



	<p>CH-2 Noun: Singular and Plural</p> <p><b>READING</b> Unseen Passage</p>	<p><b>CH-2</b></p> <ul style="list-style-type: none"> <li>• Distinguish singular nouns from plural nouns</li> <li>• Form correct singular and plural forms of collective nouns</li> <li>• Apply appropriate grammar rules for abstract nouns</li> <li>• Discuss meanings and usage of collective and abstract nouns to develop vocabulary</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Comprehend the central idea and supporting details of an unseen passage/poem</li> <li>• Infer meanings of unfamiliar words and phrases in context</li> </ul>	<p><b>READING</b></p> <p><b>Students will be able to:-</b></p> <ul style="list-style-type: none"> <li>• Read passages fluently with correct pronunciation and expression.</li> <li>• Understand the main idea, supporting details, and theme of the passage.</li> </ul>	
<p><b>MAY</b> (08 Days)</p>	<p><b>GRAMMAR</b> CH- 6: Articles</p> <p><b>WRITING</b> Picture Composition</p> <p>Revision of Periodic Test- 1</p>	<p><b>GRAMMAR</b> CH-6</p> <ul style="list-style-type: none"> <li>• Use appropriate articles while speaking and writing</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Write a few sentences describing a picture, using descriptive language and correct grammar</li> </ul>	<p><b>GRAMMAR</b></p> <p><b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>Identify and use the articles <b>a, an, and the</b> correctly in sentences.</li> </ul> <p><b>WRITING</b></p> <p><b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Observe a picture carefully and describe what they see using clear sentences.</li> </ul>	<p><u>PROJECT-BASED ACTIVITY</u> “My Picture Composition Scrapbook”</p> <ul style="list-style-type: none"> <li>• Students will paste 2–3 colourful pictures (park, classroom, market scene).</li> <li>• Write 5–6 meaningful sentences for each picture using correct articles.</li> <li>• Highlight articles in red colour.</li> </ul>

	<p><b>PERIODIC TEST-I EXAM</b></p> <p>(18-5-2026)</p>	<p><b>SYLLABUS</b></p> <p><b>LITERATURE</b> CH-1 Birbal Identifies the Thief Poem 1 – Limericks <b>GRAMMAR</b> CH-1 Nouns: Collective and Abstract CH-2 Noun: Singular and Plural <b>WRITING</b> Picture Composition <b>READING</b> Unseen Passage</p>		
<p><b>JULY</b> (25 Days)</p>	<p><b>LITERATURE</b> CH-2 Oliver Asks for More</p> <p>Poem 2- My Dog Fred (Reading &amp; Oral Assessment)</p> <p><b>GRAMMAR</b> CH-3: Adjectives- of Quality, Number and Quantity CH-4: Adjectives – Demonstrative and Possessive CH-5: Forming Adjectives</p>	<p><b>LITERATURE</b> CH-2</p> <ul style="list-style-type: none"> <li>• Converse fluently</li> <li>• Comprehend narrated stories</li> <li>• Comprehend the meaning of a story</li> </ul> <p><b>P-2</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend grade-level texts with accuracy, fluency and learning capabilities</li> </ul> <p><b>GRAMMAR</b> CH-3, 4,5</p> <ul style="list-style-type: none"> <li>• Identify and use adjectives</li> <li>• Recognize and apply demonstrative adjectives</li> <li>• Use possessive adjectives correctly</li> <li>• Form adjectives from noun and verbs</li> <li>• Understand and use adjectives to describe nouns effectively</li> </ul>	<p><b>LITERATURE</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea, characters, and events in the story.</li> <li>• Explain the moral/lesson of the story.</li> <li>• Pronounce words correctly and read the poem fluently.</li> </ul> <p><b>GRAMMAR</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Identify different kinds of adjectives and use them correctly in sentences.</li> <li>• They will also be able to form adjectives from noun and verb</li> </ul>	<p><b>SUBJECT ENRICHMENT ACTIVITY</b> “Adjective Hunt &amp; Describe Me”</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Game Show classroom objects/pictures.</li> <li>• Students describe them using different types of adjectives (e.g., two red apples, this book, my bag).</li> <li>• Make a mini “Adjective Chart” dividing it into Quality, Number, Quantity, Demonstrative &amp; Possessive. Colour-code each type.</li> </ul> <p><b>For Assignments please</b> <a href="#">Click</a></p>

	<p><b>WRITING</b> Paragraph Writing</p> <p><b>READING</b> Unseen passage</p>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Write a clear and coherent paragraph with a topic sentence and supporting details</li> <li>• Use appropriate grammar, vocabulary, and sentence structure</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Comprehend the central idea and supporting details of an unseen passage</li> </ul>	<p><b>WRITING</b></p> <p><b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Maintain unity and coherence by organizing ideas logically and using appropriate linking words and supporting details</li> </ul> <p><b>READING</b></p> <p><b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Read passages fluently with correct pronunciation and expression.</li> </ul>	<p><u>CREATIVE STORY WRITING ACTIVITY</u></p> <p>“After Sniffles Punched the Butterfly...”</p> <ul style="list-style-type: none"> <li>• Students will complete the story by clearly identifying: <b>Setting:</b> <b>Characters:</b> <b>Plotting (Beginning–Middle–End)::</b> <b>Solution:</b> <b>Theme / Moral:</b></li> </ul> <p>Students will perform the activity through given worksheet.</p>
<p><b>AUGUST</b> <b>(21 Days)</b></p>	<p><b>LITERATURE</b> CH-3 Sniffles the Crocodile and Punch the Butterfly</p> <p>CH-4 The Lantern and the Fun</p> <p><b>GRAMMAR</b> CH-7: Verbs (Main verbs, Helping Verbs &amp; Regular and Irregular verbs)</p>	<p><b>LITERATURE</b> CH-3</p> <ul style="list-style-type: none"> <li>• Converse fluently</li> <li>• Comprehend narrated stories</li> </ul> <p>CH-4</p> <ul style="list-style-type: none"> <li>• Develop phonological awareness</li> <li>• Discuss meanings of words and develop vocabulary</li> </ul> <p><b>GRAMMAR</b> CH-7</p> <ul style="list-style-type: none"> <li>• Identify and use action verbs in sentences</li> <li>• Use correct tense forms (past, present, future) and apply subject-verb agreement</li> </ul>	<p><b>LITERATURE</b></p> <p><b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea, characters, and events in the story.</li> <li>• Explain the moral/lesson of the story.</li> </ul> <p><b>GRAMMAR</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify verbs in sentences</li> <li>• Distinguish between action verbs and linking verbs</li> <li>• Use correct verb tenses (past, present, future)</li> <li>• Identify adverbs in sentences</li> </ul>	

	<p>CH-9: Adverbs- of Manner, Time and Place</p> <p>CH-10: Pronouns- Personal and Demonstrative</p> <p><b>WRITING</b> Story writing (Complete the story with clues)</p> <p><b>READING</b> Unseen passage</p>	<p><b>CH-9</b></p> <ul style="list-style-type: none"> <li>Identify adverbs of manner, time and place</li> </ul> <p><b>CH-10</b></p> <ul style="list-style-type: none"> <li>Recognize and use personal pronouns</li> <li>Use possessive pronouns correctly</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Write a coherent and engaging completion of a given story</li> <li>Use appropriate grammar, vocabulary, and narrative techniques</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Comprehend the central idea and supporting details of an unseen passage</li> </ul>	<ul style="list-style-type: none"> <li>Recognize common -ly adverbs</li> <li>Explain what question the adverb answers (How? When? Where?)</li> <li>Identify pronouns</li> <li>Apply demonstrative and possessive pronouns correctly</li> </ul> <p><b>WRITING</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the beginning, middle, and ending of a story</li> <li>Maintain logical sequence of events</li> <li>Develop a clear climax and resolution</li> </ul> <p><b>READING</b></p> <p><b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>Read passages fluently with correct pronunciation and expression.</li> <li>Understand the main idea, supporting details, and theme of the passage.</li> </ul>	<p><b>For Assignments please</b> <a href="#">Click</a></p>
<p><b>SEPTEMBER</b>  (6 Days)</p>	<p><b>LITERATURE</b> Poem-3 Come to the Lake (Project Based Activity)</p> <p><b>GRAMMAR</b> CH-8: Verbs - The Simple Tenses</p>	<p><b>LITERATURE</b> <b>P-3</b></p> <ul style="list-style-type: none"> <li>Comprehend the meaning of a poem and develop critical thinking, collaboration and creativity by working on the projects</li> </ul> <p><b>GRAMMAR</b> <b>CH-8</b></p>	<p><b>LITERATURE</b></p> <p><b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>Identify the main idea, characters, and events in the story.</li> <li>Explain the moral/lesson of the story.</li> <li>Pronounce words correctly and read the poem fluently.</li> </ul> <p><b>GRAMMAR</b></p>	<p><u>PROJECT-BASED ACTIVITY</u>  (LSRW Integrated Activity)</p> <p>“My Magical Lake Experience”</p> <ul style="list-style-type: none"> <li>Draw and colour a beautiful lake scene inspired by the poem, showing the setting, nature and mood creatively.</li> </ul>

		<ul style="list-style-type: none"> <li>Identify and use simple present tense for habitual actions</li> <li>Use simple past tense for completed actions</li> <li>Form simple future tense using 'will' or 'shall'</li> <li>Apply simple tenses correctly in sentences</li> </ul>	<b>Students will be able to: -</b> <ul style="list-style-type: none"> <li>Identify and differentiate between past, present, and future tenses.</li> <li>Use appropriate verb tenses correctly in sentences and short paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Write 6–8 sentences about your lake and at least two describing words.</li> <li>Present your work orally by describing it.</li> </ul>
	<b>MID-TERM EXAMINATION</b>  <b>(7-9-2026)</b>	<b>SYLLABUS</b> <b>LITERATURE</b> CH-2 Oliver Asks for More CH-3 Sniffles the Crocodile and Punch the Butterfly CH-4 The Lantern and the Fun <b>GRAMMAR</b> CH-3: Adjectives- of Quality, Number and Quantity CH-4: Adjectives – Demonstrative and Possessive CH- 6: Article CH-7: Verbs (Main verbs, Helping Verbs & Regular and Irregular verbs) CH-10: Pronouns- Personal and Demonstrative <b>WRITING</b> - Story writing, Picture Composition <b>READING</b> -Unseen passage		
<b>TERM-II</b>				
<b>OCTOBER</b>  <b>(18 Days)</b>	<b>LITERATURE</b> <b>CH- 5 Marco Polo</b>   <b>Poem- 4 On the water</b>	<b>LITERATURE</b> <b>CH-5</b> <ul style="list-style-type: none"> <li>Develop phonological awareness</li> <li>Converse fluently</li> <li>Discuss meanings of words and develop vocabulary</li> </ul> <b>P-4</b> <ul style="list-style-type: none"> <li>Create a variety of artwork</li> <li>Comprehend the meaning of the poem</li> </ul>	<b>LITERATURE</b> <b>Students will be able to: -</b> <ul style="list-style-type: none"> <li>Identify the main idea, characters, and events in the story.</li> <li>Explain the moral/lesson of the story.</li> <li>Pronounce words correctly and read the poem fluently.</li> </ul>	<u><b>PERFORMING ARTS INTEGRATION</b></u>  <b>“Expressive Role Play: Interjection Drama Box”</b> <ul style="list-style-type: none"> <li>Divide class into small groups.</li> <li>Each group picks one chit from the Drama Box.</li> <li>They prepare a short 1-minute role play using the correct interjection.</li> </ul>

	<p><b>GRAMMAR</b> CH-11: Conjunction</p> <p>CH-12: Interjections (Activity Based Chapter)</p> <p>CH-13: Preposition- of Place and Time</p> <p><b>WRITING</b> Informal letter Picture Composition</p> <p><b>READING</b> Unseen poem</p>	<ul style="list-style-type: none"> <li>• Discuss meanings of works and develop vocabulary</li> </ul> <p><b>GRAMMAR</b> <b>CH- 11</b></p> <ul style="list-style-type: none"> <li>• Use conjunctions correctly in sentences</li> <li>• Join two simple sentences using conjunctions</li> </ul> <p><b>CH-12</b></p> <ul style="list-style-type: none"> <li>• Recognize and use interjections to express emotions</li> </ul> <p><b>CH-13</b></p> <ul style="list-style-type: none"> <li>• Apply prepositions correctly in sentences</li> <li>• Use prepositions to show location and time relations</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Write a clear and well-structured letter</li> <li>• Apply correct letter format, tone, and language</li> <li>• Describe a picture, using descriptive language and correct grammar</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Comprehend the central idea and supporting details of an unseen poem</li> </ul>	<p><b>GRAMMAR</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Construct sentence using appropriate conjunctions</li> <li>• Use interjections to express emotions appropriately.</li> <li>• Identify and use prepositions correctly to show time and place</li> </ul> <p><b>WRITING</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Observe a picture carefully and describe what they see using clear sentences.</li> <li>• Express personal ideas, feelings, and experiences clearly using appropriate informal language.</li> </ul> <p><b>READING</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Read passages fluently with correct pronunciation and expression.</li> <li>• Understand the main idea, supporting details, and theme of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences of different situations will be given.</li> <li>• Other students guess the interjection used.</li> </ul> <p><b>For Assignments please</b> <a href="#">Click</a></p>
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<p><b>NOVEMBER</b> <b>(17 Days)</b></p>	<p><b>LITERATURE</b> CH- 6 The selfish Giant</p> <p><b>GRAMMAR</b> CH-15: Kinds of Sentences</p> <p>CH-16: Sentences- Affirmative and Negative</p> <p><b>WRITING</b> Informal letter Picture Composition</p> <p><b>READING</b> Unseen passage</p>	<p><b>LITERATURE</b> <b>CH-6</b></p> <ul style="list-style-type: none"> <li>• Converse fluently</li> <li>• Comprehend narrated stories</li> <li>• Comprehend the meaning of a story</li> </ul> <p><b>GRAMMAR</b> <b>CH-15</b></p> <ul style="list-style-type: none"> <li>• Identify and use declarative, interrogative, imperative, and exclamatory sentences</li> </ul> <p><b>CH-16</b></p> <ul style="list-style-type: none"> <li>• Transform affirmative sentences to negative sentences correctly</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Write a clear and well-structured letter</li> <li>• Apply correct letter format, tone, and language</li> <li>• Describe a picture, using descriptive language and correct grammar</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Read the passage fluently and answer the questions accurately in complete sentence.</li> </ul>	<p><b>LITERATURE</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea, characters, and events in the story.</li> <li>• Explain the moral/lesson of the story.</li> </ul> <p><b>GRAMMAR</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Identify and classify sentences as declarative, interrogative, imperative, or exclamatory.</li> <li>• Change affirmative sentences into negative sentences correctly (and vice versa).</li> </ul> <p><b>WRITING</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Observe a picture carefully and describe what they see using clear sentences.</li> <li>• Express personal ideas, feelings, and experiences clearly using appropriate informal language.</li> </ul> <p><b>READING</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Read passages fluently with correct pronunciation and expression.</li> <li>• Understand the main idea, supporting details, and theme of the passage.</li> </ul>	<p><u><b>ART INTEGRATION</b></u> <u><b>ACTIVITY</b></u></p> <p>“Moral-Mosaic Art Activity.”</p> <ul style="list-style-type: none"> <li>• Make a beautiful picture that shows the story's message: "Sharing is caring"</li> <li>• Draw the Giant's garden with crayons on a big paper.</li> <li>• Cut small pieces of colored paper (green, blue, yellow).</li> <li>• Stick the pieces on your drawing.</li> <li>• Write "Sharing is caring" neatly.</li> </ul> <p><b>For Assignments please</b> <a href="#"><u>Click</u></a></p>
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<p><b>DECEMBER</b> <b>(11 Days)</b></p>	<p><b>LITERATURE</b> CH- 7 Peter Saves Wendy</p> <p>Poem- 5 Little Things (Reading &amp; Oral Assessment)</p> <p><b>GRAMMAR</b> CH-14: Punctuation</p> <p>CH-17: Sentences- Subject and predicate</p>	<p><b>LITERATURE</b> <b>CH-7</b></p> <ul style="list-style-type: none"> <li>• Converse fluently</li> <li>• Comprehend narrated stories</li> <li>• Comprehend the meaning of a story</li> </ul> <p><b>P-5</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend grade-level texts with accuracy, fluency and learning capabilities</li> </ul> <p><b>GRAMMAR</b> <b>CH-14</b></p> <ul style="list-style-type: none"> <li>• Use correct punctuation in the sentences</li> </ul> <p><b>CH-17</b></p> <ul style="list-style-type: none"> <li>• Identify the subject and predicate in a sentence</li> <li>• Use subject and predicate to form meaningful sentences</li> </ul>	<p><b>LITERATURE</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea, characters, and events in the story.</li> <li>• Explain the moral/lesson of the story.</li> <li>• Pronounce words correctly and read the poem fluently.</li> </ul> <p><b>GRAMMAR</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Use basic punctuation marks such as capital letters, full stops, commas, and question marks correctly in sentences.</li> <li>• Identify the subject and predicate in a sentence and construct complete sentences using both correctly.</li> </ul>	<p><u>IMAGIANTIVE STORY TELLING ACTIVITY</u></p> <p>“Story Puppet Show”</p> <ul style="list-style-type: none"> <li>• Kids make simple puppets (Wendy, Peter) using paper bags, socks, or craft sticks.</li> <li>• In groups, they act out the story of "Peter Saves Wendy" using the puppets.</li> </ul>
	<p><b>PERIODIC TEST-II EXAM</b></p> <p><b>(1-12-2026)</b></p>	<p style="text-align: center;"><b>SYLLABUS</b></p> <p><b>LITERATURE</b> CH- 5 Marco Polo Poem- 4 On the water</p> <p><b>GRAMMAR</b> CH-9: Adverbs- of Manner, Time and Place CH-13: Preposition- of Place and Time CH-16: Sentences- Affirmative and Negative</p> <p><b>WRITING</b> – Informal Letter Writing Picture Composition</p> <p><b>READING</b> – Unseen poem</p>		

<p><b>JANUARY</b></p> <p><b>(16 Days)</b></p>	<p><b>LITERATURE</b> CH- 8 The Mouse Maiden</p> <p><b>GRAMMAR</b> Vocabulary: Antonym, Synonym, Homophones Compound Words (Activity)</p> <p><b>READING</b> Unseen poem</p>	<p><b>LITERATURE</b> <b>CH-8</b></p> <ul style="list-style-type: none"> <li>• Converse fluently</li> <li>• Comprehend narrated stories</li> <li>• Comprehend the meaning of a story</li> </ul> <p><b>GRAMMAR</b> <b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Apply vocabulary skills to enhance sentence construction and comprehension</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Comprehend the central idea and supporting details of an unseen poem</li> </ul>	<p><b>LITERATURE</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea, characters, and events in the story.</li> <li>• Explain the moral/lesson of the story.</li> </ul> <p><b>GRAMMAR</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Identify synonyms, antonyms and homophones for better understanding.</li> </ul> <p><b>READING</b> <b>Students will be able to: -</b></p> <ul style="list-style-type: none"> <li>• Read passages fluently with correct pronunciation and expression.</li> <li>• Understand the main idea, supporting details, and theme of the passage.</li> </ul>	<p><b><u>VOCABULARY BUILDING ACTIVITY</u></b></p> <p>“Compound Word Pair-Up Adventure”</p> <ul style="list-style-type: none"> <li>• Role No. 1-15: Make flashcards with first halves compound words.</li> <li>• Role No. 16-30: Make flashcards with second halves of compound words</li> <li>• Role No. 31-40: Shuffle all cards, distribute randomly, then head to the garden. Find your pair to make a compound word.</li> <li>• Speak into the mic: "We 've made 'sunlight'!"</li> </ul> <p><b>For Assignments please <a href="#">Click</a></b></p>
<p><b>FEBRUARY/ MARCH</b></p>	<p><b>Revision</b></p>	<p><b>For Assignments please <a href="#">Click</a></b></p>		

**ANNUAL  
EXAMINATION**

**SYLLABUS**

**LITERATURE**

Ch- 6 The selfish Giant  
CH- 7 Peter Saves Wendy  
CH- 8 The Mouse Maiden

**GRAMMAR**

CH-11: Conjunction  
CH-14: Punctuation  
CH-15: Kinds of Sentences  
CH-8: Verbs - The Simple Tenses  
Vocabulary- Antonym, synonym, Homophones

**WRITING** - Informal letter, Paragraph Writing

**READING** - Unseen poem/Passage



# Brain International School

Recognised Senior Secondary School, Affiliated to CBSE  
Vikas Puri, New Delhi

वार्षिक पाठ्यक्रम सत्र : 2026-27				
कक्षा- तीन				विषय-हिंदी
मास व दिन	अध्याय का नाम	अपेक्षित दक्षताएँ	सीखने के अपेक्षित प्रतिफल/ उद्देश्य	सुझावित गतिविधियाँ
<b>सत्र 1</b>				
अप्रैल (22 दिन)	<b>पाठ्यपुस्तक-वीणा</b> पाठ-1 सीखो (कविता) पाठ-3 कितने पैर ? (कहानी) *दोस्त के जूते (केवल वाचन) <b>व्याकरण संबोध-</b> पाठ-1 भाषा पाठ-2 वर्ण और वर्णमाला	❖ भारत की प्राकृतिक एवं सांस्कृतिक विशेषताओं का वर्णन अपने शब्दों में करते हैं   पाठ में निहित भावों को समझकर उन्हें व्यवहार में अपनाते हैं	❖ भावानुकूल सस्वर वाचन में सक्षम होंगे। ❖ सुनी हुई बातों को अपने शब्दों में पुनः प्रस्तुत करेंगे। ❖ अपने दैनिक अनुभवों को सरल एवं स्पष्ट भाषा में व्यक्त कर सकेंगे। पाठ के अंतर्गत प्रयुक्त व्याकरणिक बिंदुओं से अवगत होते हुए उनका भाषिक प्रयोग करने में समर्थ हो सकेंगे।	❖ <b>मौखिक अभिव्यक्ति</b> :विद्यालय आते समय देखी गई प्राकृतिक वस्तुओं (पेड़,पक्षी,सूरज आदि) पर अपने विचार व्यक्त करना   ❖ <b>खेल आधारित शिक्षण गतिविधि</b> :‘ज़मीन और पानी में रहने वाले जीव’ खेल गतिविधि के माध्यम से पहचान
मई (17 दिन)	<b>आवर्ती परीक्षा-1</b> <b>(15 मई)</b>	<b>पाठ्यक्रम</b> पाठ्यपुस्तक (वीणा) पाठ-1 सीखो पाठ-3 कितने पैर ? <b>व्याकरण संबोध -</b>		

		पाठ - 1 भाषा अपठित गद्यांश <b>रचनात्मक लेखन</b> चित्र-वर्णन		
	<b>पाठ्यपुस्तक (वीणा)</b> <b>पाठ-2 चींटी (कविता)</b> <b>*चींटी और हाथी की छुपन-छुपाई (केवल वाचन)</b>	विद्यार्थी कविता से प्राप्त नैतिक शिक्षा को अपने शब्दों में व्यक्त करेंगे। पूछे गये प्रश्नों के मौखिक एवं लिखित उत्तर देने में सक्षम होंगे।	<ul style="list-style-type: none"> <li>❖ परिश्रम के महत्त्व को समझकर उसे जीवन में अपनाने का प्रयास करेंगे</li> <li>❖ कविता को ध्यानपूर्वक सुनकर उसके मुख्य भाव को समझ सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>शब्द-पहेली</b> : समूह में 'शब्द-लड़ी' बनाना तथा अपनी बनाई कहानी कक्षा में सुनना।</li> </ul> <p><b>For Assignments please <a href="#">Click</a></b></p>
जुलाई (25 दिन)	<b>पाठ्यपुस्तक (वीणा)</b> <b>पाठ-4 बया हमारी चिड़िया रानी! (कविता का मौखिक मूल्यांकन)</b> <b>पाठ-5 आम का पेड़ (कहानी)</b> <b>व्याकरण संबोध -</b> <b>पाठ-3 मात्राएँ,शब्द और वाक्य</b> <b>पाठ-4 संज्ञा(भेद रहित)</b> <b>पाठ-5 लिंग</b> <b>पाठ-12 पर्यायवाची शब्द (पृष्ठ 67-सूरज से संसार तक)</b> <b>अनुच्छेद लेखन</b> <b>चित्र वर्णन</b>	<ul style="list-style-type: none"> <li>❖ वृक्षों के नाम लिखेंगे व अपने अनुभव साझा करेंगे।</li> <li>❖ पाठ का सार अपने शब्दों में बताएँगे व संज्ञा और सर्वनाम को अलग कर सकेंगे।</li> <li>❖ निःस्वार्थ भाव से दूसरों की मदद करने का प्रयास करते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>❖ पक्षियों के जीवन के बारे में जानकारी प्राप्त करेंगे।</li> <li>❖ प्रकृति के प्रति संवेदनशील बनेंगे।</li> <li>❖ पेड़ों के लाभ बताएँगे व पर्यावरण संरक्षण का महत्त्व समझेंगे।</li> <li>❖ विद्यार्थी कविता का भाव समझकर उसे स्पष्ट रूप से व्यक्त करेंगे।</li> </ul> <p>सही वर्तनी लिखेंगे व विराम-चिह्न पहचानेंगे।</p>	<ul style="list-style-type: none"> <li>❖ <b>प्रोजेक्ट</b> : विद्यार्थी किन्हीं पाँच विभिन्न प्रकार के वृक्षों की पत्तियाँ ए-4 साइज़ शीट पर चिपकाकर उसके बारे में विस्तृत जानकारी लिखेंगे।</li> <li>❖ <b>पक्षियों की वीडियो</b> : वीडियो दिखाकर उनकी आवाज़ की नक़ल करवाई जाएगी तथा आवास एवं खान-पान पर चर्चा की जाएगी।</li> </ul> <p><b>For Assignments please <a href="#">Click</a></b></p>

<p>अगस्त (21 दिन)</p>	<p><b>पाठ्यपुस्तक (वीणा)</b>  <b>पाठ-6 बीरबल की खिचड़ी (कहानी)</b>  <b>पाठ-7 मित्र को पत्र (पत्र)</b>  <b>(पत्र लेखन गतिविधि)</b>  <b>व्याकरण संबोध -</b>  <b>पाठ-6 वचन</b>  <b>पाठ-7 सर्वनाम (भेद रहित)</b>  <b>पाठ-8 विशेषण (भेद रहित)</b>  <b>पाठ-13 विलोम शब्द (पृष्ठ 71-ठंडा से दिन तक)</b>  <b>अनुच्छेद लेखन</b></p>	<ul style="list-style-type: none"> <li>❖ विद्यार्थी घटनाओं का सही क्रम लिखते हैं व अभिनय द्वारा प्रस्तुति देते हैं।</li> <li>❖ कहानी का संदेश स्पष्ट रूप से बताते हैं।</li> </ul> <p>पत्र में भावनाओं को स्पष्ट रूप से व्यक्त करते हैं व विषयानुसार भाषा का प्रयोग करते हैं।</p>	<ul style="list-style-type: none"> <li>❖ विद्यार्थी कहानी को क्रमबद्ध रूप से समझेंगे तथा घटनाओं का सही वर्णन कर सकें।</li> <li>❖ विद्यार्थी समस्या और समाधान की पहचान कर सकें।</li> <li>❖ विद्यार्थी पत्र में उचित संबोधन और समापन लिख सकें।</li> <li>❖ अपने अनुभवों को पत्र के माध्यम से व्यक्त कर सकें।</li> </ul> <p>पाठ के नैतिक संदेश को समझ सकें।</p>	<ul style="list-style-type: none"> <li>❖ <b>प्रदर्शनात्मक विधि</b> : मनपसंद व्यंजन बनवाया जाएगा व कक्षा में विधि दर्शाई व प्रस्तुति करवाई जाएगी।</li> <li>❖ <b>पत्र लेखन</b> - अपने मित्र को पत्र लिखकर बताएँ कि आपने अपनी ग्रीष्मावकाश में क्या-क्या किया ?</li> </ul> <p><b>For Assignments please <a href="#">Click</a></b></p>
<p>सितंबर (23 दिन)</p>	<p><b>अर्धवार्षिक परीक्षा (14 सितंबर)</b></p> <p><b>व्याकरण संबोध-</b>  <b>पाठ-9 क्रिया(भेद रहित)</b></p>	<p><b>अर्धवार्षिक परीक्षा पाठ्यक्रम</b></p> <ul style="list-style-type: none"> <li>❖ पाठ्यपुस्तक (वीणा)  पाठ-5 आम का पेड़ (कहानी)  पाठ-6 बीरबल की खिचड़ी (कहानी)</li> </ul> <p><b>व्याकरण संबोध -</b></p> <ul style="list-style-type: none"> <li>❖ पाठ-7 सर्वनाम</li> <li>❖ पाठ-8 विशेषण</li> <li>❖ पाठ-13 विलोम शब्द (पृष्ठ 71-ठंडा से दिन तक)</li> <li>❖ अपठित गद्यांश</li> </ul> <p><b>रचनात्मक लेखन-</b>  अनुच्छेद लेखन</p>		
<p><b>सत्र 2</b></p>				
<p>अक्टूबर (19 दिन)</p>	<p><b>पाठ्यपुस्तक (वीणा)</b>  <b>पाठ-8 चतुर गीदड़ (कहानी)</b></p>	<ul style="list-style-type: none"> <li>❖ विद्यार्थी घटनाओं का क्रमबद्ध वर्णन करते</li> </ul>	<ul style="list-style-type: none"> <li>❖ विद्यार्थी चतुराई और सूझ-बूझ के महत्त्व को समझ सकें।</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>रोल प्ले (Role Play):</b> गीदड़ और अन्य पात्रों का अभिनय।</li> <li>❖ <b>सामूहिक चर्चा</b> - विभिन्न प्रकार के त्योहारों पर सामूहिक चर्चा।</li> </ul>

	<p>पाठ-9 प्रकृति पर्व - फूलदेई (संस्मरण) (अनुच्छेद लेखन) <b>व्याकरण संबोध -</b> पाठ-11 अशुद्धि-शोधन पाठ-12 पर्यायवाची शब्द (पृष्ठ 67-आग से मित्र तक) अपठित गद्यांश अनुच्छेद लेखन</p>	<p>हैं व नैतिक संदेश बताते हैं । ❖ विद्यार्थी त्योहार पर पाँच से सात वाक्य लिखते हैं ।</p>	<p>❖ लोक-त्योहारों की जानकारी प्राप्त करें ।</p>	<p><b>For Assignments please <a href="#">Click</a></b></p>
<p>नवंबर (18 दिन)</p>	<p><b>पाठ्यपुस्तक (वीणा)</b> पाठ-10 रस्साकशी (कविता) <b>*ट्रैफिक जाम (केवल वाचन)</b> पाठ-11 एक जादुई पिटारा (कविता) <b>व्याकरण संबोध -</b> पाठ-13 विलोम शब्द (पृष्ठ 71-जीवन से अँधेरा तक) पाठ-14 अनेक शब्दों के लिए एक शब्द(पृष्ठ 74-75 किसान से स्वदेशी तक) पाठ-16 विराम-चिह्न</p>	<p>❖ विद्यार्थी खेलों के महत्त्व को अपने शब्दों में स्पष्ट रूप से व्यक्त करते हैं । ❖ विद्यार्थी सहयोग और अनुशासन के महत्त्व को समझते हुए व्यवहार में परिवर्तन लाते हैं । विद्यार्थी चार से पाँच वाक्यों में किसी वस्तु का वर्णन कर लेते हैं ।</p>	<p>❖ विद्यार्थी खेल भावना एवं सहयोग की भावना को समझकर उसे अपने व्यवहार में अपनाने का प्रयास करेंगे। विद्यार्थी किसी वस्तु का स्पष्ट एवं क्रमबद्ध वर्णन करने में सक्षम होंगे ।</p>	<p>❖ <a href="#">रचनात्मक गतिविधि</a> - 'वन्य जीव संरक्षण' पर पोस्टर बनवाना। ❖ <a href="#">सामूहिक चर्चा</a> - 'मेरा पसंदीदा खेल' विषय पर समूह चर्चा। <b>For Assignments please <a href="#">Click</a></b></p>
<p>दिसंबर (21 दिन)</p>	<p><b>आवर्ती परीक्षा-2 (5 दिसंबर)</b></p>	<p><b>पाठ्यक्रम</b> पाठ्यपुस्तक (वीणा) ❖ पाठ-11 एक जादुई पिटारा (कविता) ❖ पाठ-12 अपना-अपना काम (पाठ) <b>व्याकरण संबोध</b> ❖ पाठ-9 क्रिया ❖ पाठ-11 अशुद्धि-शोधन ❖ पाठ-12 पर्यायवाची शब्द (पृष्ठ 67-आग से मित्र तक) ❖ अपठित गद्यांश</p>		

		<b>रचनात्मक लेखन</b> अनुच्छेद लेखन		
	<p><b>पाठ्यपुस्तक (वीणा)</b> पाठ-12 अपना-अपना काम (कहानी) पाठ-13 पेड़ की अम्मा 'तिमक्का' (गतिविधि के रूप में करवाया जाएगा) पाठ-14 किसान की होशियारी(कहानी) <b>व्याकरण संबोध -</b> पाठ-17 मुहावरे(पृष्ठ 86- 1 से 8) अनुच्छेद लेखन</p>	<ul style="list-style-type: none"> <li>❖ विद्यार्थी अपने दैनिक कार्यों का क्रमबद्ध वर्णन करते हैं ।</li> <li>❖ विद्यार्थी पर्यावरण संरक्षण पर अपने विचार लिखते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>❖ विद्यार्थी दैनिक जीवन के कार्यों का महत्व समझेंगे।</li> <li>❖ प्रेरणादायक व्यक्तित्व से सीख लेकर अपने जीवन में अपनाने का प्रयास करेंगे ।</li> </ul> <p>विद्यार्थी समस्या और उसके समाधान को पहचान सकेंगे व नैतिक शिक्षा को समझेंगे ।</p>	<ul style="list-style-type: none"> <li>❖ <b>रचनात्मक गतिविधि</b> - 'पेड़ लगाओ-पेड़ बचाओ' पर पोस्टर बनवाया जाएगा ।</li> <li>❖ <b>चित्रकला गतिविधि</b> - कार्य करते हुए अपना खुद का चित्र बनवाना ।</li> </ul>
जनवरी (16 दिन)	<p><b>पाठ्यपुस्तक (वीणा)</b> पाठ-15 भारत (कविता) पाठ-16 चंद्रयान (संवाद) (गतिविधि-परियोजना) पाठ-17 बोलने वाली माँद (कहानी) पाठ-18 हम अनेक किंतु एक(कविता) (केवल मौखिक मूल्यांकन) <b>व्याकरण संबोध -</b> पाठ-14 अनेक शब्दों के लिए एक शब्द(पृष्ठ 74-75 निडर से शहरी तक) पाठ-15 अनेकार्थी शब्द अनुच्छेद लेखन</p>	<ul style="list-style-type: none"> <li>❖ विद्यार्थी सांस्कृतिक विविधता का सम्मान करते हैं ।</li> <li>❖ विद्यार्थी अभिनय के माध्यम से प्रस्तुति देते हैं ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ विद्यार्थी भारत की विशेषताओं का वर्णन कर सकेंगे।</li> <li>❖ विद्यार्थी अभिनय के माध्यम से प्रस्तुति देंगे।</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>परियोजना(PROJECT):</b> चंद्रयान-3 की लॉन्चिंग पर प्रोजेक्ट तैयार करना ।</li> <li>❖ <b>रचनात्मक गतिविधि</b> - शेर/सियार का मुखौटा बनाना व उससे संबंधित कविता प्रस्तुत करना ।</li> </ul> <p><b>For Assignments please <a href="#">Click</a></b></p>

फरवरी/मार्च	<b>वार्षिक परीक्षा</b>	<b>पाठ्यक्रम</b> पाठ्यपुस्तक (वीणा) <ul style="list-style-type: none"><li>❖ पाठ-14 किसान की होशियारी(पाठ)</li><li>❖ पाठ-15 भारत (कविता)</li><li>❖ पाठ-17 बोलने वाली माँद (पाठ)</li></ul> <b>व्याकरण संबोध</b> <ul style="list-style-type: none"><li>❖ पाठ-13 विलोम शब्द (पृष्ठ 71-जीवन से अँधेरा तक)</li><li>❖ पाठ-14 अनेक शब्दों के लिए एक शब्द(पृष्ठ 74-75 निडर से शहरी तक)</li><li>❖ पाठ-17 मुहावरे(पृष्ठ 86- 1 से 8)</li></ul> <b>रचनात्मक लेखन</b> <ul style="list-style-type: none"><li>❖ अनुच्छेद लेखन</li></ul> अपठित गद्यांश
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- निम्नलिखित पाठों का आंकलन नहीं किया जाएगा -

पाठ-2,4,7,8,9,10,13,16,18



# Brain International School


Recognised Senior Secondary School, Affiliated to CBSE  
Vikas Puri, New Delhi

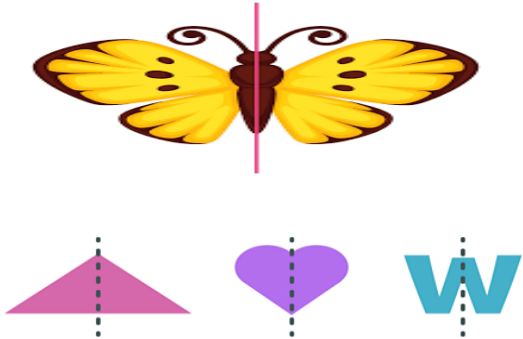
CLASS - III


MATHEMATICS

SYLLABUS: 2026-27

**Textbook :** Together with eMath Xplorer - Rachna Sagar  
**Reference book :** Worksheet by PP Publications

MONTH & NO. OF DAYS	CHAPTER NAME	TARGETED COMPETENCIES	LEARNING OBJECTIVES/ LEARNING OUTCOMES	SUGGESTED ACTIVITIES
April (22 Days)	Chapter 1 – Numbers and Numeration	<ul style="list-style-type: none"><li>• Reads, writes, represents, compares, and orders numbers till 9999 using Indian place value system.</li><li>• Counts fluently (forward, backward, skip), identifies predecessor and successor.</li></ul>	<ul style="list-style-type: none"><li>• Read, write, represent, compare, and orders numbers using place value.</li><li>• Identify predecessor and successor, count fluently (forward/backward/skip), and apply rounding for estimation.</li></ul>	<p><b>(Play-way Learning)</b></p> <p><u>Number Builders</u></p> <p>Students work in groups of four. Each student gets a digit card (0–9) and works with their group to form a meaningful 4-digit number. Selected groups then compare their numbers and line up in ascending or descending order.</p> 

	<p>Chapter 2 –Addition</p> <p>Chapter 13 - Recapitulation of All Four Operations (Practice Time 13A)</p>	<ul style="list-style-type: none"> <li>• Performs addition with understanding of place value.</li> </ul>	<ul style="list-style-type: none"> <li>• Adds numbers accurately using place value strategies and standard algorithms.</li> <li>• Applies addition to solve simple real-life word problems and checks reasonableness of answers.</li> </ul>	<p><b><u>For Assignment please <a href="#">click</a></u></b></p>
<p><b>May (17 Days)</b></p>	<p><b>PERIODIC TEST- I</b></p> <p><b>11/05/26</b></p>	<p><b>SYLLABUS</b></p> <p><b>Chapter 1- Numbers and Numeration</b></p> <p><b>Chapter 2- Addition</b></p>		
	<p>Chapter 10 Patterns and Symmetry</p>	<ul style="list-style-type: none"> <li>• Identifies, extends, and creates simple patterns and recognize lines of symmetry in basic shapes and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Extends pattern/symmetry of simple shapes, numbers.</li> <li>• Observe different patterns such as patterns in cloth, tiling on the floor, Rangoli around them.</li> <li>• Differentiate between symmetrical and non-symmetrical objects around them.</li> </ul>	<p><b>(Integration with art)</b></p> <p><b><u>Fold &amp; Find Symmetry</u></b></p> <p>Students fold different shapes to see if both halves match. This helps them identify lines of symmetry in various shapes.</p> 

	<p>Chapter 3 –Subtraction</p>	<ul style="list-style-type: none"> <li>● Performs subtraction with understanding of place value.</li> </ul>	<ul style="list-style-type: none"> <li>● Subtract large numbers accurately and use estimation to check their answers.</li> </ul>	
<p><b>July</b> <b>(25 days)</b></p>	<p>Chapter 3 –Subtraction (continued)</p> <p>Chapter 13 - Recapitulation of All Four Operations (Practice Time 13B)</p> <p>Chapter 4 -Multiplication</p>	<ul style="list-style-type: none"> <li>● Performs subtraction with understanding of place value.</li> <li>● Recognizes multiplication as repeated addition.</li> </ul>	<ul style="list-style-type: none"> <li>● Performs subtraction of 3-digit numbers with and without borrowing.</li> <li>● Analyzes and applies an appropriate number operation in the situation/context.</li> <li>● Constructs and uses the multiplication facts (tables) in daily situations.</li> </ul>	<p><b>(Play-way Learning)</b></p> <p><u><b>Roll, Multiply &amp; Win</b></u></p> <p>Students roll two dice and multiply the numbers to score points.</p>  <p><u><b>For Assignment please click</b></u></p>

**August  
(21 days)**

Chapter 4 -Multiplication  
(Continued)

Chapter 13 - Recapitulation of All  
Four Operations ( Practice Time  
13C)

Chapter 5 - Division

Chapter 13 - Recapitulation of All  
Four Operations ( Practice Time  
13D)

- Applies multiplication facts and number patterns to solve simple real-life problems efficiently.
- Recognizes division as equal sharing.
- Divide numbers through equal sharing and grouping and apply division in simple real-life situations.
- Multiply two and three-digit numbers by one and 2-digit numbers and apply multiplication to solve simple real-life problems.
- Explains the meaning of division facts by equal grouping /sharing and finds it by repeated subtraction.

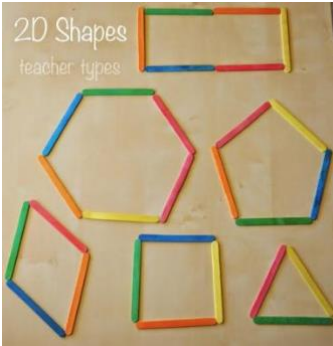
### Division Puzzle


Students complete division equations by filling missing numbers in grid boxes created on paper.

15	÷ 5	= 3
	÷ 4	= 4
18	÷	= 6

63	÷ 7	=
42	÷ 6	=
	÷ 2	= 8

**For Assignment please [click](#)**

<p><b>September</b> (23 Days)</p>	<p><b>MID TERM EXAMINATION</b> 11/09/26</p>	<p><b>SYLLABUS</b></p> <p><b>Chapter 3- Subtraction</b> <b>Chapter 4- Multiplication</b> <b>Chapter 5- Division</b></p>		
	<p>Chapter 6 - Fractions</p>	<ul style="list-style-type: none"> <li>• Understand fraction as part of whole and a collection, and identify, represent, and compare simple fractions using models and real-life examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands parts within a whole.</li> <li>• Represent fractions in terms of numerator and denominator.</li> </ul>	
<p><b>October</b> (19 Days)</p>	<p>Chapter 6- Fractions (continued)</p> <p>Chapter 7- Geometry</p>	<ul style="list-style-type: none"> <li>• Identify, represent, and compare simple fractions using models and real-life examples.</li> <li>• Recognizes basic geometric shapes and their observable properties</li> </ul>	<ul style="list-style-type: none"> <li>• Understand halves and quarters in continuous whole and in discrete quantities.</li> <li>• Identify shapes such as triangles, squares and rectangles in different orientations.</li> <li>• Sort different 2D shapes on the basis of their characteristic features.</li> <li>• Identifies and makes 2D shapes by paper folding, paper cutting on</li> </ul>	<p><u><b>Build with Sticks</b></u></p> <p>Students make different shapes like triangle, square, rectangle and count sides and corners.</p> 

			<p>the dot grid, using straight lines etc.</p> <ul style="list-style-type: none"> <li>• Describes 2D shapes by the number of sides, corners and diagonals.</li> </ul>	<p><b><u>For Assignment please click</u></b></p>
<p><b>November (18 days)</b></p>	<p><b>Chapter 8- Money</b></p>	<ul style="list-style-type: none"> <li>• Identifies coins and notes, counts and represents money correctly, and understands rupees and paise.</li> <li>• Add, subtract, multiply and divide amounts to find total cost and solves simple buying–selling word problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Convert rupees into paise and vice-versa.</li> <li>• Add, subtract, multiply and divide small amounts of money with or without regrouping.</li> </ul>	<p><b>(Integration with art)</b></p> <p><b><u>My Creative Currency</u></b></p> <p>Students will design their own currency notes and use them to play fun games with friends. They can personalize the notes by adding pictures of family members or pets for a creative and enjoyable learning experience.</p>  <p><b><u>For Assignment please click</u></b></p>
	<p><b>PERIODIC TEST – II</b></p> <p><b>7/12/26</b></p>	<p><b>SYLLABUS</b></p> <p><b>Chapter 6- Fractions</b>  <b>Chapter 7- Geometry</b>  <b>Chapter 8- Money</b></p>		



<p><b>February and March</b></p>	<p><b>REVISION AND ANNUAL EXAMINATION</b></p>	<p><b>SYLLABUS</b></p> <p><b>Chapter 9 - Time</b> <b>Chapter 11- Measurement</b> <b>Chapter 12 - Data Handling</b> <b>Chapter 13 - Recapitulation of all four operations</b></p>
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## ANNUAL SYLLABUS SESSION 2026-27

**CLASS : III**

**SUBJECT: EVS**

**TEXTBOOK – MILLENIUM'S – MY GREEN WORLD 3**

S.N O.	Month/Chapter No.	Chapter Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
1.	<b>APRIL</b> (22 Days)  • Ch.1   Ch.2	<ul style="list-style-type: none"> <li>Ch.1 – Parts of our Body</li> </ul> Ch.2 – Keeping Safe	<ul style="list-style-type: none"> <li>To identify and name major external and internal body parts and their functions.</li> <li>To label body parts correctly.</li> <li>Learn to practice personal hygiene.</li> </ul> Describes the basic safety needs and protection (health and hygiene, food, water, precautions, awareness of emergency situations) of humans.	<ul style="list-style-type: none"> <li>Students would identify external and internal body parts.</li> <li>They would be able to describe the functions of body organs.</li> <li>They would learn to respect and empathise with differently-abled people.</li> <li>Will identify safe and unsafe practices at home, school and playground.</li> <li>Learn to differentiate between Good touch and bad touch.</li> </ul>	<ul style="list-style-type: none"> <li>Draw, colour and label the body parts.</li> <li>Role play – Stranger danger situations.</li> </ul> <p><b>WORKSHEET LINK</b>  <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a></p>
2.	<b>MAY</b> (17 Days) • Ch.3	<ul style="list-style-type: none"> <li>Ch.3 – The Food we eat</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand the importance of all the nutrients for a healthy mind and body.</li> </ul>	<ul style="list-style-type: none"> <li>Students would be able to identify different kinds of food and their groups.</li> <li>They would be able to explain the importance of a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning</b> – Rainbow plate – Students would be asked to create a rainbow using</li> </ul>

	<p><b>PERIODIC TEST -1 SYLLABUS 13.05.26</b></p>	<ul style="list-style-type: none"> <li>Ch.1 Parts of our Body</li> <li>Ch.2 Keeping safe</li> </ul>			<p>different fruits and vegetables.</p> <p><b>Worksheet Link</b>  <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a></p>
3.	<p><b>JULY (25 Days)</b></p> <ul style="list-style-type: none"> <li>Ch.3</li> <li>Ch.4</li> <li>Ch.5</li> </ul>	<ul style="list-style-type: none"> <li>Ch.3 – The Food we eat (Contd.)</li> <li>Ch.4 Home sweet Home</li> <li>Ch.5 Clothes we wear</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the benefits of eating healthy diet and disadvantages of eating junk food.</li> <li>To develop neat and hygienic dressing habits.</li> <li>Students to explore and collect information on evolution of cloth.</li> </ul>	<ul style="list-style-type: none"> <li>Students would develop healthy eating habits for good health.</li> <li>Students would identify different types of houses.</li> <li>They would be able to explain the importance of keeping the house clean.</li> <li>Students would be able to distinguish between natural and man-made fibres.</li> </ul>	<ul style="list-style-type: none"> <li>Make a booklet describing different millets like ragi, jowar and bajra.</li> <li>Tye and dye activity</li> </ul> <p><b>Worksheet Link</b>  <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a></p>
4.	<p><b>AUGUST (21 Days)</b></p> <ul style="list-style-type: none"> <li>Ch.6</li> <li>Ch.7</li> </ul>	<ul style="list-style-type: none"> <li>Ch.6 Family</li> <li>Ch.7 People and their Workplaces (Discussion)</li> </ul>	<ul style="list-style-type: none"> <li>Students to understand and do efforts to maintain public and private property.</li> <li>Students to explore and develop respect for cultural diversity in our country.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand and appreciate the roles and responsibilities of family members.</li> <li>Students would identify common neighbourhood services.</li> </ul>	<ul style="list-style-type: none"> <li>Poem writing – Write a poem on any one member of your family.</li> <li>Narrate a story describing the work of people in various neighbourhood services.</li> </ul>

					<b>Worksheet Link</b> <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a>
5.	<p><b><u>SEPTEMBER</u></b> <b>(23 Days)</b></p> <ul style="list-style-type: none"> <li>• Ch.9</li> <li>• Ch.12</li> </ul> <p><b>MID-TERM EXAM SYLLABUS</b> <b>18.09.25</b></p>	<ul style="list-style-type: none"> <li>• Ch.9 – Reaching Places (Discussion)</li> <li>• Ch.12 – Cities and Villages</li> <li>• Ch.3 – The Food we eat</li> <li>• Ch.5 – Clothes we wear</li> <li>• Ch.6 – Family</li> </ul>	<ul style="list-style-type: none"> <li>• Students would asked to observe the Cardinal and intermediate directions.</li> <li>• Students to observe and compare the life of people living in cities and villages.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students would be able to identify directions and understand routes to reach different places.</li> <li>• Students would be able to understand the advantages and disadvantages of living in cities and villages.</li> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• Create a pictograph comparing the number of people, schools, colleges, hospitals, means of transport etc. living in cities and villages.</li> </ul> <p><b>Worksheet Link</b> <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a></p>
6.	<p><b><u>OCTOBER</u></b> <b>19 Days</b></p> <p><b>CH-13</b></p> <p><b>CH-14</b></p>	<p><b>CH-13 Symbols of Unity (DISCUSSION)</b></p> <p><b>CH-14 Transport and Communication</b></p>	<ul style="list-style-type: none"> <li>• Identify national symbols of India.</li> <li>• Develop respect for national identity.</li> <li>• Understand importance of unity.</li> <li>• Identify different means of transport.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will name the national flag, national anthem and national emblem.</li> <li>• Students will understand why national symbols are important.</li> <li>• Students will show respect while singing the national anthem.</li> <li>• Students will classify transport into land, water and air transport.</li> <li>• Students will identify</li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Quiz Activity- Students will have a class quiz on different symbols in the class.</li> <li>• Show and Tell Activity- Students will identify different communication tools</li> </ul>

	<b>CH-21</b>	<b>CH-21 The Earth and The Sky</b>	<ul style="list-style-type: none"> <li>• Understand types of communication.</li> <li>• Differentiate between old and modern means.</li> <li>• Identify heavenly bodies.</li> <li>• Understand day and night.</li> <li>• Develop curiosity about space.</li> </ul>	<p>different means of communication (letter, phone, email).</p> <ul style="list-style-type: none"> <li>• Students will understand the importance of transport and communication in daily life.</li> <li>• Students will name the Sun, Moon and stars.</li> <li>• Students will explain why day and night occur (simple explanation).</li> <li>• Students will understand basic facts about the Earth.</li> </ul>	<p>and speak few lines on it.</p> <ul style="list-style-type: none"> <li>• Role play: Students will have a role play on the Sun and Earth movement.</li> </ul> <p><b>Worksheet Link</b>  <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a></p>
7.	<b><u>NOVEMBER</u></b> <b><u>18 Days</u></b> <b>CH-10</b>	<b>CH-10 Land and Rivers (DISCUSSION)</b>	<ul style="list-style-type: none"> <li>• Identify different landforms.</li> <li>• Understand importance of rivers.</li> <li>• Develop awareness about saving water.</li> <li>• Identify parts of a plant.</li> <li>• Understand uses of plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will name landforms like mountains, plains and deserts.</li> <li>• Students will explain uses of rivers.</li> <li>• Students will understand importance of conserving water.</li> <li>• Students will name parts of a plant (root, stem, leaf, flower).</li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Map Activity: Students will mark major rivers of India.</li> <li>• Show and Tell- Students will bring a small plant of their favourite plant and</li> </ul>
	<b>CH-15</b>	<b>CH-15 Plants- Our Friends</b>			

	<b>CH-18</b>	<b>CH-18 Clean Water and Air</b>	<ul style="list-style-type: none"> <li>• Develop love and care for plants.</li> <li>• Understand importance of clean air and water.</li> <li>• Identify causes of pollution.</li> <li>• Develop good habits to keep surroundings clean.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explain how plants are useful to us.</li> <li>• Students will understand the need to protect plants.</li> <li>• Students will explain why clean air and water are important.</li> <li>• Students will list causes of air and water pollution.</li> <li>• Students will suggest ways to keep environment clean.</li> </ul>	<p>present it in the class where they will briefly talk about it.</p> <ul style="list-style-type: none"> <li>• Panel Discussion- Students will have a panel discussion on topic “Clean Water and Air” where they will share ideas on why clean water and air are important for our health.</li> </ul> <p><b>Worksheet Link</b>  <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a></p>
8.	<b><u>DECEMBER</u></b> <b><u>21 Days</u></b> <b>CH-16</b>	<b>CH-16 Animals and Birds</b>	<ul style="list-style-type: none"> <li>• Identify different types of animals and birds.</li> <li>• Classify animals based on food habits.</li> <li>• Develop kindness towards animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will name domestic and wild animals.</li> <li>• Students will classify animals as herbivores, carnivores and omnivores.</li> <li>• Students will describe basic features of birds.</li> </ul>	<p><b>Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Art Activity- Students will make a 3D bird mask or animal mask using paper plates, coloured paper, etc.</li> <li>• Science Experiment- Simple soil settling experiment in a jar will be done through sedimentation.</li> </ul>
	<b>CH-17</b>	<b>CH-17 Soil- A Natural Wonder</b>	<ul style="list-style-type: none"> <li>• Identify types of soil.</li> <li>• Understand importance of soil.</li> <li>• Observe components of soil.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will name types of soil (sandy, clayey, loamy).</li> <li>• Students will explain uses of soil.</li> <li>• Students will observe things present in soil.</li> </ul>	

	<b>PT-II EXAM SYLLABUS (07/12/26)</b>	<b>PERIODIC TEST-II</b> <ul style="list-style-type: none"> <li>• CH-14 Transport and Communication</li> <li>• CH-15 Plants- Our Friends</li> </ul>			<b>Worksheet Link</b> <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a>
9.	<b>JANUARY 16 Days</b> <b>CH-19</b>  <b>CH-11</b>  <b>CH-20</b>	<b>CH-19 Materials Around Us</b>  <b>CH-11 Early Humans (DISCUSSION)</b>  <b>CH-20 Weather and Seasons</b>	<ul style="list-style-type: none"> <li>• Identify different types of materials.</li> <li>• Classify materials based on properties.</li> <li>• Understand uses of materials.</li> </ul> <ul style="list-style-type: none"> <li>• Understand how early humans lived</li> <li>• Compare past and present life</li> <li>• Develop curiosity about history</li> </ul> <ul style="list-style-type: none"> <li>• Identify different types of weather.</li> <li>• Understand seasons and their features.</li> <li>• Develop awareness about suitable clothing and food.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will name materials like wood, metal, plastic and glass.</li> <li>• Students will classify materials as hard/soft, rough/smooth.</li> <li>• Students will identify objects made from different materials.</li> </ul> <ul style="list-style-type: none"> <li>• Students will describe how early humans found food and shelter.</li> <li>• Students will identify tools used by early humans.</li> <li>• Students will compare early life with modern life.</li> </ul> <ul style="list-style-type: none"> <li>• Students will name different seasons (summer, winter, rainy).</li> <li>• Students will describe types of weather (sunny, cloudy, rainy, windy).</li> <li>• Students will choose appropriate clothes for each</li> </ul>	<b>Experiential Learning:</b> <ul style="list-style-type: none"> <li>• Touch and Feel - Students will have touch and feel activity (hard/soft, smooth/rough) to know about materials.</li> <li>• Story Telling- Students will listen to a short story on early human life.</li> <li>• Students will maintain daily weather observation chart.</li> </ul>

				season.	<b>Worksheet Link</b> <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a>
10.	<u><b>FEBRUARY/ MARCH</b></u>  <b>ANNUAL EXAM SYLLABUS</b>	<u><b>ANNUAL EXAM</b></u> <ul style="list-style-type: none"> <li>• <b>CH-12 Cities and Villages</b></li> <li>• <b>CH-16 Animals and Birds</b></li> <li>• <b>CH-17 Soil- A Natural Wonder</b></li> </ul>			<b>Worksheet Link</b> <a href="https://share.google/hUYva4UKsAWH2iADN">https://share.google/hUYva4UKsAWH2iADN</a>



# Brain International School

Recognised Senior Secondary School, Affiliated to CBSE  
Vikas Puri, New Delhi

**CLASS -III**

**Foundation Of Information Technology(F.I.T)**

**Syllabus:2026-27**

MONTH	BOOK - TEKIE.AI PUBLISHER -- UOLO	SUGGESTIVE LEARNING OUTCOMES	PRACTICALS / ACTIVITIES
<b>APRIL</b> (12 Days)	<p><b><u>COMPUTER SCIENCE</u></b></p> <p><b>CH-1: How Computers Work</b></p> <ul style="list-style-type: none"> <li>❖ Uses of Computers</li> <li>❖ Types of Computers</li> <li>❖ Hardware</li> </ul> <p><b>AI CONNECT</b></p> <ul style="list-style-type: none"> <li>❖ Senses of AI</li> <li>❖ Software</li> <li>❖ Input Processing Output Cycle</li> </ul> <p><b><u>CODING:CH -1: Introduction to Scratch 3.0</u></b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● Learn Different Types of computers</li> <li>● Hardware and its devices</li> <li>● Learn different Software devices</li> <li>● Working of Input Process Output cycle</li> <li>● Learn the window of Scratch,backdrop and Sprite</li> </ul>	<ul style="list-style-type: none"> <li>● Block-based coding</li> <li>● Scratch 3.0</li> <li>● Creating a Project</li> <li>● Components of Scratch</li> </ul>

MAY (13 days)	<p><b>CH 4: Net Surfing</b> (Discussion Only)</p> <p><b><u>CODING:CH 2: Scratch Blocks</u></b></p> <p><b><u>ROBOTICS: Abot Kit</u></b></p> <ul style="list-style-type: none"> <li>❖ About the Hardware kit</li> </ul>	<ul style="list-style-type: none"> <li>● Learn different types of blocks in Scratch and its functions</li> <li>● Learn how to use Abot Kit and its hardware</li> </ul>	<ul style="list-style-type: none"> <li>● Motion Blocks</li> <li>● Looks Blocks</li> <li>● Event Blocks</li> <li>● Sound Blocks</li> <li>● Control Blocks</li> </ul>
	<b>PRACTICAL PRACTICE</b>		
	<b>PERIODIC TEST -I</b> ( F.I.T Practical )	<b>SYLLABUS:</b>  <i>(Practical)- CODING: CH -1, CH -2</i>	
JULY (12 Days)	<p><b>CH 2: Exploring Operating Systems</b></p> <ul style="list-style-type: none"> <li>❖ Understanding Operating System</li> <li>❖ Windows 10</li> <li>❖ Desktop and its components</li> <li>❖ Operations on Desktop</li> <li>❖ Windows 11</li> </ul> <p><b>AI CONNECT</b></p> <ul style="list-style-type: none"> <li>❖ Copilot</li> </ul> <p><b><u>CODING:CH 3: Making a Scratch Project</u></b></p>	<ul style="list-style-type: none"> <li>● Types of Interface</li> <li>● Features of Windows 10</li> <li>● Opening an Application</li> <li>● Arranging Desktop Icons</li> <li>● Sorting Icons</li> <li>● Changing the Background</li> <li>● Changing the Screen Saver</li> <li>● Features of Windows 11</li> <li>● Windows 11 Components</li> <li>● Opening an Application in Windows 11</li> <li>● Learn how to make a Scratch project using various Sprite</li> </ul>	<ul style="list-style-type: none"> <li>● Knowing Operating system interface on Desktop</li> <li>● Naming a Project</li> <li>● Deleting a Sprite</li> <li>● Adding a Sprite</li> <li>● Positioning A Sprite</li> </ul>

	<p><b><u>ROBOTICS: Abot Kit</u></b></p> <ul style="list-style-type: none"> <li>❖ Experiment -1</li> <li>❖ Experiment- 2</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about the keyboard movement in Experiment -1</li> <li>● Learn about the Bot movement in Experiment -2</li> </ul>	<ul style="list-style-type: none"> <li>● Practical and Activity based on the Bot kit</li> </ul>
<p><b>AUG (12 Days)</b></p>	<p><b>CH 3: Organising Your Files</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to Files and Folders</li> <li>❖ Opening a File</li> <li>❖ Typing a File</li> <li>❖ Saving a File</li> </ul> <p><b><u>CODING:CH 3: Making a Scratch Project</u></b> <i>Cont...</i></p>	<ul style="list-style-type: none"> <li>● Types of Files</li> <li>● Creating a File</li> <li>● Creating Folders</li> </ul>	<ul style="list-style-type: none"> <li>● How to organise files and folders on desktop</li> <li>● Moving a Sprite</li> <li>● Pen Extension</li> <li>● Drawing a Line</li> <li>● Saving a Scratch Project</li> </ul>
<p><b>SEPT (17 Days)</b></p>	<p style="text-align: center;"><b>REVISIONS... &amp; MID-TERM EXAMINATION 3/9/26 (F.I.T Exam)</b></p>	<p><b><u>SYLLABUS:</u></b></p> <p><i>(Theory)- CH -1 CH -2,CH-3</i></p> <p><i>(Practical)- CODING: CH -2, CH -3</i></p>	
	<p><b>CH 5:Fun with Paint</b></p> <ul style="list-style-type: none"> <li>❖ Paint</li> <li>❖ Starting Paint</li> <li>❖ Components of the Paint Window</li> <li>❖ Using Shapes Group</li> <li>❖ More Tools in MS Paint</li> </ul>	<ul style="list-style-type: none"> <li>● Using various Tools</li> <li>● Brushes</li> <li>● Colour Palette</li> <li>● Eraser Tool</li> </ul>	<ul style="list-style-type: none"> <li>● Practice of various tools in Paint window</li> </ul>

<p><b>OCT (9 Days)</b></p>	<p><b>CH 6: Using Word Processor</b></p> <ul style="list-style-type: none"> <li>❖ Word Processor</li> <li>❖ Google Docs</li> <li>❖ Naming a Document</li> <li>❖ Typing Text in a Document</li> <li>❖ Saving a Document</li> <li>❖ Searching a Document</li> <li>❖ Opening a Document</li> </ul>	<ul style="list-style-type: none"> <li>● Features of Google Docs</li> <li>● Creating a Document</li> <li>● Components of Google Docs</li> </ul>	<ul style="list-style-type: none"> <li>● AI ACTIVITY (PG NO. 103)</li> </ul>
<p><b>NOV (9 Days)</b></p>	<p><b>CH 7: Editing Text in a Word Processor</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to Text Editing</li> <li>❖ Editing Text</li> <li>❖ Selecting Text</li> <li>❖ Moving and Deleting Text</li> <li>❖ Undo and Redo</li> <li>❖ Find and Replace</li> </ul> <p><b><u>CODING:CH -4: Drawing Shapes</u></b></p> <p><b><u>ROBOTICS: Abot Kit</u></b></p> <ul style="list-style-type: none"> <li>❖ Experiment -3</li> </ul>	<ul style="list-style-type: none"> <li>● Copying and Pasting Text</li> <li>● learn how to draw different shapes in Scratch</li> <li>● Learn how to draw different patterns in Experiment- 3</li> </ul>	<ul style="list-style-type: none"> <li>● Practice of word document i.e, copying,pasting and moving text</li> <li>● Drawing a Rectangle</li> <li>● Using Loops</li> <li>● Drawing a Circle</li> <li>● Drawing different patterns using Abot kit</li> </ul>

DEC	<b>PERIODIC TEST -II</b>	<b>SYLLABUS:</b>  <i>(Practical) - CH- 3 ,CH-4</i>	
(11 Days)	<b>CH 8: Smart Living with AI</b> <b>(Discussion Only)</b>  <b>ROBOTICS: Abot Kit</b> ❖ Experiment -4	<ul style="list-style-type: none"> <li>• Learn how to change direction of an object in Experiment- 4</li> </ul>	<ul style="list-style-type: none"> <li>• Changing direction of an object using Abot kit</li> </ul>
JAN (9 Days)	<b>ROBOTICS: Abot Kit</b> ❖ Experiment -5 ❖ Experiment -6	<ul style="list-style-type: none"> <li>• Learn how object advisor and sensor car work in Experiment- 5,6</li> </ul> <p><b>REVISIONS...</b></p>	<ul style="list-style-type: none"> <li>• Sensors work using Abot kit</li> </ul>
FEB (12 Days)	<b>ANNUAL EXAMINATION</b>  <b>(F.I.T Exam)</b>	<b>SYLLABUS:</b>  <i>(Theory) - CH- 5, CH-6 ,CH- 7</i>  <i>(Practical)- CODING: CH -2, CH-3, CH-4</i>	



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## ANNUAL SYLLABUS

Session: 2026-27

CLASS III

SUBJECT: GENERAL KNOWLEDGE

Month	Textbook – EXPLORE KNOWLEDGE WORLD (Best Way Publications Pvt. Ltd.)
April	<b>Chapters:-</b> (1) Flightless Bird, (2) Amazing Animals, (8) National Games, (12) Useful Devices, (13) Meeting the Sun's Family, (20) First of India, (30) Super Sobriquets, (44) Mind Boggling <b>Chapters for Discussion only: (17) Understanding the Water Cycle</b>
May	<b>REVISION and PERIODIC TEST – I:- Chapter No. 1, 2, 8, 12, 13, 20, 30, 44 and Current Affairs</b>
July	<b>Chapters:-</b> (3) Flower Around Us, (4) Fascinating Flowers, (9) Quiz on Olympics, (14) Our Body Organs, (15) The Space Explorers, (21) Great Rulers, (22) What Indians Wear <b>Chapters for Discussion only: (29) The Monkey and the Wedge, (39) Reading The Fairy Tales, (40) Safe Touch, Unsafe Touch</b>
August	<b>Chapters:-</b> (27) Old Names vs New Names, (31) The Largest in Nature, (32) Countries and Capitals, (37) Dances of the World, (46) Key Days to Celebrate, (47) Analogies <b>Chapters for Discussion only: (41) Learning Good Manners, (42) Yoga for Healthy Life</b>
September	<b>REVISION and MID TERM EXAMINATION:- Chapter No. 3, 4, 9, 14, 15, 21, 22, 27, 31, 32, 37, 46, 47 and Current Affairs</b>
October	<b>Chapters:-</b> (5) A Quiz on Animals, (10) Sports Stars and Countries, (16) Solar Energy, (23) Indian Dances, (24) Mission Chandrayaan <b>Chapters for Discussion only: (43) Valued Lessons of Life, (45) I Spy</b>
November	<b>Chapters:-</b> (33) Major Landmarks of the World, (34) Knowing About the Currencies, (49) Verbal Reasoning <b>Chapter for Discussion only: (48) Picture Puzzle, (52) Code Decode</b> <b>REVISION and PERIODIC TEST - II:- 5, 10, 16, 23, 24, 33, 34, 49 and Current Affairs</b>

<b>December</b>	<b>Chapters:-</b> (6) Leaves We Eat, (7) A Talk on Nature's Wonders, (11) Movies on Sports, (18) Our Skeletal System, (19) Medical Pioneers, (25) The Superlatives in India, (26) The Famous Temple, (28) Language Puzzle  <b>Chapters for Discussion only: (53) Tools Repair</b>
<b>January</b>	<b>Chapters:-</b> (35) Religions and Their Followers, (36) Travel Time, (38) Indian Musical Instruments, (50) Mirror Images, (51) Mystery Number
<b>February /March</b>	<b>REVISION and ANNUAL EXAMINATION: Chapter No. 6, 7, 11, 18, 19, 25, 26, 28, 35, 36, 38, 50, 51 and Current Affairs</b>



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CLASS :III		ANNUAL SYLLABUS	SESSION:2026-27
TEXTBOOK : Echoes- Oxford		SUBJECT – ENGLISH COMMUNICATION	
Month/ No. of Days	Chapter No. / Name		
APRIL (22 Days)	- CH-1 Saying Where Someone or Something Is - Show and Tell		
MAY (08 Days)	- Show and Tell		
JULY (25 Days)	- CH-2 Asking about Price and Quantity		
AUGUST (21 Days)	- CH-3 Asking and Talking about Past Ability - Extempore		
SEPTEMBER (06 Days)	- CH-4 Talking about Yourself and Others		
OCTOBER (18 Days)	- CH-5 Making and Responding to Offers - Extempore		
NOVEMBER (17 Days)	- CH-6 Asking for and Telling the Time - CH-7 Talking about Habits		

<b>DECEMBER</b> <b>(11 Days)</b>	- <b>CH-8</b> Asking and Answering 'WH' Questions
<b>JANUARY</b> <b>(16 Days)</b>	- <b>CH-9</b> Making Suggestions - <b>CH-10</b> Expressing Opinion
<b>FEBRUARY/</b> <b>MARCH</b>	- <b>Show and Tell</b>