➤ Characteristics of living things ➤ Living things go 	<p>PA-1A, SA</p> <p>APRIL</p>	<ul style="list-style-type: none"> ➤ Things around us can be living or Non – living ➤ Characteristics of living and non living things ➤ Non – living 	<ul style="list-style-type: none"> ➤ Engaging , interactive and teacher guided discussion will be used ➤ Use of ICT <p>https://youtu.be/saL8acHZJ8Q</p>	<ul style="list-style-type: none"> ➤ Drawing, ➤ Sustainability ➤ Communication ➤ Reading ➤ Observation ➤ Critical thinking 	<ul style="list-style-type: none"> ➤ Written Test, ➤ Revision ➤ Quiz <p>Activity : AIL</p> <p>Make a mini model of a park using cardboard and craft materials. Show at least three living and non- living things</p>	<ul style="list-style-type: none"> ➤ Things around us can be living or Non –living ➤ Characteristics of living and non living things <p>Non –livingthings which were once living</p> <p>Value imbibed – Responsibility, Social and emotional thinking, Empathy</p> <p>Aligned with SDG- 4 Quality</p>

<p>through a life cycle.</p> <p>➤ LESSON-5 Birds- Food and Body Structure</p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Body parts of a bird ➤ Beaks ➤ Feet and 	<p>PA-1B</p>	<p>things which were once living.</p> <p>Students will learn about</p> <ul style="list-style-type: none"> ➤ Body parts of a bird ➤ Terrestrial and aquatic birds ➤ Flying and flightless 	<ul style="list-style-type: none"> ➤ case based questioning ➤ Through interactive smart board ➤ Through Video 	<ul style="list-style-type: none"> ➤ Communication ➤ Creativity ➤ Application ➤ Observation 	<p>Rubrics</p> <ol style="list-style-type: none"> 1.Participation (2) 2.Creative skills (2) 3.Timely submission (1) <p>Activity;AIL- Make a poster or Write a poem(Integrated to Language) to spread awareness and encourage people around you to keep the environment safe</p>	<p>Education.</p> <ul style="list-style-type: none"> ➤ Differentiate between flight and down feathers. ➤ Recognize different beaks. ➤ Explain different kinds of feet and claws. ➤ Describe how birds fly. xplain why do birds build nest <p>Value imbibed: Appreciate diversity, Appreciate the care birds give to</p>
---	--------------	---	--	---	---	--

<p>Claws</p> <ul style="list-style-type: none"> ➤ What makes a bird fly ➤ Feathers ➤ Nesting habits of birds <p><u>LESSON-2 Parts of a Plant</u></p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Types of plants. ➤ Germination. Functions of different parts of a 	<p>MAY</p>	<p>birds</p> <ul style="list-style-type: none"> ➤ Nesting habits of birds ➤ Birds are our friends. <ul style="list-style-type: none"> ➤ List the functions of different parts of a plant. ➤ Differentiate between taproot and 	<p>https://youtu.be/4dkl1TVmXXc</p> <ul style="list-style-type: none"> ➤ Engaging , interactive and teacher guided discussion will be used ➤ Use of ICT <p>https://youtu.be/IanRksy6-zI</p>	<ul style="list-style-type: none"> ➤ Drawing, ➤ Sustainability ➤ Communication ➤ Reading 	<p>for the birds.</p> <ul style="list-style-type: none"> ➤ Book Exercises ➤ Note book work ➤ Assignment ➤ Quiz <p>ACTIVITY-</p>	<p>their babies.</p> <p>Aligned with SDG-12 Responsible Consumption and Production.</p> <p>Differentiate between root and shoot system.</p> <p>List the functions of various parts of a plant.</p> <p>Knowledge about plant life.</p>
---	------------	--	--	--	---	---

<p>plant. ➤ Taproot and fibrous root</p> <p><u>LESSON-4</u> <u>Human Body</u> <u>organ systems.</u> Content to be taught ➤ External and internal</p>	SA-1	<p>fibrous root. ➤ Identify root and shoot system.</p> <p>➤ Organs, organ systems and their functionin g</p>	<p>➤ Interactive image based questioning</p> <p>➤ Use of interactive smart board</p>		<p>Integrated with Science / Art</p> <p>Grow a plant using old plastic bottles. Draw a plant in the note book and label its parts</p> <p>➤ RUBRICS:</p> <p>Participation and submission (2)</p> <p>Taking care of the plant and values (3)</p> <p>For reading only</p>	<p>Value imbibed: Appreciating nature, responsibility, kindness</p> <p>Aligned with SDG-15 Life on Land</p>
---	------	--	--	--	--	---

<p>organs and their functions.</p> <ul style="list-style-type: none"> ➤ Skeletal and muscular systems ➤ Digestive and Respiratory systems ➤ Circulatory and Excretory systems ➤ Nervous system and sense organs 		<ul style="list-style-type: none"> ➤ Ways to maintain correct posture ➤ Importance of doing exercise, taking proper rest and eating healthy foods 	<ul style="list-style-type: none"> ➤ Teacher guided discussion <p>https://youtu.be/H93KUzCNJy0</p>	<ul style="list-style-type: none"> ➤ Application of knowledge ➤ Observational ➤ Cognitive 	<p>ACTIVITY-AIL</p> <p>Draw Heart each system and write 3 healthy habits, Lungs 3 clean air habits Stomach 3 healthy foods</p> <p>Science Integration</p>	<p>Identify the external and internal organs.</p> <p>Recognizing the different organ systems.</p> <p>Values imbibed: responsibility, awareness, discipline respect for life</p> <p>Aligned with SDG-3 Good Health and Well Being</p>
---	--	---	--	--	--	--

<p><u>LESSON-3</u> <u>World of Animals</u> Content to be taught</p> <ul style="list-style-type: none"> ➤ Animals without backbone ➤ Animals with backbone ➤ How animals move ➤ How animals breathe ➤ How animals reproduce ➤ Animals 	<p>July</p> <p>SA-1</p>	<ul style="list-style-type: none"> ➤ Animals without backbones ➤ Fish, amphibians, reptiles, birds and mammals ➤ How these animals move, eat, breathe, reproduce, and sense things 	<ul style="list-style-type: none"> ➤ Didactic ➤ class discussion, ➤ Inquiry based learning ➤ https://youtu.be/mRidGna-V4E 	<ul style="list-style-type: none"> ➤ Drawing ➤ Reading ➤ Communication ➤ Self awareness ➤ Analytical and critical thinking ➤ Creativity 	<ul style="list-style-type: none"> ➤ Quiz ➤ Book exercises ➤ Written test <p>ACTIVITY – Linked with S.St. Research a specific animal and make a poster explaining its role in the ecosystem, how it connects with SDG and human</p>	<ul style="list-style-type: none"> ➤ Children learnt about Vertebrates and Invertebrates ➤ animals move, eat, breathe, reproduce, and sense things
--	-------------------------	---	--	---	--	--

<p>have sense organs</p> <p><u>LESSON -6</u> <u>Feeding Habits of Animals</u></p> <ul style="list-style-type: none"> ➤ How animals eat food ➤ ,food chain and ➤ animal groups 		<ul style="list-style-type: none"> ➤ Identify the eating habits of animals and ➤ food chain. 	<ul style="list-style-type: none"> ➤ Discussion ➤ Interactive ➤ Story telling <p>https://youtu.be/ 24OaJ6n4pY</p>	<ul style="list-style-type: none"> ➤ Application of knowledge ➤ Observational ➤ Numeracy ➤ Creativity 	<p>values to protect it.</p> <p>Rubrics</p> <p>1.Understanding of the animal (1)</p> <p>2SDG and Care Message</p> <p>(2)</p> <p>3.Presentation (1)</p> <ul style="list-style-type: none"> ➤ Worksheets ➤ Quiz ➤ Brain Game <p>ACTIVITY</p>	<p>Values imbibed: Empathy, responsibility, respect for life</p> <p>Aligned with SDG-14 Life Below Water</p> <p>And SDG -15 Life on Land</p> <ul style="list-style-type: none"> ➤ Identify the eating habits of animals and ➤ How food chains maintain the balance in nature
--	--	--	---	---	--	---

<p><u>LESSON-7</u> <u>Safety , First Aid and Home</u> <u>Content to be taught</u></p> <p>➤ Safety on roads</p>	<p>August</p>	<p>➤ Situations where you can get hurt</p> <p>➤ Safety measures you can take in such</p>	<p>➤ videos and ppt</p> <p>➤ group discussion</p> <p>➤ analyzing situations</p> <p>➤ Toy pedagogy</p> <p>➤ Student centred</p> <p>https://youtu.be/TUHDI0WTCvg</p>	<p>➤ Observational</p> <p>➤ Analyzing</p> <p>➤ Applying facts</p> <p>➤ Communication</p>	<p>AIL Integrated to Maths</p> <p>Make flip book of 3 sections Herbivores ,carnivores and omnivores , make statements sum on these eg. If a cow eats 4kg grass in 1 day, how much grass will it eat in a 4 days</p> <p>.</p> <p>ACTIVITY</p>	<p>Value imbibed – Responsibility-caringfor animals,</p> <p>Aligned with SDG-15 Life on Land</p> <p>➤ about the first aid given in different situations and</p> <p>➤ how safety rules are important for us.</p>
--	---------------	--	---	--	---	---

<ul style="list-style-type: none"> ➤ Safety at home, school, play ground ➤ First Aid for burns, animal bites, sprain and fractures ➤ Good House ➤ Cleanliness in the house <p><u>SECOND TERM</u></p> <p><u>LESSON-8 Soil</u></p> <p>Content to be taught</p>		<p>situations to remain safe</p> <ul style="list-style-type: none"> ➤ How to give basic first aid to an injured person ➤ Our Home system and ➤ different <ul style="list-style-type: none"> ➤ Soil formation ➤ Layers of soil ➤ Types of soil 	<ul style="list-style-type: none"> ➤ Toy pedagogy ➤ Story telling pedagogy ➤ Exploration 	<ul style="list-style-type: none"> ➤ Understanding ➤ Analysing ➤ Application ➤ Creativity 	<p>LIFE SKILL</p> <p>Prepare poster on road safety signs and share your ideas on how these habits should be encouraged among people to avoid road accidents.</p> <p>Rubrics</p> <p>Creativity (1)</p> <p>Understanding (2)</p> <p>Presentation (2)</p>	<p>Value imbibed: Self awareness, social emotional, responsibility, brainstorming</p> <p>Aligned with SDG-11 sustainable cities and Communities</p> <ul style="list-style-type: none"> ➤ can identify the layers of soil ➤ know the importance of soil ➤ Why loam is preferred by the farmers.
--	--	--	---	---	--	--

<ul style="list-style-type: none"> ➤ Light and shadow ➤ Transparent , translucent and opaque objects ➤ Pleasant and unpleasant sounds ➤ Pull and push <p><u>LESSON-11</u></p> <p><u>Air and Water</u></p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ Composition of air 	<p>November</p>	<ul style="list-style-type: none"> ➤ know about how a shadow is formed? ➤ , Properties of different objects ➤ How sound is produced? ➤ Force and its effects 	<ul style="list-style-type: none"> ➤ Reading and Explanation of the lesson ➤ Inquiry based Learning ➤ Showing Video on smart interactive board <p>https://youtu.be/EhOvBwuX0kE</p>	<p>skill</p> <ul style="list-style-type: none"> ➤ Observation ➤ Brainstorming ➤ Drawing ➤ Reading ➤ Communication <p>➤ Applying facts</p>	<ul style="list-style-type: none"> ➤ Problem solving -word grid ➤ Competency based questions ➤ Book Exercises ➤ Assignment <p>ACTIVITY-AIL</p> <p>Integrated to EVS and language</p> <p>Discuss and draw the situations where we can use sunlight instead of electric lights.</p> <p>Rubrics</p> <p>Concept (2)</p>	<ul style="list-style-type: none"> ➤ Know the conditions needed to form shadows ➤ Differentiate between transparent, translucent and opaque objects ➤ Differentiate between pleasant and unpleasant sound. ➤ Know what force can do. <p>Values imbibed: gratitude, sustainability, taking initiative</p> <p>Aligned with SDG-7 Affordable and Clean Energy</p>
---	-----------------	--	--	--	---	--

<ul style="list-style-type: none"> ➤ Uses of air ➤ Sources of water ➤ Uses and Conservation of water <p>LESSON-12 <u>Weather and Season</u></p> <p>Content to be taught</p>		<ul style="list-style-type: none"> ➤ Composition of air ➤ Uses of air ➤ Sources of water ➤ Uses and Conservation of water 	<ul style="list-style-type: none"> ➤ Instructional ➤ Reading and Reflection ➤ Examples from real life ➤ Video <p>https://youtu.be/49pVd_arss8</p> <p>ACTIVITY Subject Integration- Music and Language</p> <p>Learn a song or self composed poem on Air or Water</p>	<ul style="list-style-type: none"> ➤ Communication ➤ Remembering and recalling ➤ Creative and critical thinking ➤ Singing <p>➤ Understanding</p>	<p>Creativity and presentation (3)</p> <ul style="list-style-type: none"> ➤ Book exercises ➤ Competency based question ➤ Word puzzle 	<p>Can Explain</p> <ul style="list-style-type: none"> ➤ Composition of air ➤ Uses of air ➤ Sources of water ➤ Uses and Conservation of water <p>Values imbibed- Environmental awareness, Responsible use of natural resources Scientific temper</p> <p>Aligned with SDG- 13- Climate Change</p>
--	--	---	---	--	---	---

<ul style="list-style-type: none"> ➤ Weather ➤ Factors affecting Weather ➤ Water Cycle ➤ Season <p>LESSON-14</p> <p><u>Our Environment</u></p> <p>Content to be taught</p> <ul style="list-style-type: none"> ➤ What is environment 	<p>December</p>	<p>Students will learn about</p> <ul style="list-style-type: none"> ➤ Weather ➤ Factors affecting Weather ➤ Water Cycle Seasons 	<ul style="list-style-type: none"> ➤ Teacher guided Discussion ➤ Toy Pedagogy ➤ Story Telling <p>https://youtu.be/VgN2bLcEz0c</p>	<ul style="list-style-type: none"> ➤ Recalling and memorizing ➤ Drawing ➤ Self Awareness ➤ Problem solving <p>➤ Understanding</p>	<p>ACTIVITY Inegrated to Art and Language</p> <p>Draw a poster on your favourite season and speak few lines about it.</p> <p>Rubric: Creativity (2)</p> <p>Presentation (3)</p> <ul style="list-style-type: none"> ➤ Book exercise, ➤ revision, ➤ assignments, ➤ written test, ➤ quiz 	<ul style="list-style-type: none"> ➤ Describe water cycle and weather. ➤ Explain How air affects weather. Compare season and climate. ➤ Preserving the natural resources like oxygen and water. <p>Value imbibed: Enhance sentence formation and vocabulary</p> <p>Aligned with SDG-4 Quality Education and SDG-13 Climate Change</p>
---	-----------------	---	--	---	---	---

<p>?</p> <ul style="list-style-type: none"> ➤ Living and Non- living components of the environment ➤ Interdependence in nature? 	SA-2	<ul style="list-style-type: none"> ➤ What is environment? ➤ Living and Non- living components of the environment ➤ Interdependence in nature? 	<ul style="list-style-type: none"> ➤ Real life examples ➤ Instructional ➤ Story telling <p>https://youtu.be/cnwRNVz-pl4</p>	<ul style="list-style-type: none"> ➤ Recalling and memorizing ➤ Drawing ➤ Self Awareness ➤ Problem Solving ➤ Critical thinking 	<p>ACTIVITY- AIL</p> <p>Make any useful item from waste</p> <p>Rubrics</p> <p>Making of useful item: (3)</p> <p>Understanding of concept (2)</p> <ul style="list-style-type: none"> ➤ Competency Based ➤ Questions ➤ Revision ➤ Worksheet ➤ Written test 	<ul style="list-style-type: none"> ➤ Can explain the term environment ➤ Differentiate between biotic and abiotic components <p>Values imbibed- Learning by Doing</p> <p>Environmental awareness, responsibility</p> <p>Aligned with SDG-12 Responsible Consumption and Production</p>
<p><u>LESSON 9</u></p> <p><u>MEASUREMENTS</u></p> <p><u>Content to be</u></p>	SA-2					

<p><u>taught</u></p> <ul style="list-style-type: none"> ➤ Measuring in ancient times and present times. ➤ Standard unit of length ➤ ,weight, ➤ Capacity etc. 		<ul style="list-style-type: none"> ➤ Evidence based skill developed. ➤ Analysing and applying. 	<ul style="list-style-type: none"> ➤ Didactic ➤ Brainstorming. <p>https://youtu.be/GAKBS04074</p>	<ul style="list-style-type: none"> ➤ Understanding ➤ Recalling and memorizing ➤ Drawing ➤ Self Awareness ➤ Problem solving ➤ Analysing and applying. 	<ul style="list-style-type: none"> ➤ For reading only. <p>ACTIVITY- Integrated to Maths</p> <p>How are potatoes and onions measured ?</p> <p>How many litres of milk is there in small packet and big packet?</p> <p>Which unit is used to measure cloth?</p>	<p>Learnt about</p> <ul style="list-style-type: none"> ➤ Explain measurement. ➤ Calculate length, ➤ weight, ➤ capacity, ➤ time and temperature. <p>Values imbibed : Discipline and organization.</p> <p>Aligned with SDG-4 Quality Education</p>

--	--	--	--	--	--	--

							<i>z</i>
--	--	--	--	--	--	--	----------

--	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

RAMJAS PUBLIC SCHOOL (DAY BOARDING)

Anand Parbat, Delhi 110005

INTEGRATED ANNUAL CURRICULUM PLAN (2026-27)

CLASS 3

SUBJECT: S.St.

TERM I

<u>Month</u>		<u>Name of the lesson/Topic</u>	<u>Textbook</u>	<u>Learning Objectives</u> (The students will learn about...)	<u>Methodology</u>	<u>Skills to be developed</u>	<u>Assessment</u>	<u>Learning Outcomes</u> (The students will be able to....)
April	PT-1A	L-1= The Earth-Our Home	Social Studies Success Goyal Brothers Prakashan	* the shape of the earth * Earth's surface *difference between Sky and the horizon *Solar system	*Discussion *Interactive *Use of ICT *Graphic Organizer https://youtu.be/A25NIR6BV64?feature=shared	Reading Observation Critical Thinking Identification Gathering Information	*written test *revision *quiz *Activity: Ex – Do and Learn Puzzle Rubrics: *neatness (2) *Understanding (3)	*recall the shape and size of the earth * Knows about the planets of the Solar system * Recognizes the difference between the sky and the horizon

April	PT - 1B	L-2=How Our Earth Looks	Social Studies Success Goyal Brothers Prakashan	*Globe * Continents and Oceans *Directions * Maps	*Instructional *Use of ICT *Graphic Organizer *through diagrams https://youtu.be/J3Df0-ZJ_WA?si=XbyicnXt5pNzdn5o	Reading Drawing Thinking Identification Critical Thinking *observation Value-embedded cultural awareness	*written test *revision *quiz *Activity:- Ex Do and Learn – Find the directions of the Places mentioned in the picture Rubrics: *Problem solving (3) * Understanding (2)	* identify four main directions with the help of the diagram and map of India *Knows about the continents and oceans *differentiate between globe and map, oceans and continents
-------	---------	--------------------------------	---	--	---	--	--	--

April	PT-1B	L-7 =Our Festivals	Social Studies Success Goyal Brothers Prakashan	<ul style="list-style-type: none"> *Importance of festivals *different types of National Festivals ,Religious Festivals ,Harvest Festivals , Festivals Of North-east *value of multi-culturalism expressed through these Festivals 	<ul style="list-style-type: none"> *Discussion Interactive *Use of ICT *Graphic Organizer <p>https://youtu.be/06tPCsNTemA?feature=shared</p>	<ul style="list-style-type: none"> *Value-embedded cultural awareness *Critical Thinking *Observation *Social *Gathering Information 	<ul style="list-style-type: none"> *written test *revision *worksheet *book exercises *Activity:- Picture Study Rubrics *Understanding (3) Identifying (2) 	<ul style="list-style-type: none"> * knows about why India is called the “Land of Festivals “ *Inculcate pride in India’s cultural heritage *Understand the importance of religious and national festivals
May/July	Mid term	L-5= Food We Eat	Social Studies Success Goyal Brothers Prakashan	<ul style="list-style-type: none"> *understanding the impact of climate on the types of crops grown *identify the many types of food grown in our country *major food grains eaten in different regions of India * Different types of oils and spices used to cook food in India 	<ul style="list-style-type: none"> *Discussion Interactive *Use of ICT *Graphic Organizer <p>https://youtu.be/y9IMOQxWDmc?si=kW4cNuV69PhU-yKt</p>	<ul style="list-style-type: none"> *Reading *Thinking *Identification Value-embedded cultural awareness *Awareness 	<ul style="list-style-type: none"> *verbal and written revision *book exercises *word grid *Art Integration Activity: - Make a colourful chart of all fruits and 	<ul style="list-style-type: none"> *identify the common spices, food grains, pulses, vegetables & fruits grown in our country *Differentiate between vegetarian and non-vegetarian

							vegetables that you like to eat Rubrics *Drawing (3) *understanding (2)	
July	Mid term	L-6 = Indian Dresses	Social Studies Success Goyal Brothers Prakashan	*understanding the impact of climate on the types of clothes worn by people *identify the different types of clothes people wear in the country *determine the region a person belongs to based on their traditional clothes	*Discussion & observation *Interactive *Use of ICT & map tools *Graphic Organizer https://youtu.be/e7MKc23lYeA?si=fpmKmCF4PciiO_18	*Reading *Observation *Drawing *Identification *Thinking	*Assignments *Quiz *Experiential learning *Activity - Information) Drawing of clothes worn by men and women Rubrics: *Drawing (3) *Creativity (2)	*Learn to differentiate between various types of clothes worn in a particular season *Understand the importance of regional clothing and its link to the concept of “unity in diversity” *Identify the regional and traditional clothes of people of different

								<p>parts of India</p> <p>*Differentiate between clothing of men and women</p>
--	--	--	--	--	--	--	--	---

August	Mid term	L-13= Mumbai	Social Studies Success Goyal Brothers Prakashan	<ul style="list-style-type: none"> *identify the state on the western side of India *locate and mark the state of Maharashtra on a political map *describe the climate, famous dishes and languages spoken *list a few places of tourist interest 	<ul style="list-style-type: none"> *Discussion & observation *Interactive * Use of ICT & map tools *Graphic Organizer <p>https://youtu.be/13t6dRUID04?si=LOVeyD7sW88SAQ7C</p>	<ul style="list-style-type: none"> *Reading *Observation *Drawing *Identification *Mapping 	<ul style="list-style-type: none"> *Assignments *Quiz *Activity 	<ul style="list-style-type: none"> *learn about the history, climate and life of the people of Mumbai *learn to locate the capital of Maharashtra on the Indian political map *identify important tourist places in the west of India
August	Mid term	L-12=Delhi Capital City	Social Studies Success Goyal Brothers Prakashan	<ul style="list-style-type: none"> *identify the northern part of India *locate and mark city of Delhi on the political map of India *describe the climate, famous dishes and languages spoken 	<ul style="list-style-type: none"> *Discussion *Integrated Computer Technology *Graphic organizer/mind map *Worksheet *through diagram 	<ul style="list-style-type: none"> *Reading *Observation *Drawing *Identification * Mapping 	<ul style="list-style-type: none"> *verbal and written revision *book exercises *quiz *Activity - Stick pictures 	<ul style="list-style-type: none"> *learn about the history, climate and life of the people of Delhi *learn to locate the capital Delhi and its neighbouring states on the Indian political map *identify important

				*list a few places of tourist interest	https://youtu.be/pBYtAA Bjir4?si=dPPftFwhnRf3RntO		of Tourist Interest of Delhi Rubrics: *Identify (2) *Neatness (2) Timely Submission (1)	tourist places in the north of India
			TERM 2					
October	PT-2A	L-9= Means of Communication	Social Studies Success Goyal Brothers Prakashan	*meaning of communication *Distinguish between the different means of communication *types of communication in the modern world	*ICT *Gathering information *Graphic Organizer *Pictures of different occupations https://youtu.be/ESK3r5lJqQc?si=xsy	*Reading *Understanding *Gathering information *Critical thinking	*verbal and written revision *book exercises *worksheets Activity – Paste any one thing which you get from the PostOffice	*knows about the meaning of communication *understands the communication of modern era * identify & describe the different means of communication

					0QI6_T9Hcj lzQ		Rubrics *Presentation (3) *timely submission (2)	

November	PT-2B	L-16 =Discovery of fire	Social Studies Success Goyal Brothers Prakashan	<ul style="list-style-type: none"> *tools used by early man *uses of fire by early humans *life of early humans 	<ul style="list-style-type: none"> *ICT *Gathering information *Graphic Organizer 	<ul style="list-style-type: none"> *Reading *Understanding *Gathering information *Critical thinking *observation *Reasoning 	<ul style="list-style-type: none"> *verbal and written revision *book exercises *quiz Activity – Draw Tools used by Early Humans Rubrics – *Drawing (3) *Colouring (2) 	<ul style="list-style-type: none"> *identify the tools used by early humans *understands uses of fire
----------	-------	--------------------------------	---	--	--	--	---	---

November	PT- II	L-17= The Story of Wheel	Social Studies Success Goyal Brothers Prakashan	<ul style="list-style-type: none"> *the process of wheel discovery *early humans learnt farming *Discovery of metals 	<ul style="list-style-type: none"> *Discussion & observation *Interactive * Use of ICT & map tools *Maps *Graphic Organizer 	<ul style="list-style-type: none"> *Reading *Observation Drawing *Identification *Critical Thinking 	<ul style="list-style-type: none"> *written test *revision *quiz *book exercises *Activity - *paste pictures of Early Humans Rubrics *Identification (1) *Neatness (1) *Understanding (3) 	<ul style="list-style-type: none"> *knows about how and why the wheel was invented by early humans *identify the uses of wheel in transport ,tools and machines *understand the importance and usage of metals in daily life
----------	--------	---------------------------------	---	---	--	--	--	---

November	Annual	L-18= Means Of Transport	Social Studies Success Goyal Brothers Prakashan	<p>*understanding Different means of transport used by us</p> <p>identify the different types of transport people used in different physical features of our country</p> <p>*The three different means of transport systems ie Land ,water and air</p>	<p>*Use of ICT</p> <p>* G.O.'s</p> <p>* Picture study</p> <p>*critical thinking</p> <p>*discovery-based learning</p> <p>*information gathering</p>	<p>*Reading</p> <p>*Thinking</p> <p>*Drawing</p> <p>*Gathering information</p> <p>*Classification</p> <p>*Observation</p>	<p>*Assignments</p> <p>*Quiz</p> <p>*Book exercises</p> <p>*Activity – Drawing of different means of transport</p> <p>Rubrics - Drawing (3)- -Application of knowledge (2)</p>	<p>*Learn to differentiate between various s means of transport</p> <p>*Understand the importance of means of transport in different regions of our country .</p> <p>*Differentiate between the three different means of transport</p>
----------	--------	---------------------------------	---	--	--	---	--	--

<p>December</p>	<p>Annual</p>	<p>L-10-Occupations</p>	<p>Social Studies Success Goyal Brothers Prakashan</p>	<ul style="list-style-type: none"> *meaning of occupation * main occupations of the people of our country. *distinguish between Farming related Occupations , forest related Occupations , minnig etc *determine the importance of occupations 	<ul style="list-style-type: none"> *Use of ICT * Graphic organizer *worksheet 	<ul style="list-style-type: none"> *Reading *Thinking *Drawing *Gathering information *Awareness *Communication 	<ul style="list-style-type: none"> *word grid *worksheets *quiz *experiential learning *Activity – Puzzle Rubrics- Presentation(3) -Creativity(2) 	<ul style="list-style-type: none"> *Know about the different occupations *Inculcate the importance of different occupations *Understand the other occupations in our country
------------------------	---------------	--------------------------------	--	--	--	---	--	---

<p>December</p>	<p>Annual</p>	<p>L-14 Kolkata</p>	<p>Social Studies Success Goyal Brothers Prakashan</p>	<p>The city of Kolkata</p> <ul style="list-style-type: none"> * its location, climate, *main festival *food * industries *tourist places 	<ul style="list-style-type: none"> *Smartboard *PPT * Map of Kolkata * pictures of the tourist places of the city 	<ul style="list-style-type: none"> *Reading *Thinking *Mapping *Gathering information *Life skills 	<ul style="list-style-type: none"> *word grid *worksheets *quiz *experiential learning 	<ul style="list-style-type: none"> *knows about the climate, location, language, festival, food, industry, transport system and life of the people of Kolkata *learns to locate West Bengal, its capital and neighbouring states on the Indian political map *identify the tourist places of Kolkata
------------------------	---------------	----------------------------	--	---	---	---	--	---

<p>December</p>	<p>Annual</p>	<p>L-15 Chennai</p>	<p>Social Studies Success Goyal Brothers Prakashan</p>	<ul style="list-style-type: none"> *The city of Chennai * its location, climate * main festival, *food *industries *tourist places * transport * Language & culture 	<ul style="list-style-type: none"> *Story Telling *Integrated Computer Technology * Timeline * Map work *Brainstorming *Using PPTs 	<ul style="list-style-type: none"> *Reading *Thinking *Critical thinking *Information gathering *Mapping 	<ul style="list-style-type: none"> *worksheets *quiz *competency based questions * Rubrics Rubrics *Conceptual understanding (2) *Application of knowledge (2) *Awareness (1) 	<ul style="list-style-type: none"> * knows about the life of the people of Chennai *Knows about the main festival, *food *industries *tourist places * transport * Language & culture *Identify to locate Tamil Nadu , its capital and neighbouring
------------------------	---------------	----------------------------	--	---	--	---	---	---

								states on the Indian political map
--	--	--	--	--	--	--	--	--

Summer Holiday Homework

A. Lesson-4= Indian States

Q On an A4 size sheet write and learn all the Indian States and Union Territories with their capitals

B. Revise all the work done in the notebook till date

Subject Enrichment Activity

Lesson 3 = Our Country India: Draw, colour & label the five main physical features of India along with their definitions.

Subject Enrichment Activity:II

Lesson -11

Q People Who Help Us- Make a Thank you card for any helper of your school .