

**Class – III  
2026-27  
Book List**

<b>English</b>	- <b>Learn to Communicate in English</b>
<b>Hindi</b>	- <b>परिवेश' हिंदी पाठमाला</b>
<b>Mathematics</b>	- <b>New Composite Mathematics (Publication- S. Chand)</b>
<b>Science</b>	- <b>Name of Book: Universal Science (By Natasha Mehta)</b>
<b>Social Science</b>	- <b>Social Sphere</b>
<b>General Knowledge</b>	- <b>New Find Out</b>
<b>Information Technology</b>	- <b>CODEGPT (Orange Publications)</b>
<b>Art &amp; Craft</b>	- <b>My Book of Visual Art &amp; Craft</b>
<b>Value Education</b>	- <b>Clearlight</b>

## ENGLISH

Months & Periods	Textbook	Grammar	Writing	Suggested/Art integrated activities
<p><b>Apr. (20)</b></p>	<p><b>Coursebook &amp; Workbook:</b> Ch-1 Puppy in the Well</p> <p><b>Literature Reader :</b> Ch-1 Tara and the Junk Giant</p>	<p><b>1. Punctuation</b></p> <p style="padding-left: 20px;">a. Recapitulation of full stop, question mark and capitalization)</p> <p style="padding-left: 20px;">b. Introduction of comma, Exclamation mark</p> <p><b>2. Kinds of sentences (Declarative)</b></p>	<p>Rearranging sentences to form a paragraph.</p>	<ul style="list-style-type: none"> <li>• <b>Show and tell activity : “My Favourite cartoon character”</b></li> <li>• <b>Coursebook Pg no -15 and 16</b></li> </ul>
<p><b>May (18)</b></p>	<p><b>Coursebook &amp; Workbook:</b> Poem: The Friendly Octopus</p> <p><b>Literature Reader:</b> Ch- 2 The Chameleon King</p>	<p><b>1. Nouns :</b></p> <p style="padding-left: 20px;">a. Recapitulation of common and proper noun</p> <p style="padding-left: 20px;">b. Introduction of Material noun and Collective noun</p> <p><b>2. Articles:</b> Recapitulation of a, an, the</p>	<p>Paragraph writing</p>	<ul style="list-style-type: none"> <li>• <b>Save Ocean Poster</b></li> <li>• <b>Draw sea animals and write 2 slogans on water pollution.</b></li> </ul>

**Periodic Test – I:**

**Reading** - Comprehension passage  
**Writing** - Rearranging paragraph  
**Grammar** - Punctuation ,Nouns and kinds of Noun  
**Literature** - Ch 1: Puppy in the Well  
 Poem : The Friendly Octopus

<b>Jul. (18)</b>	<b>Coursebook &amp; Workbook</b> <b>Ch-2 A Journey of Friendship</b>  <b>Literature Reader:</b> <b>Ch-3 Zoya and Her Invisible Friend</b>	<b>1. Pronoun</b> <b>a. Recapitulation of Personal Pronouns (I, You, He, She, It, We)</b> <b>b. Introduction of Possessive Pronoun</b>  <b>2. Jumbled letters</b>	<b>Picture description (finding differences and similarities )</b>	<ul style="list-style-type: none"> <li>• <b>Friendship tree making</b> Draw a tree and on its leaves write 3-4 good qualities of a friend.</li> <li>• <b>Coursebook Pg no -39</b></li> </ul>
<b>Aug. (18)</b>	<b>Coursebook &amp; Workbook</b> <b>Poem: What became of them</b> <b>Ch-4 Bear Hug</b>	<b>1. Adjective</b> <b>a) Quality</b> <b>b) Number</b>	<b>Describing an object</b>	<ul style="list-style-type: none"> <li>• <b>Spot the difference (Picture based)</b> Students will find the differences between pictures.</li> <li>• <b>Coursebook Pg no -47</b></li> </ul>
<b>Sep. (11)</b>	<b>Coursebook &amp; Workbook</b> <b>Poem : On the Bridge</b> <b>Literature Reader:</b> <b>Ch -4 The Imaginary Cure</b>	<b>1. Verbs &amp; helping verbs</b> <b>a. Recapitulation of is, am, are</b>  <b>2. Adverbs</b>		<ul style="list-style-type: none"> <li>• <b>Reading Bingo (story based)</b> Students will draw a Bingo card (having words from a story) in their notebooks. Teacher will read the story aloud. While listening to the story, students will cross the words when they</li> </ul>

hear them. The teacher will check and confirm the correct words.

**Mid-Term Examination :**

**Reading - Comprehension passage**

**Writing - Picture description, Describing an object, Paragraph writing**

**Grammar - Nouns and kinds of Nouns, Pronoun, Adjectives, Jumbled letters, Declarative sentence**

**Literature - Ch-2 A journey of friendship, Ch-4 Bear hug**

**Poem - The friendly octopus, What became of them**

<p><b>Oct. (16)</b></p>	<p><b>Coursebook &amp; Workbook Ch-9 Ready ? Yes! Play !</b></p> <p><b>Literature Reader : Ch- 5 The Maharaja's New Clothes</b></p>	<p><b>1. Prepositions</b>  <b>a. Revision of in, on, under, at</b>  <b>b. Introduction of after, before, between, among</b></p>	<p><b>Describing the steps to make a food item.</b></p>	<ul style="list-style-type: none"> <li>• <b>Break and make words activity Students will write new words as many as they can from a given compound word.</b></li> </ul>
<p><b>Nov. (20)</b></p>	<p><b>Coursebook &amp; Workbook Poem: Everytime I climb a tree</b>  <b>Ch-7 The farm that ran away and came back</b>  <b>Literature Reader: Ch -6 Gulliver in Lilliput</b></p>	<p><b>Conjunctions</b>  <b>a. Revision of and, but, or</b>  <b>b. Introduction of so, because, after, before</b></p>	<p><b>Invitation card</b></p>	<ul style="list-style-type: none"> <li>• <b>Rhyme with props. Students recite a short rhyme on trees.</b></li> <li>• <b>Coursebook Pg no -75</b></li> </ul>

Dec. (18)	Coursebook & Workbook Ch-8 A Dream That Grows  Literature Reader: Ch -7 The Clever Fisherman	1. Simple present tense 2. Simple past tense	Story writing with the help of pictures.	
<b>Periodic Test - II</b> Reading - Comprehension passage Writing - Describing the steps to make a food item, Invitation card Grammar - Adverb, Prepositions (after, before, between, among) Literature - Ch-7 The farm that ran away and came back, Ch- 9 Ready ? Yes ! Play Poem - Everytime I climb a tree				
Jan. (12)	Coursebook & Workbook Ch- 5 Ammachi, the detective Literature Reader: Ch- 8 The Blue Jackle	Uses of each and every	Story writing with the help of clues.	<ul style="list-style-type: none"> <li>• Letter Box Activity Students will write a letter (invitation) to a friend and drop it into a letter box. Then, they will read aloud each other's letters.</li> <li>• Coursebook Pg no -60 and 61</li> </ul>
Feb. (20)	Literature Reader: Ch- 9 The Pied Piper of Ratanpur Ch- 10 The City Mouse and the Country Mouse	1. Introduction of subject- verb agreement 2. Jumbled words	Revision	<ul style="list-style-type: none"> <li>• Spell check The teacher will dictate the words, and students will listen carefully and write them correctly.</li> <li>• Coursebook Pg no- 85</li> </ul>

## **Annual Examination**

**Reading - Comprehension Passage**

**Writing - Story writing with the help of pictures and clues, Invitation card, Describing an object.**

**Grammar - Conjunctions, Prepositions, Use of each and every, Subject-verb agreement, Tenses, Jumbled words**

**Literature - Ch-5 Ammachi, the detective, Ch-8 A Dream That Grows**

**Poem - On the bridge, Every Time I climb a tree**

### **Learning Objectives :**

#### **Literature:**

- 1. To identify main idea, characters, setting & answer questions**
- 2. Learn new words**
- 3. Recognise rhyming words & moral values**

#### **Writing:**

- 1. To master the mechanics of writing-the use of correct punctuation marks and capitals letters.**
- 2. To write effective and correct paragraph**
- 3. To write neatly and legibly with reasonable speed.**

#### **Grammar:**

- 1. To learn rules of grammar and apply them to construct correct & meaningful sentences.**
- 2. To be able to use basic grammatical structures in short conversation and discussion.**
- 3. To enable learners to achieve linguistic competence.**

**Speaking:**

1. To pronounce correctly and develop confidence in spoken English.
2. To use appropriate word stress, sentence stress and elementary intonation patterns.

**Listening:**

1. To understand meaning of words, phrases and sentences in the context.
2. To follow instructions and directions accordingly.
3. To listen specific information.

**Reading:**

1. To develop reading habits.
2. To understand the total content and underlying meaning in the context.
3. To deduce the meaning of unfamiliar words in a given context.

**Competencies:**

- Reading and Comprehension, Critical Thinking, Moral and Ethical Understanding, Emotional and Social intelligence and cultural awareness
- Linguistic Competence, Accuracy & Editing skills, Logical thinking, Academic confidence
- Active listening skills, Following instructions accurately, Real life Application
- Oral communication skills, Interpersonal skills, confidence building.
- Interpretative skills, Critical Evaluation, Speed and efficiency
- Structured Thinking, Functional Communication, Critical & Analytical Skills, Professional Readiness.

**SDG covered :**

SDG 3- Good Health and Well-being; SDG 4- Quality Education; SDG 6-Clean Water and Sanitation; SDG -9: Industry Innovation and Infrastructure; SDG -14: Life below Water; SDG- 15: Life on Land and SDG -16: Peace, Justice and Strong Institutions.

## हिंदी

माह/कलांश	इकाई	विषय वस्तु विवरण	कला समेकित गतिविधियां/सुझावित क्रिया कलाप
अप्रैल	पाठ 1 पाठ 2	पद्य - सवेरा - SDG-3,13 गद्य - मेहनती चींटी SDG -4,8 व्याकरण - भाषा, वर्ण और वर्णमाला, लिंग SDG-4,	(1) प्रकृति से जुड़ी कविताएँ चार्ट पेपर पर चित्र सहित लगाइए। (2) सवेरा विषय से संबंधित कोई अन्य कविता चित्र सहित लिखिए।
मई	पाठ-3	गद्य - सच्चाई, SDG -16 व्याकरण - विलोम, पर्यायवाची (SDG-4) पठन बोध - पठित। अपठित गद्यांश और पद्यांश (काव्यांश)	(1) भारत के स्वतंत्रता सेनानियों के चित्र चिपकाकर नाम लिखिए। (2) स्वर/ व्यंजन का चित्र सहित कोलॉज बनाइए।
जुलाई	पाठ-4	पद्य - हमसे सब कहते SDG-5,10 गद्य - जंगल में फेसबुक SDG-15,12 व्याकरण - संज्ञा, वचन, अनुच्छेद SDG - 4 विलोम, गिनती (1-10) कहानी लेखन, चित्र वर्णन	(1) अपने पसंद के कामों की सूची बनाकर चित्र की सहायता से आविष्कार ओ करने वाले वैज्ञानिकों के नाम लिखा। (हवाई, जहाज, टेलीफोन, कम्प्यूटर, टी० वी०

प्रथम आवधिक परीक्षा - पाठ्यक्रम – परिवेश - पाठ-1,2, व्याकरण - भाषा, वर्णमाला, लिंग, विलोम, पर्यायवाची, गिनती (1-10), कहानी लेखन, चित्र वर्णन

अगस्त	पाठ-6	गद्य - परीलोक की सैर SDG-4 व्याकरण – सर्वनाम, वचन, पत्र SDG-4, अनेक शब्दों के लिए एक शब्द, लिंग	विविध परियों के चित्र इकट्ठे करके चार्ट पेपर पर चिपकाए।
सितंबर	पाठ-7	पद्य - पेड़ और पौधे SDG-13,15	अलग-अलग वृक्षों की कुछ पत्तियों के नाम लिखकर स्क्रेप बुक में चिपकाइए।
अर्धवार्षिक परीक्षा पाठ्यक्रम परिवेश पाठ-3-4,5,6,7 व्याकरण - लिंग, वचन विलोम, संज्ञा, सर्वनाम, पर्यायवाची, गिनती (11-20) वाक्यांश, पठित/अपठित, गद्यांश/काव्यांश, अनुच्छेद, पत्र, कहानी, शुद्ध वर्तनी।			
अक्टूबर	पाठ-8 पाठ-9	गद्य - मैं कूड़ेदान हूँ SDG-11,12 गद्य - फलों का दरबार SDG-2,3	(1) अलग अलग फलों के मुखौटे बनाइए। (2) बच्चों से कूड़ेदान के बारे में बातचीत कर कक्षा में संवाद कीजिए।
नवंबर	पाठ-10 पाठ-11	पद्य - हम करके कुछ दिखलाएंगे SDG – 4,17 गद्य - ऊँटी की सैर SDG-15,8 व्याकरण - पर्यायवाची, अनुच्छेद, पशु पक्षियों की बोलियों, क्रिया, विशेषण	(1) देश प्रेम पर एक स्वरचित कविता लिखिए। (2) कोई (3) पर्वतीय स्थानों की जानकारी एकत्र कीजिये और(A4) साइज शीट पर चिपकाइए।
दिसंबर	पाठ - 12 पाठ - 13	गद्य - बादल कैसे बनते हैं SDG-6,13 गद्य - बाँसुरीवाला SDG-8 व्याकरण - दिनों / महीनों के नाम, मुहावरे, लिंग वचन, पत्र	(1) बादलों पर एक कविता लिखिए। (2) कुछ महान संगीतज्ञों के चित्र चिपकाइए और उनके नाम भी लिखिए।
द्वितीय आवधिक परीक्षा पाठ्यक्रम परिवेश – पाठ 8,9,10 व्याकरण-क्रिया, विशेषण वचन, विलोम, पर्यायवाची, वाक्यांश, मुहावरे, दिनों/महीनों के नाम, गद्यांश / काव्यांश			

जनवरी	पाठ- 14	पद्य - मीठे बोल SDG-16 व्याकरण - पठित / अपठित गद्यांश / SDG-4 काव्यांश, पर्यायवाची, चित्र वर्णन	कविता को हाव-भाव के साथ कक्षा में सुनाइए।
फरवरी	पाठ - 15	गद्य - परोपकारी शतपत्र SDG-3,17 व्याकरण - संपूर्ण व्याकरण पुनरावृत्ति कार्य	पनियों के चित्र एकत्रित करके उनके बारे में जानकारी प्राप्त कीजिए।
वार्षिक परीक्षा पाठ्यक्रम परिवेश – पाठ - 11,12,13,14,15, व्याकरण - संपूर्ण व्याकरण (अप्रैल से फरवरी तक)			
मार्च		वार्षिक परीक्षा	

### शैक्षणिक उद्देश्य:-

1. गद्य - विद्यार्थियों में कल्पना शक्ति का विकास करवाना, अपने अनुभव और विचार बताने की इच्छा और उत्सुकता जगाना, पढ़ने के दौरान ज्ञान अर्जन करना, आनंद प्राप्ति में समर्थ बनाना ।  
(क्षमता, योग्यता, दक्षता :- समूह में सहयोग की भावना विकसित करना, स्वच्छता का महत्व समझाना)
2. पद्य - सुर ताल के साथ छात्र को काव्य पाठ का केंद्रीय भाव ग्रहण करवाना, अपने अनुभव, विचार बताने की इच्छा और उत्सुकता जगाना, कविता के प्रति रुचि जागृत करवाना ।  
(क्षमता, योग्यता, दक्षता :- आत्मविश्वास एवं सकारात्मक सोच का विकास अनुशासन व समय पालन)
3. व्याकरण - छात्रों के शब्द भंडार में वृद्धि करना, छात्रों में वाक्य रचना के सरल तरीकों को समझने में दक्षता का विकास करना, व्याकरण के ज्ञान से अवगत करना, भाषा में शुद्धता लाना ।

(क्षमता, योग्यता, दक्षता :- सरल एवं सार्थक वाक्य बनाना, विराम चिन्हों का सही प्रयोग, मुख्य रूप से वर्ण विचार शब्द विचार और वाक्य विचार पर ध्यान केंद्रित करना आवश्यक है।)

4. कलात्मक गतिविधियाँ - कला संबन्धित गतिविधियों के माध्यम से बच्चों में आत्म चिंतन के लिए अवसर और स्वतंत्रता के साथ अभिव्यक्ति को बढ़ावा देना है।

(क्षमता, योग्यता, दक्षता :- रचनात्मकता, आत्म अभिव्यक्ति, गंभीर सोच, दृश्य संचार और और समस्या- समाधान जैसी प्रमुख क्षमताएँ शामिल हैं। ये गतिविधियाँ एकाग्रता, धैर्य और सूक्ष्म कौशल को बढ़ावा देती हैं। ये मानसिक तनाव को कम करने और भावनात्मक संतुलन व आत्मविश्वास को विकसित करने में महत्वपूर्ण भूमिका निभाती हैं।)

## MATHEMATICS

Month & Period	Unit	Contents	Learning Objectives	Suggested Art Integrated Activities & Competencies
April (24)	Ch-2 Numbers (Up to Ten Thousand)	<ul style="list-style-type: none"> <li>- 4-digit Numbers</li> <li>- 4-digit numbers on the Abacus</li> <li>- Face Value &amp; Place Value</li> <li>- Expanded Form</li> <li>- Successor &amp; Predecessor</li> <li>- Skip Counting</li> <li>- Ordering of numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Understands 4-digit numbers</li> <li>- Represents numbers using the place value</li> <li>- Ascending and Descending Order</li> <li>- Write numbers in expanded form</li> </ul> <p><b>SDG-4: Quality Education (Builds strong number skills)</b></p>	<ul style="list-style-type: none"> <li>➤ Represents 4-digit number on abacus</li> </ul> <p><b>Competency: Promotes strong basic numeracy skills for lifelong learning.</b></p>
	Ch-3 Roman Numerals	<ul style="list-style-type: none"> <li>- Introduction</li> </ul>	<ul style="list-style-type: none"> <li>- Recognizes basic Roman numerals</li> </ul> <p><b>SDG-4: Quality Education (Learn time with Roman numerals)</b></p>	<ul style="list-style-type: none"> <li>➤ Roman Numeral clock making Activity</li> </ul> <p><b>Competency: Identify and relate Roman numerals to daily life.</b></p>
May (17)	Ch-4 Addition	<ul style="list-style-type: none"> <li>- Addition without &amp; with Carrying</li> <li>- Properties of Addition</li> <li>- Word Problems</li> </ul>	<ul style="list-style-type: none"> <li>- Performs addition without and with carrying</li> <li>- Understand Addition Properties</li> </ul> <p><b>SDG- 12: Responsible Consumption and Production. (Save resources &amp; cuts waste)</b></p>	<ul style="list-style-type: none"> <li>➤ Reduce Waste-Let's Add Add numbers based on reused materials (like pencil, bottle caps)</li> </ul> <p><b>Competency: Solve word problems based on real-life environmental situations &amp;</b></p>

	<p>Ch-5 Subtraction</p> <p>Double Century</p>	<ul style="list-style-type: none"> <li>- Subtraction without and with Borrowing</li> <li>- Properties of Subtraction</li> <li>- Word Problems</li> </ul> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> <li>- Performs subtraction without and with regrouping.</li> <li>- Develop an understanding of regrouping tens to ones in case there are not enough ones.</li> <li>- Apply their knowledge to regroup and subtract.</li> </ul> <p><u>SDG-13</u>: Climate Action</p>	<p>understand the importance of reducing waste.</p> <ul style="list-style-type: none"> <li>➤ Subtraction Bingo: Solve the subtraction facts problems and say Bingo on completion.</li> </ul> <p><u>Competency</u>: Develops mathematical accuracy while fostering environmental responsibility.</p>
<p>July (24)</p>	<p>Ch-6 Problems on Addition &amp; Subtraction</p> <p>Ch-7 Multiplication</p>	<ul style="list-style-type: none"> <li>- Problems on Addition and Subtraction</li> <li>- Multiplication as Repeated Addition</li> <li>- Multiplication Tables (2 -12)</li> <li>- Multiplication of a 2-digit by a 1-digit Number</li> </ul>	<ul style="list-style-type: none"> <li>- Solve daily life Problems on Addition and Subtraction.</li> </ul> <p><u>SDG 15</u> – Life on Land (Forest mystery-cutting trees)</p> <ul style="list-style-type: none"> <li>- Recognises multiplication as repeated addition</li> <li>- Multiply a 2-digit by a 1-digit number (without &amp; with carrying)</li> <li>- Learn multiplication by 0 and 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Maths Mystery: Solve clues (addition, subtraction, word problems) to solve a “mystery problem” based on a real-life environmental situation.</li> </ul> <p><u>Competency</u>: Integrates problem-solving with real-life situations, promoting critical thinking and environmental awareness alongside numeracy skills.</p> <ul style="list-style-type: none"> <li>➤ Make table bookmarks with slogans on water conservation</li> </ul> <p><u>Competency</u>: Recall and write multiplication tables accurately while demonstrating water conservation awareness</p>

		<ul style="list-style-type: none"> <li>- Multiplication with carrying</li> <li>- Skip Counting &amp; multiplication</li> <li>- Multiplication of 3-digit numbers</li> <li>- Multiplication by a 1-digit (Without &amp; with carrying)</li> <li>- Multiplication by 10,100,1000</li> <li>- Multiplication by 20,30,40,... 90</li> <li>- Multiplication by 200, 300, 400, ...90</li> <li>- Properties of multiplication</li> <li>- Simple word problems</li> <li>- Multiplication of a 2-digit number</li> <li>- Word Problems</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to multiply a 2–digit by a 1–digit number</li> <li>- Multiplication of a 2-digit Number by a 1-digit Number</li> </ul> <p><b><u>SDG 6</u> – Clean Water</b></p>	<p>messages through bookmark design.</p>
	Vocation with my Nani Maa	Computational Thinking Questions		
August (25)	Ch-8 Division	<ul style="list-style-type: none"> <li>- Division as distribution</li> <li>- Division as Forming groups</li> </ul>	<ul style="list-style-type: none"> <li>- Understand Division means equal sharing as well as equal grouping</li> </ul>	<ul style="list-style-type: none"> <li>➤ Candy Sharing Drive (Group Activity) divide candies equally among classmates or groups</li> </ul>

	<p>House of Hundreds-1 Ch-10 Fractions</p>	<ul style="list-style-type: none"> <li>- Division as repeated subtraction</li> <li>- Division on the number line</li> <li>- Relation between multiplication and division</li> <li>- Properties of division</li> <li>- Division using multiplication Tables (Long Division)</li> <li>- Simple problems on equal sharing</li> <li>- Division without &amp; with remainder using long division</li> <li>- Division with regrouping</li> <li>- Word Problems</li> <li>- Division by 10</li> <li>- More word problems</li> </ul> <p>Computational Thinking Questions</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Fraction numbers &amp; Fraction</li> <li>- Half &amp; Double</li> </ul>	<ul style="list-style-type: none"> <li>- Relate division as repeated subtraction</li> <li>- Learn the skills of applying knowledge of multiplication facts to divide</li> <li>- Develop an understanding of division fact</li> <li>- To find quotient using multiplication tables</li> </ul> <p><u>SDG 2</u> – Zero Hunger (Sharing is caring)</p> <ul style="list-style-type: none"> <li>- Identify and write fractions representing parts of a whole and parts of a collection.</li> </ul>	<p><b>Competency:</b> Reinforced the concept of division through equal distribution while fostering empathy, fairness and awareness.</p> <p>➤ <b>Math in your own World (Poster making Activity)</b></p> <p><b>Competency:</b> Apply mathematical concepts to real-life and sustainability contexts, fostering critical thinking, creativity, and responsible citizenship aligned with SDGs.”</p>
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	Fair Share	<ul style="list-style-type: none"> <li>- Numerator &amp; Denominator</li> <li>- Fractional part of a collection</li> </ul> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> <li>- Represent and compares commonly used fractions in daily life as parts of unit wholes</li> </ul> <p><u>SDG 6</u> – Clean Water (litres of water used daily)  <u>SDG 13</u> – Climate Action (temperature charts)  <u>SDG 12</u> – Responsible Consumption (Calculating money spent and saved)  <u>SDG 2</u> – Zero Hunger (Dividing food equally in family)</p>	
September (17)	Revision for Mid Term Exam			
October (24)	Ch-11 Measurement of Length	<ul style="list-style-type: none"> <li>- Measures of Length</li> <li>- Devices to measure Length</li> <li>- Conversions</li> <li>- Addition &amp; Subtraction</li> <li>- Word problems</li> </ul>	<ul style="list-style-type: none"> <li>- Uses an appropriate unit and tool for the attribute being measured.</li> <li>- Measures non -standard and standard units and evaluates the need for standard units</li> <li>- Carries out simple unit conversions</li> </ul> <p><u>SDG 15</u> – Life on Land (Plant growth awareness)  <u>SDG 13</u> – Climate Action (Importance of trees)</p>	<p>➤ <b>Green Growth Tracker:</b> Measure the height of a plant every week and record it in a table.</p> <p><u>Competencies:</u> Develops strong foundational numeracy and data-handling skills; Understand importance of plants &amp; Realising role of plants in clean air</p>

	<p>Ch-12 Measurement of Weight</p> <p>House of Hundreds-II</p>	<ul style="list-style-type: none"> <li>- Mass and Weight</li> <li>- Units of measuring Weight</li> <li>- Devices to measure Weight</li> <li>- Conversions</li> <li>- Addition &amp; Subtraction</li> <li>- Word problems</li> </ul> <p>Computational Thinking Questions</p>	<ul style="list-style-type: none"> <li>- Uses an appropriate unit and tool for the attribute being measured.</li> <li>- Carries out simple unit conversions</li> <li>- Solve daily -life problems</li> </ul> <p><u>SDG 4</u> – Quality Education <u>SDG 12</u> – Responsible Consumption (Promotes mindful use of resources)</p>	<p>➤ <b>Waste Audit Weighing:</b> Weigh one big object (eg. Duster) with small objects like pencil, erasers etc, using beam balance.</p> <p><u>Competencies:</u> Compare objects as heavier, lighter, or equal &amp; identifies and use a beam balance correctly.</p>
<p>November (22)</p>	<p>Ch-13 Measurement of Capacity</p> <p>Fun at Class Party !</p> <p>Ch-9 Money</p>	<ul style="list-style-type: none"> <li>- Capacity or Volume</li> <li>- Units of measuring capacity</li> <li>- Conversions</li> <li>- Addition &amp; Subtraction</li> <li>- Word problems</li> </ul> <p>Computational Thinking Questions</p> <ul style="list-style-type: none"> <li>- Indian Currency</li> <li>- Expressing money in words &amp; in figures</li> <li>- Conversions</li> </ul>	<ul style="list-style-type: none"> <li>- Uses an appropriate unit and tool for the attribute being measured.</li> <li>- Carries out simple unit conversions</li> <li>- Solve daily -life problems</li> </ul> <p><u>SDG 3:</u> Good Health and Well-being (Learn Hygiene for good Health)</p> <ul style="list-style-type: none"> <li>- Convert rupee into paise &amp; vice versa.</li> <li>- Solve sums on addition, subtraction and multiplication of money</li> </ul>	<p>➤ <b>Hygiene Hero Activity:</b> Students will read the labelled capacity of a sanitizer/soap bottle (in mL or L) and calculate how long it will last based on daily usage.</p> <p><u>Competencies:</u> Applies division in real-life situations; Reads labelled capacity correctly. &amp; Develops health awareness.</p> <p>➤ <b>Bill Making Activity</b></p> <p><u>Competencies:</u> Calculating total costs, Handling money transactions</p>

		<ul style="list-style-type: none"> <li>- Addition, subtraction and multiplication of money</li> <li>- Word Problems</li> </ul>	<b>SDG 12: Responsible Consumption and Production</b> <b>(Learn Responsible spending)</b>	
December (24)	Ch-14 Time  Filling & Lifting  Ch-15 Calendar	<ul style="list-style-type: none"> <li>- Time</li> <li>- Digital and Analog Clocks</li> <li>- Reading &amp; writing Time</li> <li>- Daily Routine</li> </ul> <p>Computational Thinking Questions</p> <ul style="list-style-type: none"> <li>- Days, Weeks, Months &amp; Years</li> <li>- Today, Yesterday &amp; tomorrow</li> <li>- Months of a year</li> </ul>	<ul style="list-style-type: none"> <li>- Read and write time in hours &amp; half hours</li> <li>- Understand the concept of quarter past and quarter to</li> </ul> <b>SDG 8: Decent work and Economic Growth</b> (Learn time skills for future work)	<ul style="list-style-type: none"> <li>➤ Paper clock making Activity</li> </ul> <b>Competencies:</b> Read and write time accurately; Apply the concept of time in real-life situations & become responsible and productive citizens in the future workforce.
January (20)	Ch-16 Geometry	<ul style="list-style-type: none"> <li>- Point &amp; Line</li> <li>- Types of Lines</li> <li>- Measuring Line Segments</li> <li>- Plane &amp; Solid Figures</li> <li>- Quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies, compares, and analyses attributes of 2D &amp; 3D shapes</li> <li>- Develops vocabulary to describe their attributes /properties.</li> </ul> <b>SDG 16: Peace, Justice and Strong Institutions</b> (Learn about Identity & Right)	<ul style="list-style-type: none"> <li>➤ Show Types of lines using wool/thread</li> </ul> <b>Competencies:</b> Identify and name different types of lines; Differentiate between straight and curved lines; Recognize lines

	<p><b>Give &amp; Take</b></p> <p><b>Ch-17 Symmetry: Basic Idea</b></p> <p><b>Times Goes on</b></p>	<p><b>Computational Thinking Questions</b></p> <p>- Introduction</p> <p><b>Computational Thinking Questions</b></p>	<p>- Discovers, recognises, describes and extends patterns in 2D and 3D shapes.</p> <p><b><u>SDG 4: Quality Education</u></b></p> <p>- Recognises and creates symmetry (Reflection, Rotation) in familiar 2D and 3D shapes.</p> <p><b><u>SDG 9: Industry, Innovation and Infrastructure (Study symmetry in Buildings)</u></b></p>	<p>in real-life objects; Develop spatial understanding and improve fine motor coordination.</p> <p>➤ Show line of symmetry ➤ in Indian Historical Monuments</p> <p><b><u>Competencies:</u></b> Identify and draw lines of symmetry; Develop spatial and visual reasoning skills &amp; Connect symmetry with real-life structures and objects.</p>
February (24)	<p><b>CH-18 Pictograph</b></p>	<p>- Drawing a pictograph - Reading and Interpreting a Pictograph - Collecting Data using Tally Marks</p>	<p>- Sorts objects into groups and sub-groups based on more than one property.</p> <p><b><u>SDG 3: Good Health and Well-being</u></b></p>	<p>➤ Represent &amp; Collect data of favourite fruit using tally marks</p> <p><b><u>Competencies:</u></b> Collect and organize data using tally marks; Count, compare, and interpret results &amp; apply numerical skills to real-life contexts like nutrition.</p>
March	<b>Annual Exam</b>			

**Competencies Developed:**

The chapters aim to develop conceptual understanding, mathematical reasoning, procedural fluency, visualization skills & application of mathematical concepts.

**SYLLABUS:**

**PT1: Numbers Up to Ten Thousand (Ch-2); Addition (Ch-4); Subtraction (Ch-5)**

**MID TERM: Numbers Up to Ten Thousand (Ch-2); Addition (Ch-4); Subtraction & Problems on Addition & Subtraction (Ch-5,6); Multiplication (Ch-7); Division (Ch-8);**

**Fraction (Ch-10)**

**PT2: Money (Ch-9); Measurement (Ch-11,12,13)**

**FINAL TERM: Division (Ch-8); Money (Ch-9); Measurement (Ch-11,12,13); Time (Ch-14,15); Geometry (Ch-16); Pictograph (Ch-18)**

## SCIENCE

Month & Periods	Unit	Content	Learning Objectives	Suggestive Activities/ Learning Outcomes
Apr. (10)	Ch- 1 Living and Non- living things	<ul style="list-style-type: none"> <li>Differences between Living and Non- living things</li> </ul> SDG 15 – Life on Land	Students will be able to: <ul style="list-style-type: none"> <li>Identify natural and man-made things</li> <li>Define living beings and non-living things</li> <li>Differentiate between living beings and non-living things</li> <li>Identify the common features of living beings</li> </ul>	<ul style="list-style-type: none"> <li>Make a scenery and colour living things with green colour and non-living things with red colour. Compare and contrast the features of living things with non-living things. (Observation, identification skills and Creativity)</li> </ul>
Apr. (12)	Ch-2 Parts of a plant	<ul style="list-style-type: none"> <li>Parts of a plant</li> <li>Roots</li> <li>Shoot</li> <li>Leaf</li> <li>Flowers, fruits and seeds</li> <li>Uses of plants</li> </ul> SDG 12 – Responsible Consumption and Production SDG 13 – Climate Action	<ul style="list-style-type: none"> <li>Recognise the different parts of plants</li> <li>List the functions of the different parts of plants</li> <li>Describe the process of germination</li> <li>List the importance of plants</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a herbarium sheet by collecting and preserving one plant leaf and pasting it neatly on a chart paper with proper labeling (plant name, date, place, and type of plant). (Scientific recording and labeling skills)</li> </ul>
May (16)	Ch-13	<ul style="list-style-type: none"> <li>Light</li> </ul>	<ul style="list-style-type: none"> <li>Identify luminous and Non-luminous object</li> </ul>	<ul style="list-style-type: none"> <li>Classify the objects as transparent, translucent and opaque by</li> </ul>

	Light, Sound and Force	<ul style="list-style-type: none"> <li>• Transparent and opaque objects</li> <li>• Sound</li> <li>• Force</li> </ul> SDG 7 – Affordable and Clean Energy SDG 9 – Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> <li>• Define light and shadow</li> <li>• Demonstrate that light travels in a straight line</li> <li>• Identify different types of sounds</li> <li>• List various effects of force</li> </ul>	incidenting light on them. (Experimenting and observation skills)
Jul. (10)	Ch-7 Housing and clothing	<ul style="list-style-type: none"> <li>• A good house</li> <li>• Clothes and Fibres</li> <li>• Natural and Man-made Fibres</li> </ul> SDG 3 – Good Health and Well-being SDG 15 – Life on Land	<ul style="list-style-type: none"> <li>• Explain the features of a good house and how to take a good care of our house</li> <li>• Recognise the need of different types of clothes for different seasons</li> <li>• Distinguish between natural and man - made fibres</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity “Show and tell activity” on seasonal clothes.</li> </ul> (Collection and organization skills)
Jul. (11)	Ch-3 Eating habits of animals	<ul style="list-style-type: none"> <li>• Plant eating animals</li> <li>• Flesh eating animals</li> <li>• How do animals eat?</li> <li>• Food chain</li> <li>• Interdependence of plants and animals</li> </ul> SDG 15 – Life on Land	<ul style="list-style-type: none"> <li>• Classify animals as herbivores, carnivores and omnivores</li> <li>• Explain how animals eat</li> <li>• Describe the importance of food chain</li> </ul> Explain how to care for domestic animals	<ul style="list-style-type: none"> <li>• Make a concept map to classify the animals based on their food habits and give them position in the food chain.</li> </ul> (Critical thinking and analytical skills)

Aug. (12)	Ch-8 Air and Water	<ul style="list-style-type: none"> <li>• What does air contain?</li> <li>• Water and it's different forms</li> <li>• Water cycle</li> </ul> SDG 6 – Clean Water and Sanitation SDG 13 – Climate Action	<ul style="list-style-type: none"> <li>• Identify composition of the air</li> <li>• Discuss the importance of air and water</li> <li>• Identify the different forms of water</li> <li>• Explain how the water cycle occurs in nature</li> </ul>	<ul style="list-style-type: none"> <li>• Make a bookmark with a slogan on 'Save Water' and hence discuss the ways of saving water.</li> </ul> (Creative and Awareness Competency)
Aug. (10)	Ch-6 Keeping safe (ACTIVITY BASED)	<ul style="list-style-type: none"> <li>• Safety at home</li> <li>• Safety at school</li> <li>• Safety when we travel</li> <li>• Safety in the playground</li> <li>• First aid</li> </ul> SDG 3 – Good Health and Well-being	<ul style="list-style-type: none"> <li>• Identify the conditions that can cause accident</li> <li>• List various safety rules at home, at school, on the road and in the playground</li> <li>• Describe first aid</li> </ul>	<p>Make placards showing safety rules at home /School/ roads etc. with relevant pictures and create self awareness among your classroom.</p> (Creativity and awareness)
Sep.	<b>MID - TERM EXAMINATION</b>			
Oct. (14)	Ch-4 Birds	<ul style="list-style-type: none"> <li>• Feathers</li> <li>• Beaks</li> <li>• Feet and claws</li> <li>• Where do birds live?</li> <li>• Caring of young ones</li> </ul> SDG 15 – Life on Land	<ul style="list-style-type: none"> <li>• Study the features of birds</li> <li>• Understand how a bird flies</li> <li>• Identify the feathers and beaks of different types of birds</li> <li>• Recognise the feet and claws of different types of birds</li> </ul>	<p>Compare characteristics of birds found in different habitat on the basis of feathers, beaks etc in tabular form on A4 size sheet.</p> (Observation and critical thinking)

			<ul style="list-style-type: none"> <li>• Explain the nesting habits of birds and correlate it with the importance of caring for the young ones</li> </ul>	
Oct. (06)	Ch-5 The human body	<ul style="list-style-type: none"> <li>• Skeleton system</li> <li>• Digestive system</li> <li>• Muscular system</li> </ul> SDG 15 – Life on Land	<ul style="list-style-type: none"> <li>• Describe various organ systems and their functions</li> </ul>	
Nov. (08)	Ch-5 The human body	<ul style="list-style-type: none"> <li>• Respiratory system</li> <li>• Circulatory system</li> <li>• Nervous system</li> <li>• Excretory system</li> <li>• Reproductive system</li> </ul> SDG 15 – Life on Land	<ul style="list-style-type: none"> <li>• Describe various organ systems and their functions</li> <li>• List the sense organs of human body</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on different organ systems and highlight the role of main organ of the system. (Communication and collaboration)</li> </ul>
Nov. (10)	Ch-14 Measurement (ACTIVITY BASED)	<ul style="list-style-type: none"> <li>• Measurement of length</li> <li>• Measurement of mass</li> <li>• Measurement of capacity</li> <li>• Measurement of time</li> <li>• Measurement of temperature</li> </ul> SDG 15 – Life on Land	<ul style="list-style-type: none"> <li>• Describe the measurement of length, mass, capacity, time and temperature</li> <li>• Apply the concept of measurement in daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Make a measuring cylinder using a plastic bottle. (Observation, accuracy skills and creativity)</li> </ul>

Dec. (10)	Ch-9 Weather	<ul style="list-style-type: none"> <li>• Changes in weather</li> <li>• Seasons</li> <li>• How do seasons affect us?</li> </ul> SDG 3 – Good Health and Well-being SDG 13 – Climate Action	<ul style="list-style-type: none"> <li>• Explain the conditions that determine weather</li> <li>• Differentiate between weather and season</li> <li>• Describe different types of seasons</li> <li>• Describe the effect of weather on us</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a poster on "how do you want to see your earth in 2050" (Critical thinking and creativity)</li> </ul>
Dec. (13)	Ch- 12 Soil and Rocks	<ul style="list-style-type: none"> <li>• Formation and composition of soil</li> <li>• Types of soil</li> <li>• Importance of soil</li> </ul> SDG 15 – Life on Land • SDG 13 – Climate Action	<ul style="list-style-type: none"> <li>• Describe the formation and composition of soil</li> <li>• Identify the types of soil</li> <li>• List the importance of soil</li> <li>• Distinguish between the different types of soil</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short note on "The different steps you can take to improve the health of the soil in your surroundings." (Critical thinking and awareness)</li> </ul>
Jan. (16)	Ch-10 Stars, Planets and The Moon	<ul style="list-style-type: none"> <li>• Stars</li> <li>• Planets</li> <li>• The moon</li> </ul> SDG 13 – Climate Action SDG 7 – Affordable and Clean Energy	<ul style="list-style-type: none"> <li>• Define stars and planets</li> <li>• List the facts about stars, sun, planets and Moon</li> <li>• Describe the solar system</li> <li>• Illustrate the phases of moon</li> </ul>	<ul style="list-style-type: none"> <li>• Make a 3D model of a solar system on A-3 size sheet and discuss the position of the Earth. (Application and creative competency)</li> </ul>
Feb. (22)	Ch- 11 Our Planet - The Earth	<ul style="list-style-type: none"> <li>• How was the earth formed?</li> <li>• Shape of the earth</li> <li>• Movements of the earth</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the formation of the Earth</li> <li>• Recognise the shape of the Earth</li> <li>• Explain the movements of the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Create a poster with your partner to how day and night occur on Earth. (Critical thinking and creativity)</li> </ul>

	<b>SDG 6 – Clean Water and Sanitation</b> <b>SDG 13 – Climate Action</b>	<ul style="list-style-type: none"> <li>• Explain the occurrence of day and night</li> <li>• Discuss the change of seasons</li> </ul>	
<b>Revision</b>			
<b>Mar.</b>	<b>Annual Examination</b>		

<b><u>Periodic Test 1</u></b>	<b>Ch- 1 Living and Non- living things</b> <b>Ch-2 Parts of a plant</b>
<b><u>Midterm Examination</u></b>	<b>Ch- 1 Living and Non- living things</b> <b>Ch- 2 Parts of a plant</b> <b>Ch- 13 Light, Sound and Force</b> <b>Ch- 7 Housing and Clothing</b> <b>Ch- 3 Eating Habits of Animals</b> <b>Ch- 8 Air and Water</b>
<b><u>Periodic Test 2</u></b>	<b>Ch- 4 Birds</b> <b>Ch-5 The human body</b>
<b><u>Annual Examination</u></b>	<b>Ch- 4 Birds</b> <b>Ch- 5 The human body</b> <b>Ch- 9 Weather</b> <b>Ch- 12 Soil and Rocks</b> <b>Ch- 10 Stars, Planets and The Moon</b> <b>Ch- 11 Our Planet - The Earth</b>

**NOTE:**

- **Internal Assessment includes-**
  1. **Periodic Test (PT-I and PT-II)**
  2. **Portfolio (PF) (Also includes timely submission of C.W./ H.W.)**
  3. **Multiple Assessment (MA)**
  4. **Subject Enrichment Activities**

## SOCIAL SCIENCE

Month/ Periods	Contents	Learning Objectives	Suggested Activities/Learning Outcomes
April (21)	<p>Ch. 1 Our Universe</p> <p>SDG Goal: SDG4 Quality Education SDG13 Climate Action</p>	<ul style="list-style-type: none"> <li>• To understand the concept of the universe and identify its main components.</li> <li>• Identify the Earth as a part of the Solar System</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label the Solar System.</li> <li>• Role play: Students will enact as different planets of the Solar System through role play.</li> </ul> <p>Students will be able to define the term Universe in simple words. Students will be able to name the eight planets in order.</p>
	<p>Ch.2 Our Earth</p> <p>SDG Goal: SDG13 Climate Action SDG15 Life on land</p>	<ul style="list-style-type: none"> <li>• Identify and describe the three main layers of the Earth.</li> <li>● Understand importance of Earth for living beings.</li> </ul>	<ul style="list-style-type: none"> <li>• Globe Activity</li> <li>• 'Adopt the Earth' Pledge Card</li> <li>• Earth Care Poster with Slogan writing</li> </ul> <p>Students will be able to identify different waterbodies and landforms on the Earth. Students will be able to explain why the Earth is special.</p>
May (17)	<p>Ch.3 Continents and Oceans</p> <p>SDG Goal: SDG4 Quality Education SDG14 Life below water</p>	<ul style="list-style-type: none"> <li>• Identify and describe the seven continents and five oceans.</li> <li>• Locate them on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>• Map-Work - Mark the continents and oceans</li> <li>• On a world map.</li> <li>• Puzzle game of continents.</li> </ul> <p>Students will be able to label continents and oceans correctly.</p>

	<p><b>Ch.4 Our Country - Physical Divisions</b></p> <p><b>SDG Goal: SDG15 Life on land</b></p>	<ul style="list-style-type: none"> <li>• Identify the six major physical divisions of India on a map.</li> <li>• Understand their importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Clay model of physical features.</li> <li>• Picture identification (page no.33)</li> <li>• Learn with fun (Map-Work) Page no.34</li> </ul> <p>Students will be able to identify the major physical divisions of India</p>
July (20)	<p><b>Ch.11 Our Environment, Our Responsibility</b></p> <p><b>SDG Goal: SDG13 Climate Action.</b> <b>SDG12 Responsible Consumption</b></p>	<ul style="list-style-type: none"> <li>• Understand environment and its components.</li> <li>• Learn ways to protect environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster making on 'Save Environment'.</li> <li>• Mini Debate: Plastic-Useful or Harmful?</li> </ul> <p>Students will be able to classify different types of pollution and their effects. Students will be able to examine the ways to protect and improve the environment.</p>
August (23)	<p><b>Ch.6 Delhi</b></p> <p><b>SDG Goal: SDG-11 Sustainable Cities</b></p>	<ul style="list-style-type: none"> <li>• Know that Delhi is the capital of India</li> <li>• Identify important places</li> </ul>	<ul style="list-style-type: none"> <li>• Make a beautiful collage depicting culture, places of interest, famous monuments of Delhi.</li> <li>• Picture identification (Page no. 49)</li> </ul> <p>Students will be able to describe the location and importance of Delhi.</p>
	<p><b>Ch.7 Mumbai</b></p> <p><b>SDG Goal: SDG8 Decent Work and Economic Growth</b></p>	<ul style="list-style-type: none"> <li>• Learn about Mumbai as a coastal city.</li> <li>• Recognise Mumbai as India's commercial capital and name important places.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking Activity: Compare Delhi and Mumbai</li> <li>• Draw your favourite place in Mumbai in your notebook, colour it neatly and write four sentences about it.</li> </ul>

			<p>Students will be able to describe the key features of Mumbai.</p> <p>Students will be able to identify important places in Mumbai.</p>
September (11)	<p>CH.5 Our Country - Political Divisions</p> <p>SDG Goal: SDG 16 Peace , Justice and Strong Institutions</p>	<ul style="list-style-type: none"> <li>• Understand the concept of and need for political divisions in a country</li> <li>• Identify the states and union territories of India</li> </ul>	<ul style="list-style-type: none"> <li>• Map-Work (Political map practice)</li> <li>• Class Discussion: Central and State Government</li> </ul> <p>Students will be able to explain the concept of political divisions in India.</p> <p>Students will be able to identify States and Capital correctly.</p>
October (18)	<p>Ch.13 Festivals</p> <p>SDG Goal: SDG 10 Reduced inequalities, SDG16Peace and Harmony</p>	<ul style="list-style-type: none"> <li>• Understand the meaning and purpose of celebrating festivals.</li> <li>• Identify and describe different types of festivals.</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity: Festival chart making</li> <li>• Role play on celebrations (using props)</li> </ul> <p>Students will be able to recognise and describe the national, religious and harvest festivals.</p> <p>Students respect all religions and cultures.</p>
November (22)	<p>CH.14 Clothes</p> <p>SDG Goal: SDG12 Responsible Consumption</p>	<ul style="list-style-type: none"> <li>• Understand why we wear clothes and how they help us stay comfortable and protected</li> <li>• Learn about different types of fibres and how clothes are made.</li> </ul>	<ul style="list-style-type: none"> <li>• Paste fabric samples (Touch and feel)</li> <li>• Picture identification (Page no. 116)</li> </ul> <p>Students choose appropriate clothes for different seasons.</p> <p>Students will be able to describe how clothes are made from different types of fibres</p>
	Ch.8 Kolkata	<ul style="list-style-type: none"> <li>• Learn about Kolkata's culture and landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini Travel Brochure Making (Travel guide to Kolkata)</li> </ul>

	<b>SDG Goal: SDG11 Sustainable Cities</b>		<ul style="list-style-type: none"> <li>• <b>Quiz Time</b></li> </ul> <p>Students will be able to recognise popular places to visit in Kolkata. Students will be able to describe the climate, food and transport in Kolkata.</p>
<b>December (23)</b>	<b>Ch.9 Chennai  SDG Goal: SDG14 Life Below Water</b>	<ul style="list-style-type: none"> <li>• <b>Understand Chennai's cultural traditions, festivals, important places and popular foods.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make a culture collage of Chennai.</b></li> <li>• <b>Speaking Activity-Visit to Chennai</b></li> </ul> <p>Students will be able to describe cultural aspects of Chennai. Students will be able to describe the key features of Chennai, its location, festivals.</p>
<b>January (16)</b>	<b>Ch.15 Early Humans  SDG Goals: SDG4 Quality Education</b>	<ul style="list-style-type: none"> <li>• <b>Learn about life of early humans.</b></li> <li>• <b>Understand use of tools and fire.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stone tools model (Paper craft)</b></li> <li>• <b>Picture Identification (Page no. 123)</b></li> </ul> <p>Students will be able to describe the lifestyle of early humans. Students will be able to discuss the tools and discoveries made by early humans.</p>
<b>February (20)</b>	<b>Ch.12 Occupation SDG Goal: SDG8 Decent work and Economic Growth</b>	<ul style="list-style-type: none"> <li>• <b>Identify and describe the types of occupations.</b></li> <li>• <b>Respect dignity of labour.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role play of community helpers.</b></li> </ul> <p>Students will be able to identify various occupations and their importance.</p>
<b>March (4)</b>	<b>Revision of Annual Exam. Syllabus.</b>		

<b>Periodic Test-1 Syllabus</b>	<b>:</b>	<b>Chapter- 1 Our Universe, Chapter-2 Our Earth</b>
<b>Mid Term Syllabus</b>	<b>:</b>	<b>Chapter-3 Continents and Oceans, Chapter-4 Our Country-Physical Divisions Chapter-11 Our Environment and Responsibility, Chapter -6 Delhi, Chapter – 7 Mumbai</b>
<b>Periodic Test-2 Syllabus</b>	<b>:</b>	<b>Chapter-5 Our Country – Political Divisions-, Chapter-13 Festivals</b>
<b>Annual Examination Syllabus</b>	<b>:</b>	<b>Chapter-14 Clothes, Chapter – 8 Kolkata, Chapter-9 Chennai Chapter-15 Early Humans, Chapter-12 Occupations</b>

**Competencies Developed-**

**Map reading, Environmental awareness, Critical thinking, Respect for diversity, Communication skills, Creativity,  
Social responsibility**

## INFORMATION TECHNOLOGY

**Book name – CODEGPT (Orange Publications)**

<b>Month &amp; Periods</b>	<b>Units</b>	<b>Contents</b>	<b>Learning objectives</b>	<b>Art Integrated Activities</b>
<b>April 8 Periods</b>	Chapter 1 – Computer Hardware and Software  <b>SDG 4 – Quality Education</b>	<ul style="list-style-type: none"> <li>• Computer Hardware</li> <li>• Computer Software</li> </ul>	Students will understand the difference between Hardware and Software of computers.	<p>Students will draw any 4 Hardware devices and any 4 icons of Software programs.</p> <p><b>Competency - Understanding how hardware and software work together fosters problem-solving and critical thinking skills.</b></p>
<b>May 6 Periods</b>	Chapter 2 – Windows 10  <b>SDG 4 – Quality Education</b>	<ul style="list-style-type: none"> <li>• Windows 10 Desktop</li> <li>• Task View</li> <li>• Control Buttons</li> </ul>	Students will learn about the various components of Windows 10 Desktop.	<p>Type steps in MS Word to change the desktop background.</p> <p><b>Competency - Understanding desktop components helps students organize files and applications systematically, enhancing productivity.</b></p>

<p><b>July 8 Periods</b></p>	<p>Chapter 4 – Editing in Word 2019 <b>SDG 8 – Decent Work and Economic Growth</b></p> <p>Computational Thinking – Chapter Toy Joy</p> <p><b>SDG 4 – Quality Education</b></p>	<ul style="list-style-type: none"> <li>• Uses of Word 2019</li> <li>• Components of Word 2019 Window</li> <li>• Selecting the Text</li> <li>• Editing the Text</li> <li>• Saving a Document</li> <li>• Opening a Saved Document</li> <li>• Exiting Word</li>   <li>• Counting faces of Solids</li> <li>• Sorting Shapes by Edges</li> </ul>	<p>Students will learn about new tools of MS Word.</p> <p>Students will learn how an object appears from above, observing visible surfaces, matching 3D objects with 2D representations.</p>	<p>Typing about ‘How spent my summer vacations’ in MS Word using new tools learned in this chapter.</p> <p><b>Competency - Digital literacy, including MS Word and Windows skills, prepares students for the modern workforce and office environments.</b></p>
<p><b>August 8 Periods</b></p>	<p>Chapter 5 – Formatting in Word 2019 <b>SDG 8 – Decent Work and Economic Growth</b></p>	<ul style="list-style-type: none"> <li>• Applying Bold, Italic, or Underline</li> <li>• Changing font, font size and font colour</li> <li>• Text effects</li> </ul>	<p>Students will learn about more tools in MS Word to format their documents.</p>	<p>Make a list of your class students using formatting tools learned in this chapter.</p> <p><b>Competency - Learning to format documents</b></p>

	Computational Thinking – Chapter Toy Joy – Continued	<ul style="list-style-type: none"> <li>• Aligning the Text</li> <li>• Applying Borders</li> <li>• Applying shading to the selected text</li> <li>• Adding bullets and numbering</li> </ul>		<b>develops students’ digital literacy, helping them present information clearly.</b>
<b>September 8 Periods</b>	Chapter 6 – Internet  Computational Thinking – Chapter Toy Joy – Continued  <b>SDG 9 – Industry, Innovation, and Infrastructure</b>	<ul style="list-style-type: none"> <li>• What is Internet?</li> <li>• Uses of Internet</li> <li>• Requirements for an Internet connection</li> </ul>	Students will get introduced to Internet, its uses and how it gets connected to devices.	Typing about uses of Internet in MS Word.  <b>Competency - Knowing how devices connect to the Internet helps students understand technological infrastructure and digital innovation.</b>
<b>October 8 Periods</b>	Chapter 6 – Continued	<ul style="list-style-type: none"> <li>• Internet Terms</li> <li>• Disadvantages of Internet</li> <li>• Internet Etiquettes</li> </ul>	Students will get to know about the important terms of Internet and disadvantage of Internet.	

	Computational Thinking – Chapter Fun with Shapes	<ul style="list-style-type: none"> <li>• Square formation</li> <li>• Spatial arrangement</li> <li>• Pattern completion</li> <li>• Visual reasoning</li> </ul>	Students will be able to have knowledge about shapes, geometry skills and symmetry & patterns.	
<b>November 8 Periods</b>	Chapter 7 – Stepwise Thinking  <b>SDG 4 – Quality Education</b>  Computational Thinking – Chapter Fun with Shapes	<ul style="list-style-type: none"> <li>• Simple Instructions</li> <li>• Decision Making</li> <li>• Loops</li> <li>• Understanding Programs</li> </ul>	Students will understand the concept of stepwise thinking used in daily life.	Type any 2 daily life examples on any one stepwise thinking method learned from this chapter.  <b>Competency - Stepwise thinking develops problem-solving and logical reasoning skills.</b>
<b>December 8 Periods</b>	Chapter 10 – AI-Enabled Devices  <b>SDG 9 – Industry, Innovation, and Infrastructure</b>  Computational Thinking – Chapter Fun with Shapes – Continued	<ul style="list-style-type: none"> <li>• Smartphones</li> <li>• Smartwatches</li> <li>• Chatbots</li> <li>• Smart TVs</li> <li>• Smart Doorbells</li> <li>• Driverless Cars</li> <li>• Smart Speakers</li> </ul>	Students will get introduced to AI and how AI devices are used in our daily life.	Draw any 3 AI devices in MS Paint you use in your daily life.  <b>Competency - Learning about AI devices encourages innovation, technical thinking, and awareness of AI.</b>
<b>January 6 Periods</b>	Chapter 8 – Let’s Learn Scratch  <b>SDG 4 – Quality Education</b>	<ul style="list-style-type: none"> <li>• Scratch</li> <li>• Components of Scratch Window</li> </ul>	Students will get introduced to Scratch program, its	Make a small project in Scratch using tools learned in this chapter.



	Computational Thinking – Raksha Bandhan – Continued			<b>Competency - Educational games enhance learning engagement, digital literacy, and problem-solving skills.</b>
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**GENERAL KNOWLEDGE**

<b>Month &amp; Period</b>	<b>Unit</b>	<b>Topic</b>
<b>April (8)</b>	<b>Unit 1-7</b>	<ul style="list-style-type: none"><li>● <b>Plant and tree quiz</b></li><li>● <b>Signs and Symbols</b></li><li>● <b>21<sup>st</sup> -century Quiz</b></li><li>● <b>The Right Word</b></li><li>● <b>A date Quiz -What happened When?</b></li><li>● <b>Quick Thinking</b></li><li>● <b>Odd One Out</b></li></ul>
<b>May (4)</b>	<b>Unit 8-15</b>	<ul style="list-style-type: none"><li>● <b>All About Water</b></li><li>● <b>Protect Our Earth</b></li><li>● <b>Stories from Children</b></li><li>● <b>Word Quiz</b></li><li>● <b>Spot What's Wrong</b></li><li>● <b>Look carefully</b></li><li>● <b>Tree Test</b></li><li>● <b>Nature Quiz</b></li></ul>
<b>July (8)</b>	<b>Unit 16-24</b>	<ul style="list-style-type: none"><li>● <b>Knowing India</b></li><li>● <b>Famous Indian Women</b></li><li>● <b>Similar, but Different</b></li><li>● <b>Eat And Speak</b></li></ul>

		<ul style="list-style-type: none"> <li>● On the Move</li> <li>● Music of India</li> <li>● Famous Landmarks</li> <li>● Sports Quiz</li> <li>● Today's Sports Stars</li> </ul>
<b>August (8)</b>	<b>Unit 26-33</b>	<ul style="list-style-type: none"> <li>● Insect Quiz</li> <li>● What am I ?</li> <li>● Spot the sport</li> <li>● Cartoons and Films</li> <li>● Spot the Odd One Out</li> <li>● Tribes of the World</li> <li>● Where Will You Find Them?</li> <li>● Proverbs and Similies</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>● Unit 25 and Assignments (p.g no-33)</li> </ul>	
<b>October (8)</b>	<b>Unit 34-39</b>	<ul style="list-style-type: none"> <li>● Inventors</li> <li>● About Our Bodies</li> <li>● Holy Places</li> <li>● Entertainment of Today</li> <li>● What Do They Have in Common?</li> <li>● Shape up</li> </ul>

<b>November (8)</b>	<b>Unit 40-45</b>	<ul style="list-style-type: none"> <li>● <b>Flags and Currencies</b></li> <li>● <b>International Leaders</b></li> <li>● <b>We Need Plants</b></li> <li>● <b>Name these Creatures</b></li> <li>● <b>Indian Food Quiz</b></li> <li>● <b>The First</b></li> </ul>
<b>December (8)</b>	<b>Unit 46-50</b>	<ul style="list-style-type: none"> <li>● <b>Things at Home</b></li> <li>● <b>The Written Word</b></li> <li>● <b>Who's Incharge ?</b></li> <li>● <b>Prime Ministers of India</b></li> <li>● <b>Great Leaders of India</b></li> </ul>
<b>January (4)</b>	<b>Unit 51-54</b>	<ul style="list-style-type: none"> <li>● <b>Habitat</b></li> <li>● <b>Around the World</b></li> <li>● <b>Through a Telescope</b></li> <li>● <b>Compu -Sense</b></li> </ul>
<b>February (8)</b>	<b>Unit 55-58</b>	<ul style="list-style-type: none"> <li>● <b>Famous Indians</b></li> <li>● <b>Protection From Viruses</b></li> <li>● <b>Classical Dances</b></li> <li>● <b>The Olympic Games</b></li> <li>● <b>Assignments (p.g no-67)</b></li> </ul>
<b>March</b>	<b>Annual Examination</b>	

## VALUE EDUCATION/ HAPPINESS CURRICULUM

Month	Content	Happiness Activities	Life Skill Activities
<b>April (4)</b>	Being sensitive (SDG-4, SDG-10)	“Walk in my shoes” activity (situation based)	“Helping hands” activity (responsibility)
<b>May (3)</b>			
<b>July (4)</b>	Say ‘I am sorry’! (SDG-4, SDG-16)	The “apology coupon” or card making activity	“Magic words” game (politeness)
<b>August (4)</b>	Working together (SDG-17)	“Relay drawing “activity	“Lost and found” game (honesty)
<b>September (2)</b>	Good practices (SDG-3)	“Good habit tree” making activity	“Clean desk challenge” (cleanliness)
<b>October (3)</b>			
<b>November (4)</b>	Caring for others (SDG-10)	“Secret helper” game	“Thankyou card “making (gratitude)
<b>December (4)</b>	Improve yourself (SDG-4)	“My improvement chart” making activity	“Traffic light” game (self-control)
<b>January (30)</b>	Fruits of patience (SDG-15)	“Seed growing experiment”	“My dream drawing “ (self-awareness)
<b>February (4)</b>	Festivals of India (SDG-16)	“All about festivals” group discussion	“One India many festivals” (respect and empathy)

### Learning Objectives :-

1. Student will develop moral awareness
2. Student will build a sense of responsibility
3. Students will learn to respect diversity

## ART & CRAFT

Month	Topic	Craft
April (10)	<ol style="list-style-type: none"><li>1. World of colors</li><li>2. Color wheel</li><li>3. Faces of feelings</li><li>4. Garden flowers</li><li>5. lions Friends</li></ol>	<ol style="list-style-type: none"><li>1. Earth Day poster</li></ol>
May (8)	<ol style="list-style-type: none"><li>1. Free expressions</li><li>2. Playful dogs</li><li>3. Graceful Butterfly</li><li>4. High-Rise Helicopter</li></ol>	<ol style="list-style-type: none"><li>1. Sun mask craft</li><li>2. Nature Pot</li></ol>
July (8)	<ol style="list-style-type: none"><li>1. Happy meal</li><li>2. Free expression</li><li>3. Grid Butterfly</li></ol>	<ol style="list-style-type: none"><li>1. Paper boat origami</li><li>2. Mosaic Art</li><li>3. Lazy turtle</li></ol>
Aug (9)	<ol style="list-style-type: none"><li>1. Colorful Dress</li><li>2. Free expression</li><li>3. Shaded Utensils</li></ol>	<ol style="list-style-type: none"><li>1. Krishna crown</li><li>2. Designer Flower</li><li>3. Sprayed Flower</li></ol>
Sep (6)	<ol style="list-style-type: none"><li>1. Healthy Food</li><li>2. Dreamy house</li></ol>	<ol style="list-style-type: none"><li>1. Thank you card for teacher</li><li>2. The peace Dove</li><li>3. Spotty Ladybug</li><li>4. Glittery star</li></ol>

<b>Oct (10)</b>	<ol style="list-style-type: none"> <li>1. Free expression</li> <li>2. Silhouette painting</li> <li>3. Warli Art</li> <li>4. Pretty Girl</li> </ol>	<ol style="list-style-type: none"> <li>1. Paper Ravana puppet</li> <li>2. Sticky Doll</li> </ol>
<b>Nov (9)</b>	<ol style="list-style-type: none"> <li>1. Floating swan</li> <li>2. Positive and negative effect</li> <li>3. Pongal festival</li> </ol>	<ol style="list-style-type: none"> <li>1. Paper lantern making</li> <li>2. Rainbow Mosaic</li> <li>3. Decorative pot</li> </ol>
<b>Dec (10)</b>	<ol style="list-style-type: none"> <li>1. Shaded sparrow</li> <li>2. Free Expression</li> <li>3. 5.Princess castle</li> </ol>	<ol style="list-style-type: none"> <li>1. Texture art with cotton and velvet paper (SANTA MASK)</li> <li>2. Owl craft</li> <li>3. Smiley Ant</li> </ol>
<b>Jan (4)</b>	<ol style="list-style-type: none"> <li>1. Underwater Scene</li> <li>2. Dancing peacock</li> <li>3. The Alien</li> </ol>	<ol style="list-style-type: none"> <li>1. National symbol collage</li> </ol>
<b>Feb (2)</b>	<ol style="list-style-type: none"> <li>1. Beautiful Hibiscus</li> <li>2. Free expression</li> </ol>	<ol style="list-style-type: none"> <li>1. Clay molding art</li> </ol>

#### **Learning objectives**

1. Creativity and expression
2. Basic Art skills
3. Observation skills
4. Fine motor development
5. Appreciation of art

## MUSIC

Month	No of periods	Topic / content	Activities
April	4	Basic concept of sargam. Sargam song.	Simple rhythmic sargam on harmonium.
May	3	Mother's Day song.	
July	4	Hindi and English Prayer.	
August	4	Independence Day dance drama. Janmasthanmi song.	
September	2	Teacher's Day song.	
October	4	Identify different musical instruments.	Create short melodies on instrument.
November	4	Folk songs. Children's Day song.	Performance of folk song on stage.
December	3	Christmas' Day song. Christmas' Day dance.	
January	3	Basant Panchami Song. Republic day song.	
February	4	Musical games	Match the rhythm (Play)

### Learning Objectives :-

1. To identify musical elements through rhythm, pitch, tempo, etc.
2. Understanding and identifying beats