

BAL BHARATI PUBLIC SCHOOL, DWARKA**ANNUAL CURRICULUM AND PEDAGOGICAL PLAN 2025-26****CLASS III****ENGLISH**

Term 1 (April -September)

Textbook - My New Canvas III (MCB)
Cornerstone III (Grammar)
Karadi Path (Magic English Level 3)

CONTENT	LEARNING OUTCOMES	SKILLS /COMPETENCIES	TEACHING /LEARNING STRATEGIES
If Mice Could Roar(Activity-Recitation)	The student will be able to effectively communicate the poem's meaning and tone through expressive recitation, demonstrating creative use of voice modulation, gestures, and pacing.	Critical Thinking and Interpretation Analyzing the poem's meaning and purpose through careful thought. Listening and Speaking – Reciting the poem with feeling and rhythm Performing the poem aloud, conveying its emotions and natural flow. Imaginative Thinking – Visualizing the poem Creating vivid mental images and sensory experiences inspired by the poem's words.	Puppet Poetics -Students will bring poems to life by having puppets narrate them, adding a visual and engaging storytelling element. Emotive Encore -Students will dramatize poetic narratives, using voice, movement, and expression to embody the poem's characters and themes.

<p>MCB - Unit 1 (The Whispering Palms)</p>	<p>The students will be able to read and comprehend the text and acquire the new words describe the main themes of the story (e.g., family, belonging, tradition, and the importance of nature/environmental consciousness) and analyze how the characters' actions and relationships contribute to these themes, both in discussion and in written responses. use vocabulary words in context</p>	<p>Communication (expressing ideas clearly and effectively) Comprehension: Understanding plot, characters, and setting. Vocabulary Building: Learning words Critical Thinking: Analyzing choices and decisions of the character Empathy & Emotional Intelligence: sensitivity towards nature</p>	<p>Aqua Words Challenge Students will expand their water-themed vocabulary through interactive games focusing on conservation and pollution. Character Canvas Students will flesh out a character's traits and motivations, bringing them to life through detailed development. Art Integration Eco-Artivism Showcase Students will create visually impactful posters to advocate for water conservation and pollution prevention through art. Theatre Integration Persona Play Students will step into different roles to explore various perspectives and deepen their understanding of a topic.</p>
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Karadi Path The Talking Cave Pg 3-26 My Journal My Workbook	Listening with Comprehension: Students will understand the key events and characters when the story of the talking cave is read or told. Speaking with Complete Sentences: Students will answer questions or share ideas about the story using full, grammatically correct sentences. Reading with Comprehension: Students will grasp the meaning of the story when they read "The Story of the Talking Cave" independently or with guidance. Creative Writing: Students will imagine and write their own ideas or endings inspired by "The Story of the Talking Cave."	Understanding Students grasp the meaning of what they hear or read. Articulation Students express their thoughts clearly when speaking. Interpretation Students make sense of information and explain its meaning. Imagination Students create new ideas or pictures in their minds.	Action Path, Reading Path, Music Path, Story Path
Grammar : The Sentence, Nouns- Proper, Common, Collective	The students will be able to * make complete and meaningful sentences * Students will be able to categorize nouns as proper, common, or collective. They will demonstrate the ability to use each type of noun correctly in their writing and speaking	Linguistic Fluency- Employing nouns effectively for concise and vivid descriptions. Critical Thinking and Application of the concept Cognitive Skills – Classifying nouns into categories.	Sentence Scramble Sprint: Students will rearrange jumbled words to form grammatically correct and meaningful sentences. Sentence Architects: Students will creatively construct original sentences using given words or prompts. Noun Narrative Nexus: Students will cooperatively weave a story, introducing a specific type of noun in each new sentence. Nouns in the Canvas : Students will draw a scene and label objects/concepts with their correct noun types.

Nouns-Singular & Plural; Gender	<p>The students will be able to</p> <ul style="list-style-type: none"> * correctly convert singular nouns into their plural forms and vice-versa in sentences. They will also be able to use them accurately in their own writing and speaking, distinguish between masculine, feminine, and neutral genders of nouns. 	<p>Collaboration: students work together effectively to achieve a common goal.</p> <p>Communication: students exchange information, ideas, and feelings clearly and effectively.</p> <p>Linguistic Fluency – Using correct noun types in sentences: Apply knowledge of noun types to construct grammatically accurate and natural-sounding sentences.</p>	<p>Noun Gender Galaxy- Students will collaboratively sort nouns into gender categories (masculine, feminine, common, neuter) to explore linguistic patterns.</p> <p>Nounverse Narratives -Students will craft a creative paragraph or comic strip purposefully incorporating various noun types.</p> <p>Plurality Portraits -Students will draw a singular object and then depict its plural form(s) in the same artwork, using different colors or styles to represent gender (e.g., a male figure vs. female figures).</p> <p>Noun Number Crunch - Students will count and tally singular and plural nouns in a given text, and then represent these counts using simple bar graphs or pictographs, also noting any gender distribution.</p>
MCB - Unit 3 (Who Did Patrick's Homework?)	<p>The students will be able to</p> <ul style="list-style-type: none"> * read for comprehension and understand the significance of education * answer factual, inferential and reference to context questions based on the story * infer the meaning from the text while reading * use vocabulary words in context 	<p>Imagination and Creative Expression</p> <p>Communication (expressing ideas clearly and effectively) and reading</p> <p>Comprehension: Understanding plot, characters, and setting.</p> <p>Vocabulary Building: Learning words</p>	<p>(Threatre)Elf's Dilemma Playback- Students will act out scenes from the story, focusing on Patrick's reactions and the elf's struggles.</p> <p>Patrick's Perspective Probe-Students will empathize with characters by verbalizing their thoughts and feelings at key moments in the narrative.</p> <p>(Art) My Magical Helper Design-Students will draw and describe their own unique "helper" creature, inspired by the elf, detailing its appearance and special abilities.</p>

Articles. Adjectives and its kinds	<p>The students will be able to</p> <ul style="list-style-type: none"> * correctly identify and define adjectives and articles * demonstrate the correct usage of different adjectives * create or select vivid adjectives to enhance their creative writing * apply the concept of comparison of adjectives 	<p>Problem Solving: Students analyze sentences to resolve ambiguity caused by incorrect article usage. Students choose adjectives to solve descriptive challenges and create clear mental images</p> <p>Cognitive Skills: Students classify articles (definite/indefinite) based on sound and context. .Students collaborate to brainstorm and select the most effective adjectives for shared descriptive tasks</p> <p>Teamwork: Students collaborate to identify and correct article errors in shared texts.</p>	<p>Article Detective Activity</p> <p>Adjective Character Profiles(collaborative activity)</p> <p>(Art) Adjective Art Gallery followed by brainstorming activity</p> <p>Toy Article Sort- students will make props toys using waste materials like ball ,cat, apple etc and will sort into a, an and the categories.</p>
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Karadi Path The Little Vinayak Pg 27-57 My Journal My Workbook	Listening with Comprehension: Students will understand the key events and characters when the story. Speaking with Complete Sentences: Students will answer questions or share ideas about the story using full, grammatically correct sentences. Reading with Comprehension: Students will grasp the meaning of the story when they read. Creative Writing: Students will imagine and write their own ideas or endings inspired by the story.	Understanding Students grasp the meaning of what they hear or read. Articulation Students express their thoughts clearly when speaking. Interpretation Students make sense of information and explain its meaning. Imagination Students create new ideas or pictures in their minds.	Action Path, Reading Path, Music Path, Story Path
MCB - Unit 5 (My Robot Robbi)	The students will be able to * read for comprehension and acknowledge how technology has made life easier * answer factual, inferential and reference to context questions based on the story * infer the meaning from the text while reading * use vocabulary words in context	Linguistic Fluency: Students use descriptive language to discuss Robbi's features, functions, and the characters' interactions. Cognitive Skills: Students classify different types of robots or technologies mentioned, and understand cause-and-effect relationships in the narrative. Teamwork: Students collaborate to discuss Robbi's challenges and solutions, or to brainstorm ideas for their own robot.	Teaching Method: Explanation and Discussion Activities: Write your own ending. students using their imagination will end the story the way they want it. (creative expression) Indie Robo- make a puppet of Indian robot name it and write few sentences about it.

Poem - Laughing Song	<p>The students will be able to</p> <ul style="list-style-type: none"> * recite the poem with proper stress, intonation and rhythm * understand the central idea of the poem and appreciating life and surroundings * answer the questions in reference to the context of the poem 	Collaboration and Communication	<p>Story Arc Snapshot Students will identify and share five key plot points or significant details from the story to create a quick summary.</p> <p>Poetic Pair Pursuit- Students will actively seek out and identify rhyming pairs within a given poem or text, exploring sound patterns.</p> <p>Laughter Yoga- Students will learn the benefits of it.</p> <p>Laughter Dose- Make any five laughing emojis and write any one synonym of laughter.</p>
Writing: Picture Composition	<p>The students will be able to</p> <ul style="list-style-type: none"> * synchronise their thoughts and write a paragraph based on the picture 	Imagination and Creative Expression	<p>Teaching Method: Explanation through POPCAR activity</p> <p>Activity - Picture Tells it All</p>
Assessment			
PT 1	The Whispering Palms The Sentence Subject and Predicate		

MID TERM	Literature: Who Did Patricks Homework, My Robot Robbi, Laughing Song, Grammar: Kinds of Nouns, number, Adjectives and its kind, Articles, Punctuation	Subject Enrichment - If Mice Could Roar(Recitation and vocabulary exercises) Project Based Activities- L-4Roundabout, L-6 A Trip to Mar Multiple Assessment Activities-Creative Writing, Communication, Notebook Presentation	
Term 2 (October-March)			
CONTENT	LEARNING OUTCOMES	SKILLS /COMPETENCIES	TEACHING /LEARNING STRATEGIES
When Rusty Played Holi	Students will be able to describe the key elements of the Holi festival, including its significance and traditions. Students will be able to analyze and discuss the interactions between characters from different cultural backgrounds, specifically focusing on how Rusty's perception of Holi changes	Critical Thinking: Analyzing Rusty's actions and motivations. Empathy: Understanding and relating to the experiences of Rusty and Ranbir. Communication (Oral & Written): Discussing the story, describing the Holi celebration, or writing about their own experiences with festivals.	Teaching Method: Explanation and Brainstorming Theatre in Education Character Trial Idea Ignition of the story followed by a Class Discussion Holi Hues and emotions students will explore vibrant colours and emotionsdescribe in story and how colours can convey feelings Life Skills-Stepping into Rustys Shoes-perspective taking activity

Grammar - Verbs, Helping Verbs, Forms of Verbs	The students will be able to identify action words, state of being or linking verbs and helping verbs apply verbs correctly in a sentence	Collaboration – Peer correction tasks Creative Thinking – Sentence building with varied forms of verb Confidence Building – Speaking in grammatically sound sentences	Verb Transformation Station: Students will change verbs between different tenses or forms. Verb Transformation Station: Students will change verbs between different tenses or forms. Sentence Doctor - Identifying and Correcting Verb Form Errors. Verb Scene Builders- students will use verbs to create different scene.
MCB - Unit 10 (Mother Wolf Saves Mowgli)	The students will be able to * read for comprehension and respecting and save gaurding life * answer factual and inferential questions * infer the meaning from the text while reading * use vocabulary words in context	Social-emotional learning, Reading & Listening Skills – Understanding dialogues and characters. Dramatic Expression – Enacting roles with proper tone and emotion. Communication – Delivering lines with clarity Vocabulary Building- students will learn new words and will be able to use them in the conversation	Teaching Method: Vocabulary Wall: Display key words from the play and their meanings. Role Play: Students act out the play in parts or as a skit. Toy Pedagogy: Figurine Fables-Use toy bear or other character dolls to act out scenes. Theatre: Perform the entire play or a scene with dialogue and expression Art: Jungle Book Persona Mask- Create masks or comic strips of scenes Activities: Pretend Play, Movie Time

Karadi Path The Lizard's Tail Pg 59-81 My Journal My Workbook	Understanding Students grasp the meaning of what they hear or read. Articulation Students express their thoughts clearly when speaking. Interpretation Students make sense of information and explain its meaning. Imagination Students create new ideas or pictures in their minds.	Understanding Students grasp the meaning of what they hear or read. Articulation Students express their thoughts clearly when speaking. Interpretation Students make sense of information and explain its meaning. Imagination Students create new ideas or pictures in their minds.	Action Path, Reading Path, Music Path, Story Path
Simple form of Tenses	Students will be able to accurately identify and form the simple present, simple past, and simple future tenses in English sentences, including affirmative, negative, and interrogative forms.	Cognitive Skills – Understanding time-related actions. Creativity – Forming meaningful sentences across time. Critical Thinking- students will be able to figure out right tense and will be able to use it correctly in their conversation.	Teaching Method: Explanation and Brainstorming, Sentence Transformation Practice. Tense Sorting Worksheets

<p>MCB-Unit 13 Face to Face</p>	<p>The students will be able to Students will be able to understand and identify the main theme of the poem, which focuses on brotherhood. They'll also learn to be sensitive towards their class mates needs.</p>	<p>Emotional Awareness: Understanding and recognizing one's own and others' feelings. Creative Expression & Interpretation: Artistically conveying and understanding ideas or emotions. Brotherhood: Fostering a sense of unity, shared identity, and mutual support. Sensitivity Towards Other Culture: Showing respect and understanding for diverse customs and beliefs. Linguistic Fluency and Accuracy: Speaking or writing a language smoothly, correctly, and precisely. Vocab: Knowing and using a wide range of words effectively.</p>	<p>Teaching Method: Explanation through POPCAR activity Feeling Faces Poem Match- Students will draw emoji faces corresponding to the emotions expressed in different stanzas of the poem and explain why. Verse Visualization Gallery- Students will illustrate their favorite line or stanza from the poem, then share their artwork and interpretation with the class. Cultural Compass Rhymes- Students will discuss and identify cultural elements, then create a short, simple rhyming couplet expressing respect for that culture.</p>
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Grammar : Pronouns	<p>Students will be able to</p> <ul style="list-style-type: none"> * recognise pronouns and distinguish them from other parts of speech * demonstrate the correct usage of different pronouns in daily language 	<p>Listening and Responding: Actively hearing pronoun usage and reacting appropriately in conversation or tasks.</p> <p>Gross Motor Coordination: Physically acting out or demonstrating pronoun concepts, perhaps through gestures or movement.</p> <p>Grammatical Accuracy: Using pronouns correctly in terms of case, number, and gender in sentences.</p> <p>Comprehension: Understanding the meaning and function of pronouns within spoken or written text.</p> <p>Communication: Effectively using pronouns to refer to people or things clearly and concisely in speech and writing.</p>	<p>Teaching Method: Explanation and Brainstorming</p> <p>Activities: Pronoun Ball Game, Retell the Story replacing nouns</p> <p>Pronoun Power Sort: Students will sort cards with nouns and replace them with the correct corresponding pronoun, reinforcing pronoun-noun agreement.</p> <p>Who's Who Pronoun Story: Students will cooperatively write a short story, ensuring they use a variety of pronouns correctly when referring to different characters</p>
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Continuous Form of tenses	<p>Students will be able to accurately form and use the present continuous, past continuous, and future continuous tenses in English sentences</p> <p>They'll understand the specific time references and the idea of ongoing actions.</p>	<p>Grammatical Accuracy: students correctly use the "-ing" form of verbs with "is," "am," or "are" to describe ongoing actions.</p> <p>Cognitive Skills – Understand time-related actions and recognize that continuous tenses describe actions happening now, in the past, or in the future over a period.</p> <p>Creativity – Form meaningful sentences across time, also compose imaginative sentences that show actions happening continuously at different points in time (present, past, future).</p>	<p>Teaching Method: Brainstorming</p> <p>Sentence Completion and Transformation Picture Prompt: Describe actions using the correct tense.</p> <p>Art Integration Future Actions" Comic Strip:- Students will create a short comic strip depicting a sequence of future,</p> <p>Sports Integration Action! Freeze!" Game- As students are performing various actions (e.g., running, skipping, hopping), the teacher calls "Freeze!" and asks, "What are you doing?" or "What were you doing?" prompting responses in the continuous tense.</p>
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MCB - Unit 14 (The World's Best Dress)	Students will be able to read for comprehension appreciating differences in culture answer factual and inferential questions infer the meaning from the text while reading use vocabulary words in context	Confidence Building: Students will feel more secure in expressing their ideas and participating in discussions about the story. Reading Accuracy: Students will read the words in the story correctly and smoothly, without many stumbles or errors. Comprehension: Students will understand what the story "World's Best Dress" is about, including characters, events, and main ideas. Communication: Students will share their thoughts and understanding of the story clearly with others. Vocabulary: Students will learn and use new words found in the chapter "World's Best Dress."	Teaching Method: Discussion Activities: Role Play- Developing the Character. Designing Worlds best dress(making budget of the materials used) - My Dress, My Voice" Showcase Students will proudly share a favorite outfit made from waste material, explaining why they like it, building confidence in public speaking. Dress Dream Team" Discussion- Students will discuss in small groups what makes the "world's best dress" special and why, sharing their ideas respectfully.
Karadi Path Monkeys on a Fast Pg 83-105 My Journal My Workbook	Understanding Students grasp the meaning of what they hear or read. Articulation Students express their thoughts clearly when speaking. Interpretation Students make sense of information and explain its meaning. Imagination Students create new ideas or pictures in their minds.	Understanding Students grasp the meaning of what they hear or read. Articulation Students express their thoughts clearly when speaking. Interpretation Students make sense of information and explain its meaning. Imagination Students create new ideas or pictures in their minds.	Action Path, Reading Path, Music Path, Story Path

Negative Sentences (Use of No and Not)	Students will be able to accurately form negative sentences in English using "no" and "not" in appropriate contexts and with correct grammatical structures.	<p>Critical Thinking: Students will analyze sentences to understand how to change positive statements into negative ones.</p> <p>Grammatical Accuracy: Students will correctly use "not" (or "n't") and helping verbs like "do," "does," or "did" to form negative sentences.</p> <p>Creative Expression: Students will compose imaginative stories or descriptions using negative sentences to convey what is not happening or present.</p>	<p>Error Correction and Sentence Rewriting</p> <p>Eco-Sentence Negation Canvas Activity (Art & EVS Integrated): Students will draw pictures showing positive actions for the environment (e.g., planting trees) and then write a negative sentence for what we should not do, ensuring correct grammar (e.g., "We do not pollute the river.").</p> <p>Positive to Negative Puzzle Activity: Students will transform given positive sentences into correct negative sentences, figuring out where to add "not."</p>
Prepositions	Students will be able to accurately identify and use common prepositions (e.g., in, on, at, to, from, by, with, etc.) to indicate relationships between nouns, pronouns, or phrases in sentences, particularly relating to location, time, and direction.	Linguistic Fluency – Poetic reading with clarity and expression. Grammatical Accuracy , Spatial Awareness – Understanding positions.	<p>Teaching Method: Explanation and Brainstorming, Preposition Obstacle Course, Preposition Picture Match</p> <p>Prepositions Showdown</p>
Punctuation	Students will be able to identify and correctly apply various punctuation marks (e.g., periods, commas, question marks, exclamation points, apostrophes, quotation marks) in written sentences and texts.	<p>Communication skills -Students understand how punctuation affects meaning and tone, helping them express ideas more clearly in both writing and speech.</p> <p>Collaboration- Through peer editing or group punctuation games, students learn to give and receive constructive feedback.</p>	Text Editing and Correction, Punctuation Fix-It Game

Comprehension Passage	The students will be able to * identify main ideas of the text and answer the related questions	Imagination and Creative Expression	Teaching Method: Explanation
Poem - The Lazy Frog (recitation only)	Students will be able to * recite the poem with proper stress, intonation and rhythm * understand the central idea of the poem and appreciating the importance of hardwork * answer the questions in reference to the context of the poem	Collaboration and Communication Linguistic Fluency – Poetic reading with clarity and expression.	Teaching Method: Story Board, Mind Mapping Activities: Frog on Paper, Rhyming Words, Role Play
ASSESSMENT			
PT 2	When Rusty Played Holi ,Verbs, Simple form of Tenses		
FINAL TERM	MCB : Unit 14 (The World's Best Dress) Unit 13 Face to Face Forms of Verbs Unit 10 (Mother Wolf Saves Mowgli) Grammar : Adjectives, Homophones, Prefix, Suffix Continous form of tenses, pronouns, Punctuation,Negative Sentences	Subject Enrichment - The Lazy Frog (Recitation) Project Based Activities-L-7 Magic Vessels, L-12 Save the Big Cat (Poster Making) Multiple Assessment Activities-Creative Writing, Communication, Notebook Presentation	
हिंदी			
Term 1 (April -September))			

पाठ्यपुस्तकें -

1. वीणा (एन. सी. ई. आर. टी.)
2. प्रथम (हिंदी व्याकरण)

विषय/ उपविषय	शैक्षिक उपलब्धियाँ	कौशल / प्रवीणता	शिक्षण अधिगम रणनीतियाँ
कविता -2 चींटी व्याकरण - भाषा और व्याकरण, अपठित गद्यांश, लिंग बदलो	छात्र चींटी के गुणों जैसे मेहनत, संगठन और सहयोग को समझेंगे। छात्र चींटी के जीवन चक्र और उसके व्यवहार के बारे में जानकारी प्राप्त करेंगे ।	सृजनात्मकता, भाव अभिव्यक्ति, भाषा कौशल	अधिगम रणनीति- चींटी के स्पर्शिका (एंटीना), खिलौना शिक्षण गतिविधि - (खेल-खेल में) चींटी का अभिनय
पाठ- 3 कितने पैर	जानवरों के विभिन्न समूहों के पैरों की संख्या के बारे में जानकारी प्राप्त करना, जानवरों की विभिन्न प्रजातियों के बीच के अंतर को समझना।	रचनात्मकता, स्व निर्देशित शिक्षण, सहयोग व टीम वर्क	अधिगम रणनीति- समूह चर्चा और प्रस्तुतियाँ, पशु- पक्षियों के पैरों पर आधारित प्रस्तुति गतिविधि- खेल-खेल में- हमें अपने पैरों का ध्यान कैसे रखना चाहिए।
व्याकरण - वर्णमाला और मात्राएँ	छात्र वर्णमाला के अक्षरों को पहचानेंगे और उनके उच्चारण को समझेंगे। छात्र वर्णमाला के अक्षरों को लिखने और पढ़ने में सक्षम होंगे।	संचार कौशल, आलोचनात्मक सोच, समस्या समाधान	अधिगम रणनीति - वर्णमाला और मात्राओं के महत्व को समझने के लिए चर्चा और प्रश्नोत्तर सत्र, मात्राओं का खेल गतिविधि - प्रदर्शन और प्रतिरूपण: वर्णमाला के अक्षरों को प्रदर्शित करना और उनका प्रतिरूपण करना।

पाठ- 5 आम का पेड़ कविता-4 बया हमारी चिड़िया रानी पाठ- 1 सीखो	छात्र आम के पेड़ के महत्व और उसके उपयोगों को समझेंगे। छात्र कविता का उचित अर्थ समझने में सक्षम होंगे। स्वरचित वाचन करने में योग्य बनेंगे। कविता के माध्यम से अपनी अभिव्यक्ति क्षमता को विकसित करेंगे।	पर्यावरण जागरूकता, वैज्ञानिक समझ, रचनात्मकता, कला एकीकरण	अधिगम रणनीति- परियोजना आधारित शिक्षण, क्षेत्र भ्रमण और प्रत्यक्ष अनुभव गतिविधि: छात्रों द्वारा आम से बनने वाले किसी एक व्यंजन की विधि लिखवाई तथा बनवाई जाएगी। पोस्टर बनाना, विभिन्न चिड़ियों के घोंसले बनवाए जाएंगे
व्याकरण - संज्ञा, सर्वनाम, वचन बदलो, अपठित गद्यांश	छात्र संज्ञा की परिभाषा को समझेंगे। छात्र संज्ञा के प्रकारों (व्यक्ति, स्थान, वस्तु, जानवर) को पहचानेंगे। छात्र संज्ञा के उदाहरणों को देकर उनका उपयोग करेंगे।	व्याकरणिक समझ, भाषा कौशल, संचार कौशल	अधिगम शिक्षण- वाक्य निर्माण, व्याकरणिक नियमों की व्याख्या, लिखित और मौखिक अभ्यास गतिविधि- कक्षा में छोटा बाज़ार बनवाया जाएगा व छात्रों को संज्ञा वस्तुओं को पहचानने को कहा जाएगा।

पाठ- 8 चतुर गीदड़ पाठ-6 बीरबल की खिचड़ी पाठ- 10 रस्साकशी पाठ- 7 मित्र को पत्र व्याकरण- चित्र वर्णन, संवाद लेखन	भाषा कौशल: छात्रों को हिंदी भाषा के व्याकरण, शब्दावली और उच्चारण की समझ में सुधार करना। छात्र बीरबल की खिचड़ी की कहानी को समझेंगे नए शब्दों की सहायता से तीन- चार वाक्यों का स्वनियंत्रित लेखन करेंगे ।	तर्कशीलता, रचनात्मकता, समस्या समाधान	अधिगम शिक्षण- कथा विश्लेषण, सामूहिक चर्चा रचनात्मक गतिविधियाँ गतिविधि - एकांकी प्रस्तुति कविता का गायन व प्रस्तुतीकरण
व्याकरण- चित्र वर्णन	छात्रों को सोच और तर्क की क्षमता विकसित करने के लिए पाठ में वर्णित घटनाओं का विश्लेषण करना।	अवलोकन और विवरण, भाषा कौशल और अभिव्यक्ति, कल्पनाशीलता और रचनात्मकता	अधिगम शिक्षण- विस्तृत अवलोकन, वर्णात्मक भाषा गतिविधि -छात्रों को चित्र का वर्णन करने के लिए कहा जाएगा, जिसमें वे चित्र में दिख रहे वस्तुओं, रंगों और भावनाओं का वर्णन करेंगे।
मूल्यांकन			
आवधिक परीक्षा -1	पाठ-2 चींटी पाठ-3 कितने पैर ? व्याकरण - अपठित गद्यांश , भाषा और व्याकरण , वर्णमाला और मात्राएँ , लिंग बदलो		

अर्धवार्षिक परीक्षा	पाठ- 4 बया हमारी चिड़िया रानी ! पाठ-5 आम का पेड़ पाठ-6 बीरबल की खिचड़ी व्याकरण - अपठित गद्यांश , संज्ञा , सर्वनाम , वचन बदलो	विषय संवर्धन पाठ-1 सीखो (कविता वाचन) पाठ- 10 रस्साकशी (कविता वाचन) पाठ-7 मित्र को पत्र (पठन) श्रुतलेख/ शब्द भंडार अभ्यास परियोजना आधारित गतिविधियाँ पाठ-8 चतुर गीदड़ (कठपुतली / मुखौटे बनाएँ) पाठ-9 प्रकृति पर्व - फूलदेई (गतिविधि) बहुविध मूल्यांकन चित्र वर्णन/ रचनात्मक लेखन संवाद/ रोले प्ले उत्तरपुस्तिका	
Term 2 (October-March)			
विषय/ उपविषय	शैक्षिक उपलब्धियाँ	कौशल / प्रवीणता	शिक्षण अधिगम रणनीतियाँ

<p>कविता - 11 एक जादुई पिटारा</p> <p>पाठ- 12 अपना- अपना काम व्याकरण - विशेषण, अपठित गद्यांश, विलोम शब्द, वाक्यांश के लिए एक शब्द</p>	<p>छात्र जादुई पिटारा के बारे में रचनात्मक लेखन और चित्रकला करने के लिए प्रोत्साहित किए जाएंगे।</p> <p>छात्र अपने काम के महत्व और उद्देश्य को समझेंगे।</p> <p>छात्र अपने काम के लिए आवश्यक कौशल और ज्ञान को समझेंगे।</p> <p>वाक्य रचना को अधिक प्रभावी और आकर्षक बनाना, लेखन कौशल में सुधार होगा।</p>	<p>कल्पनाशीलता, रचनात्मकता, विचार अभिव्यक्ति, सृजनात्मकता</p>	<p>अधिगम शिक्षण- कहानी सुनाना, छात्रों की सक्रिय भागीदारी, सामूहिक चर्चा</p> <p>गतिविधि -छात्रों द्वारा जादुई पिटारा बनवाया जाएगा।</p> <p>कक्षा में चित्रों द्वारा प्रस्तुति व उनका प्रस्तुतीकरण</p>
<p>पाठ-17 बोलने वाली माँद</p> <p>पाठ-16 चंद्रयान कविता - हम अनेक किंतु एक व्याकरण- अपठित गद्यांश, क्रिया, पर्यायवाची, विराम चिह्न</p>	<p>छात्रों को चंद्रयान के मिशन, उद्देश्य व उपलब्धियों के बारे में जानकारी होगी।</p> <p>छात्रों में अनुसंधान कौशल का विकास होगा और वे चंद्रयान के बारे में जानकारी इकठ्ठा करने में सक्षम होंगे।</p> <p>छात्रों के भाषा कौशल में सुधार होगा और एवं शब्दावली में वृद्धि होगी।</p>	<p>वैज्ञानिक ज्ञान, अनुसंधान कौशल, विश्लेषणात्मक सोच, समस्या समाधान</p>	<p>अधिगम शिक्षण- वैज्ञानिक जानकारी, छात्रों की भागीदारी, विज्ञान प्रदर्शनी, प्रस्तुतीकरण</p> <p>गतिविधि- चंद्रयान पर आधारित मॉडल बनाना नाट्य रूपांतरण करवाया जाएगा। चित्रों के माध्यम से प्रस्तुति की जाए।</p>

पाठ-13 पेड़ों की अम्मा - थिमक्का पाठ-14 किसान की होशियारी व्याकरण - चित्र वर्णन	विवरण और वर्णन करने की क्षमता विकसित करेंगे। पात्रों, घटनाओं और संदेशों को समझेंगे। छात्रों को सोच और तर्क की क्षमता विकसित करने के लिए पाठ में वर्णित घटनाओं का विश्लेषण करना।	साहित्यिक समझ, कल्पनाशीलता, सांस्कृतिक समझ, पर्यावरणीय विकास	अधिगम शिक्षण-पाठ के माध्यम से भावनाओं को व्यक्त करना, पर्यावरण हेतु जागरूकता गतिविधि-पेड़ों के लिए भारत में और क्या-क्या प्रयास किए गए, चित्रों द्वारा प्रस्तुतीकरण करवाया जाएगा। सीधे खेत से उपभोक्ताओं प्लेट तक का सफर चित्र में दिख रहे वस्तुओं, रंगों और भावनाओं का वर्णन करेंगे।
कविता - भारत	छात्र कविता भारत के माध्यम से नैतिक मूल्यों को समझेंगे। छात्र कविता भारत के माध्यम से सहयोग, साझा करने और दया के महत्व को समझेंगे।	देशभक्ति और राष्ट्रीयता, सांस्कृतिक समझ, भावनात्मक अभिव्यक्ति	अधिगम शिक्षण-सांस्कृतिक विविधता का महत्व, कविता वाचन व विश्लेषण गतिविधि - कविता भारत का सस्वर गायन व प्रस्तुतीकरण।
पुनरावृत्ति	छात्र पुनरावृत्ति के माध्यम से समस्याओं का समाधान करेंगे। छात्र पुनरावृत्ति के माध्यम से गणितीय समस्याओं का विश्लेषण करेंगे।	ज्ञान का संश्लेषण, समझ और अनुप्रयोग, मूल्यांकन	अधिगम शिक्षण- नियमित अभ्यास, प्रतिक्रिया व मूल्यांकन गतिविधि- पुनरावृत्ति क्विज, पुनरावृत्ति गेम्स
मूल्यांकन			
आवधिक परीक्षा -2	पाठ- 11 एक जादुई पिटारा पाठ- 12 अपना- अपना काम व्याकरण - अपठित गद्यांश, विशेषण, विलोम शब्द, वाक्यांश के लिए एक शब्द		

वार्षिक परीक्षा	पाठ- 14 किसान की होशियारी पाठ- 15 भारत पाठ-17 बोलने वाली माँद व्याकरण - अपठित गद्यांश , क्रिया , पर्यायवाची शब्द, विराम चिह्न	विषय संवर्धन पाठ-18 हम अनेक किंतु एक पाठ- 16 चंद्रयान श्रुतलेख, शब्द भण्डार अभ्यास परियोजना आधारित गतिविधियाँ पाठ-13 पेड़ों की अम्मा - थिमक्का पाठ- 16 चंद्रयान बहुविध मूल्यांकन चित्र वर्णन/ रचनात्मक लेखन संवाद/ रोल प्ले उत्तरपुस्तिका	
MATHEMATICS			
Term 1(April -September)			
TEXTBOOK- Mathematics (Class 3) Textbook cum workbook (Volume 1&2) -BBPS Training Centre			
CONTENT	LEARNING OUTCOMES	SKILLS /COMPETENCIES	TEACHING /LEARNING STRATEGIES

Unit -3 Place Value and numbers	<p>Students will be able to</p> <ul style="list-style-type: none"> * understand the concept of place value of 4-digit numbers. * read and write number names and numerals upto 9999 in figures and words. 	<p>Applies number knowledge to read, write, and understand 4-digit numbers.</p> <p>Represents numbers using abacus, place value charts, and blocks.</p> <p>Applies place value understanding to solve real-life problems like reading house numbers, prices, or scores.</p>	<p>Teaching Method: Explanation and discussion</p> <p>Experiential Learning: Representation of numbers on abacus.</p> <p>Art Integration: Make a place value caterpillar using colored circles to show Ones, Tens, Hundreds, and Thousands.</p> <p>Happiness Curriculum: Students work in pairs, make numbers with blocks, and talk about how they helped each other.</p>
Unit -4 More about numbers	<p>Students will be able to</p> <ul style="list-style-type: none"> * compare and identify the greatest and the smallest number in a group of numbers. * form the greatest and smallest number using given digits. * write the successor and predecessor of the given number. 	<p>Applies analytical thinking to compare and order numbers.</p> <p>Uses numeracy skills to build and break numbers meaningfully.</p> <p>Shows reasoning to determine correct successor/predecessor.</p> <p>Engages in computation by forming number patterns.</p>	<p>Teaching Method: Explanation, discussion, thinksheets</p> <p>Experiential learning: Representation of numbers on abacus</p> <p>Sports-integrated activity: Number Toss – Students toss a ball into buckets labeled Hundreds, Tens, and Ones, then form numbers from the scores to reinforce place value concepts.</p>

Unit -8 Addition	<p>Students will be able to</p> <ul style="list-style-type: none"> * add 4-digit numbers without and with regrouping. * observe number patterns and generalise the properties of addition. * interpret given problems into mathematical statements and solving them. 	<p>Demonstrates calculation ability through structured addition.</p> <p>Uses problem-solving skills to tackle real-life addition problems.</p> <p>Applies critical thinking to analyse number patterns.</p> <p>Applies numeracy knowledge to daily situations (shopping, scores).</p>	<p>Teaching Method: Explanation, discussion , activity based</p> <p>Experiential learning: Addition using abacus</p> <p>Theatre in education: Role using play money</p> <p>Sports-integrated activity: Solving problems in relay race format</p>
Unit - 7 Patterns	<p>Students will be able to</p> <ul style="list-style-type: none"> * observe and generalise the patterns involving shapes, numbers and objects. * create his/her own patterns using numbers, alphabets, shapes and objects from daily life. 	<p>Uses observation to identify recurring elements.</p> <p>Applies logical reasoning to extend or modify patterns.</p> <p>Demonstrates creativity in making unique patterns.</p> <p>Shows sequencing skills in arrangement of objects and numbers.</p>	<p>Teaching Method: Explanation, discussion , activity based</p> <p>Art integration : Creating pattern using leaves , buttons etc.</p> <p>Designing border strips using patterns.</p> <p>Theatre in education: Enacting different movement patterns (jump, clap etc)</p>

Unit - 9 Subtraction	<p>Students will be able to</p> <ul style="list-style-type: none"> * subtract 4-digit numbers without and with regrouping. * observe number patterns and generalise the properties of subtraction. * explore the relation between addition and subtraction. * interpret given problems into mathematical statements and solving them. 	<p>Demonstrates numeracy in structured subtraction.</p> <p>Applies logical reasoning to link addition and subtraction.</p> <p>Uses critical thinking to solve practical problems (e.g., "How many left?").</p> <p>Shows application of subtraction in meaningful contexts.</p>	<p>Teaching Method: Explanation, discussion , activity based</p> <p>Experiential learning: Subtraction using abacus</p> <p>Theatre in education: Role using play money</p> <p>Sports integrated learning: Solving problems in relay race format</p>
Unit -2 Shapes	<p>Students will be able to</p> <ul style="list-style-type: none"> * identify rectangles and squares formed by paper folding. * demonstrate shapes like book, glass, bottle, chalk, box, ball as 3-D shapes and attempt to relate them with standard names like cuboid, sphere, cone, cylinder etc * explore properties of 3-D shapes. * demonstrate his/her ability to differentiate between solid shapes. 	<p>Applies spatial awareness to identify real-life shapes.</p> <p>Uses observation and classification to group shapes.</p> <p>Engages in visualisation while imagining hidden or rotated shapes.</p> <p>Explores through hands-on learning to build shape recognition.</p>	<p>Teaching Method: Explanation, discussion, activity based</p> <p>Techonology integration: Design a cartoon using apps like toy theatre etc.</p> <p>Art integration: Making animals and birds using clay and dough</p> <p>Sports integrated learning: Shape hunt</p>
Assessment			

PT 1	Unit -3 Place value and numbers Unit -4 More about numbers		
MID TERM	Unit -2 Shapes Unit -8 Addition Unit -9 Subtraction	Subject Enrichment - Patterns Project Based Assessment - Shin and class activity using wise-time kit Multiple Assessment - Shapes Portfolio	
Term 2 (October-March)			
CONTENT	LEARNING OUTCOMES	SKILLS /COMPETENCIES	TEACHING /LEARNING STRATEGIES

Unit -16 Time and Calendar	<p>Students will be able to</p> <ul style="list-style-type: none"> * develop skill to read the clock to tell the time. * observe and estimate the time intervals between the start and end of a real life event. * understand and interpret the calendar of given month. 	<p>Time awareness: Recognizes parts of the day and understands the passage of time.</p> <p>Punctuality: Demonstrates responsibility by being on time for daily routines.</p> <p>Clock reading: Reads and tells time accurately using analog and digital clocks.</p> <p>Calendar use: Uses a calendar to identify dates, days, weeks, and months.</p> <p>Sequencing: Arranges daily Time awareness events in the correct time order.</p> <p>Planning: Creates simple plans using time and calendar knowledge.</p>	<p>Teaching Method: Explanation, discussion , activity based</p> <p>Experiential learning: Reading time using dummy clock.</p> <p>Art integration: Making clock using paper plate.</p>
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Unit - 11 Multiplication	<p>Students will be able to</p> <ul style="list-style-type: none"> * explore different ways of building tables. * generalise multiplication facts by observing patterns. * develop algorithm for multiplication of 3-4 digit number by 1 digit number. * interpret given problem into mathematical statement and solving them. 	<p>Demonstrates generalisation of multiplication facts.</p> <p>Applies critical thinking in selecting correct strategies.</p> <p>Shows application in daily-life problems (e.g., packs, rows).</p> <p>Enhances numeracy through pattern-based multiplication.</p>	<p>Teaching Method: Explanation, discussion , activity based</p> <p>Experiential learning: Multiplication using sticks</p> <p>Sports integrated learning: Group Skip Counting Jump - Students skip in a group while counting in multiples (e.g., 2, 4, 6...), reinforcing multiplication through rhythm and movement.</p>
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Unit -6 Money	<p>Students will be able to</p> <ul style="list-style-type: none"> * match the different currencies with their corresponding countries. * attempt to represent small amounts of money by using notes of different denominations. * establish relationship between rupee and paise and related conversion. * devise ways of adding and subtracting amounts in daily life activities. 	<p>Builds financial literacy through currency handling.</p> <p>Applies critical thinking in money exchange decisions.</p> <p>Demonstrates real-life application of money calculations.</p> <p>Uses representation to match notes, coins, and values.</p>	<p>Teaching Method: Explanation, discussion , activity based</p> <p>Theatre in education: Setting a market place using play money notes of different denominations and learn money transaction</p> <p>Art integration: Make coin impressions using crayons</p> <p>Experiential learning : Bank money withdrawal challenge</p>
Unit -10,13,14 Measurement (length,weight & capacity)	<p>Students will be able to</p> <ul style="list-style-type: none"> * conduct activities related to measuring length,weight and capacity of different objects. * relate commonly used larger and smaller units of length, weight and capacity. * convert different units of length, weight and capacity from one to another. * solve real life situations involving length,weight and capacity of various objects using addition and subtraction. 	<p>Applies measurement in practical scenarios.</p> <p>Uses estimation and conversion skills.</p> <p>Demonstrates accuracy and real-life application of measuring quantities.</p> <p>Observes and compares properties of different items.</p>	<p>Teaching Method:Explanation , discussion , brainstorming</p> <p>Art integration: Pasting wrappers of biscuits, chips, toffees etc.</p> <p>Toy Based Pedagogy: Measuring their favorite toys using handspans, strings, or footsteps, learning through fun and play.</p> <p>Experiential learning : Measure ingredients like flour, rice etc. available in kitchen</p>

Unit -12 Division	<p>Students will be able to</p> <ul style="list-style-type: none"> * understand the concept of division as equal grouping / sharing / distribution and repeated subtraction. * explore the division facts and understands the relationship between multiplication and division. * perform division of 2-digit and 3-digit numbers by one digit without/with remainder using multiplication tables. * interpret the given problems into mathematical statement and solving them. 	<p>Applies grouping and equal distribution skills.</p> <p>Uses logical reasoning to relate multiplication with division.</p> <p>Demonstrates problem-solving using division in daily life.</p> <p>Shows understanding of computation through repeated subtraction.</p>	<p>Teaching Method: Explanation, discussion , activity based</p> <p>Experiential learning: Division using beads, pencils, crayons etc. Games on division</p> <p>Art integration : Paper plate sharing craft</p> <p>Sports integration: Division hopscotch</p>
Unit -15 Fractions	<p>Students will be able to</p> <ul style="list-style-type: none"> * understand and represent part of a whole as a fraction. * read and write part of a whole as a fraction. * explore and identify fraction of a collection. * relate fractions with real life situations. 	<p>Uses representation to show parts of a whole.</p> <p>Demonstrates proportionality in real-life fraction examples (e.g., pizza).</p> <p>Applies spatial understanding to divide and compare parts.</p> <p>Recognises and names fractions in various contexts.</p>	<p>Teaching Method: Explanation, discussion , activity based</p> <p>Experiential learning: Representation of fractions using fraction kit</p> <p>Art integration : Creating a scenery using fractions, making a pizza using paper plate</p>

Unit -5 Data handling	Students will be able to * collect and present data of a given situation. * represent the data in terms of pictograph choosing appropriate pictures or symbols. * Interpret the data about any given topic graphically.	Demonstrates data collection and organisation skills. Applies logical thinking in drawing conclusions from graphs. Uses representation (e.g., pictographs) to show real-world information. Engages in interpretation of visual data effectively.	Teaching Method: Explanation, discussion , activity based Experiential learning: Conducting a real life class survey (favourite fruit, colour etc.) Collaborative learning: Making of birthday chart Art integration: Creating an emoji pictograph
ASSESSMENT			
PT 2	Unit - 16 Time & Calendar Unit - 11 Multiplication		
FINAL TERM	Unit - 12 Division Unit - 15 Fractions Unit - 6 Money	Subject Enrichment - Measurement of length ,weight and capacity Project Based Assessment - Shin and class activity using wise-time kit Multiple Assessment - Data Handling Portfolio	
THE WORLD AROUND US			
Term 1(April -September)			
TEXTBOOK - The World Around Us -Ratna Sagar			
CONTENT	LEARNING OUTCOMES	SKILLS /COMPETENCIES	TEACHING /LEARNING STRATEGIES

L-2 Our Sense Organs	Students will be able to * identify the five sense organs *understand the function of each sense organ * learn about the importance of each sense organ	Observation, Identification, Communication, Expression	Teaching Method -*Brainstorming activity- Guess the organ *Experiential Learning -Sensory walk. *Art Integration - Sense organs on my hand.
L-3 Work people do	Students will be able to * define, list and identify different important members of a community * understand interdependence as the way of living.	Critical thinking, collaboration	Teaching Method -*Brainstorming activity *Art Integration - Prepare a gratitude card for the people who help us. *Theatre In Education - Role play on community helpers.
L-4 Games are fun (Activity)	Students will be able to - * learn the importance of physical fitness	teamwork, cooperation, problem solving, critical thinking	Teaching Method -Activity based *Sports Integration - Race-Track hunter * Experiential Learning -Pictionary Play (Drawing & Guessing Game)
L-7 The Animal World (Activity)	Students will be able to - * classify animals on the basis of their size, movement and tails. * understand food habits of different animals.	obsevation and comparison skills, scientific thinking	Teaching Method -Discussion and Explanation *Toy Pedagogy- Make finger puppets of animals with thumb and fingers. *Art Integration - My Favourite Animal – Draw, show and tell

L-6 Leaves (Activity)	Students will be able to - * identify and distinguish between different kinds of leaves	observation and classification skills, improve vocabulary and language skills	Teaching Method -Activity based *Experiential Learning -DIY Leaf collection *Art Integration - Leaf Printing activity
L-10 Food for everyone	Students will be able to - * learn about the various sources of food. * understand the importance of a balanced diet. * appreciate that India has cultural diversity in food. *define mid-day meal *differentiate between vegetarian and non-vegetarian. *define nutrients	sharing, empathy, healthy habits, social responsibility	Teaching Method -Discussion and Explanation *Brainstorming activity- Where Does Food Come From? – Sorting Activity *Art Integration - My healthy plate
L-11 Cooking food	Students will be able to - * enlist reasons and ways for cooking food . * name and describe methods and fuels used for cooking. *understand the importance of cooking *understand vessels, stoves and fuels *understand healthy and unhealthy food	healthy eating habits,safety and hygiene awareness	Teaching Method - Discussion and Explanation *Experiential Learning -Cold cooking activity - sprouts salad making *Theatre in education - Role play on healthy and junk food *Art Integration - Balanced diet

L-8 Insects and worms (Activity)	Students will be able to - *identify the common insects in our surroundings. * identify different parts of an insect. *differentiate between useful and harmful insects. *gain knowledge about worms.	observation and inquiry, scientific thinking, environmental awareness	Teaching Method -Brainstorming Activity *Art Integration - Label the parts of an insect. *Theatre in education - I love insects
L-9 Birds around us	Students will be able to - * identify common birds * identify different parts of birds *understand the meaning of migratory birds *show empathy towards birds and understand the importance of caring for them.	environmental sensitivity, creativity and emotional intelligence	Teaching Method - Activity based *Experiential Learning -Virtual tour of a bird sanctuary *Brainstorming activity - Guess the Bird – Riddle Time *Happiness curriculum- Bird-feeding activity using bowls and grains
Assessment			
PT 1	Lesson-2 Our Sense Organs		
MID TERM	L-9 Birds Around Us L-10 Food for Everyone L-11 Cooking Food	Project Based Activity-L-4 Games are Fun, L-7 The Animal World, L-13 Animals in our Homes Multiple Assessment-L-6 Leaves, L-8 Insects and Worms Subject Enrichment- L-3 Work People do	
Term 2(October-March)			
CONTENT	LEARNING OUTCOMES	SKILLS/ COMPETENCIES	TEACHING / LEARNING STRATEGIES

L-5 Plants, our friends	<p>Students will be able to -</p> <ul style="list-style-type: none"> * identify and distinguish between different kinds of plants (trees, shrubs, herbs, climbers, creepers). *evaluate their role in keeping the environment clean and healthy. *understand the uses of plants in our daily lives. *explain how plants help us and the environment. *demonstrate care and responsibility towards plants. 	<p>Observation and classification, environmental awareness, critical thinking and curiosity, language development, empathy and responsibility</p>	<p>Teaching Method -Brainstorming Activities</p> <ul style="list-style-type: none"> *Art Integration -Draw/ paste pictures of things we get from plants. *Parts of a plant – labeling & art. *Experiential Learning - From Plants to Plate *Seed bomb: Prepare a seed bomb using seeds, clay soil and water. *Sports Integration -Food Hunt Game
L-12 Houses we live in (Activity)	<p>Students will be able to -</p> <ul style="list-style-type: none"> * acquire knowledge about different kinds of houses. * name, describe and write about various types of homes in the community. *identify different types of houses and their characteristics. *appreciate the concept of shelter and its importance for safety and comfort. *recognize the factors that influence house design (e.g., climate, materials, culture). 	<p>critical thinking, collaboration and creativity</p>	<p>Teaching Method -Activity based</p> <ul style="list-style-type: none"> *Art Integration- Draw / paste pictures of various types of houses. * Make a dustbin. Decorate it and write 'USE ME' *Happiness Curriculum-Home as Happiness-Short discussion on what makes our home special and how it contributes to our happiness. *Theatre in education-Puppetry- Use puppets to narrate tales about families living in diverse homes, highlighting their experiences and traditions.

L-13 Animals in our Homes (Activity)	<p>Students will be able to -</p> <ul style="list-style-type: none"> * identify and describe the different habitats that animals live in (e.g., pets like dogs, cats, birds). * identify unwanted animals called pests. *understand the roles and responsibilities of taking care of these animals. *recognize the importance of animals in our lives and the environment. *express emotions and thoughts related to animals through various activities and creativity. 	Observation and communication skills, critical thinking, creativity	<p>Teaching Method - Activity based</p> <ul style="list-style-type: none"> *Experiential Learning-Animal Bingo *Pet Day - Students to bring pictures or toys of their pets. Each student will share a story about their animal, fostering discussion and engagement. *Art Integration-Nest making from waste material *Theatre in education-Animal Charades: Students act out different animals and their behaviors, while the rest of the class guesses which animal it is.
L-14 Maps and Directions (Activity)	<p>Students will be able to -</p> <ul style="list-style-type: none"> * understand the four directions which are important for navigation and exploration. * mark and label the different oceans and continents on a map. *read and interpret simple maps. *give and follow directions using cardinal points (North, South, East, West). *create their own maps based on familiar environments. 	Spatial awareness, observation skills, communication skills, creativity	<p>Teaching Method -Discussion and Explanation</p> <ul style="list-style-type: none"> *Experiential Learning - Draw Your Way Home – Map Drawing Activity. Map Walk- A walk around the school, where students can identify landmarks and practice using directions. *Happiness Curriculum - Gratitude Mapping- Students to create a map of places in their lives (home, park, friend's house) where they feel happy and grateful.

L-15 Water for all	<p>Students will be able to -</p> <ul style="list-style-type: none"> * explain the role of water for humans and plants. * learn how to conserve water at home. * enlist ways to avoid water pollution. *understand the importance of water for life and its uses. *recognize the concept of water scarcity and the need for conservation. *apply simple practices for saving water. 	Analytical thinking, problem-solving, collaboration, communication	<p>Teaching Method -Discussion and Explanation</p> <ul style="list-style-type: none"> *Experiential Learning -Experiments on water *Water Audit- Conduct a classroom or home water audit to see where water is being used and wasted. *Happiness Curriculum - Happy water stories: Students to share a memory or a story that involves water that brings them happiness. *Art Integration- Water Poster Creation- Students will create posters that promote water conservation using drawings, slogans, and facts.
L-16 Storing water	<p>Students will be able to -</p> <ul style="list-style-type: none"> * list the sources of water * understand rainwater harvesting. * enlist ways to avoid water pollution. *understand the importance of water conservation and storage. *identify different methods and containers for storing water. *recognize the significance of clean water and its impact on health. 	critical thinking, collaboration and creativity	<p>Teaching Method -Discussion and Explanation</p> <ul style="list-style-type: none"> *Collaborative activity - Word search on water *Happiness Curriculum - Story time - Every drop counts *Experiential Learning-Water Storage Experiment- Conduct a simple experiment to compare the evaporation rates of water in different containers (e.g., open vs. closed).

L-17 How we travel	<p>Students will be able to -</p> <ul style="list-style-type: none"> * understand the meaning and uses of transport. * study different means of transport in detail. * understand the need for road safety and recall the norms one must follow while on the road. *understand the advantages and disadvantages of each mode of transportation. *appreciate the importance of transportation in daily life and society. 	critical thinking, creativity, collaboration	<p>Teaching Method -Discussion and Explanation</p> <ul style="list-style-type: none"> *Collaborative activity -Crossword puzzle *Art Integration - Traffic rules *Experiential Learning -Travel Diary- students to keep a travel diary for a week, documenting their daily travel modes, experiences, and observations. *Art Integration-Transportation Art Project- Construct models of different transportation modes using recyclable materials (e.g., bottle cars, paper airplanes).
L-18 How we communicate (Activity)	<p>Students will be able to -</p> <ul style="list-style-type: none"> * understand the uses of various modes of communication. *name the various means of mass communication. * recall that communication can also be achieved with signs, gestures and mudras. 	communication skills, listening skills, empathy, creativity	<p>Teaching Method - Discussion and Explanation</p> <ul style="list-style-type: none"> *Art Integration- Paste pictures of four different means of communication. *Experiential Learning-Communication Relay- Conduct a relay race where students pass a message down the line using verbal and non-verbal cues, demonstrating how messages can change.
L-19 Pottery (Activity)	<p>Students will be able to-</p> <ul style="list-style-type: none"> *understand the concept of pottery *learn about traditional pottery *identify different types of pottery and their uses. *understand basic pottery techniques, such as molding and decorating. 	fine motor skills, creativity, cultural awareness, collaboration	<p>Teaching Method - Activity based</p> <ul style="list-style-type: none"> *Experiential Learning- Be a Potter – Clay Modeling Activity *Toy Pedagogy-Clay Charades-Play games that involve clay modelling, students must mold a specific item for others to guess.

L-20 Clothes We Wear (Activity)	<p>Students will be able to -</p> <ul style="list-style-type: none"> * understand the importance of clothes * identify different types of patterns on clothes *create their own clothing designs and discuss their functionality. *appreciate the role of clothing in self-expression and identity. 	observation skills, cultural awareness, creativity, collaboration	<p>Teaching Method - Activity based</p> <ul style="list-style-type: none"> *Art Integration- Vegetable printing *Happiness Curriculum-Clothes That Make Me Happy-Students to share one piece of clothing that makes them feel happy and discuss why.
ASSESSMENT			
PT 2	L-5 Plants, Our Friends		
FINAL TERM	<p>L-15 Water for all L-16 Storing water L-17 How we travel</p>	<p>Project Based Activity- L-19 Pottery, L-12 Houses We Live In Multiple Assessment- L-14 Maps and Directions, L-20 Clothes We Wear Subject Enrichment- L-18 How we Communicate</p>	