



Sunbeam School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

BOOK LIST FOR Class – III (2025–26)

Parents are free to buy books from any shop of their choice in the city.

Please ensure that you buy the New Editions only.

SUBJECTS	NAME OF THE BOOKS	PUBLISHERS
English	a. 21 st Century English for Grade-3 (Literature Reader)	<i>Burlington English</i>
	b. 21 st Century English for Grade-3 (Coursebook 2 nd Edition)	<i>Burlington English</i>
	c. New Grammar with a Smile-3 (Fifth Edition aligned with NCF 2023)	<i>Headword</i>
	d. Oxford Illustrated Primary English Dictionary	<i>Oxford</i>
	e-1. Read Think Write Grade 3 (Only Core Schools)	<i>LHBH Learning LLP</i>
	e-2. My Reading Log (Only Knowledge Partners)	<i>Eternal Publication</i>
	f. Learner's Comate (Term-I & Term-II)	<i>Marina Publications</i>
Hindi	a. Medha-3 (Purnatah Sanshodhit Sanskaran) (Semester 1 & 2)	<i>Kriti Prakashan</i>
	b. Navin Hindi Vyavaharik Vyakaran Tatha Rachna – 3 (Bhag A Term 1 & Bhag B Term 2)	<i>Goyal Brothers Prakashan</i>
	c. Learner's Comate (Term-I and Term-II)	<i>Marina Publications</i>
Maths	a. New Enjoying Mathematics – 3 (Preparatory Stage As Per NCF 2023) Part-1 and Part-2	<i>Oxford</i>
	b. Learner's Comate (Term-I & Term-II)	<i>Marina Publications</i>
	Ref. Book – <i>New Maths Ahead – 3</i>	<i>Orient BlackSwan</i>
Science	a. NEptune Science Class 3 # NEP # NCF (Semester 1 & 2)	<i>Orient BlackSwan</i>
	b. Learner's Comate	<i>Marina Publications</i>
Social Science	a. Getting Ahead in Social Studies – 3 # NEP # NCF (Semester 1 & 2)	<i>Orient BlackSwan</i>
	b. Learner's Comate	<i>Marina Publications</i>
G.K.	Updated Knowledge Lighthouse – 3 A Skill-Based Course on General Knowledge	<i>Collins</i>
	My Confidence Diary for Juniors (Classes III-V) (Revised Edition)	<i>Marina Publications</i>
Life Skills	My Cinema Book – 3	<i>Edumedia India Pvt. Ltd.</i>

Drawing & Craft	My Colourful World Book-3 An integrated multi-skill art & craft course	<i>V-Connect Education</i>
Computer Science	Cyber Quest -3 Windows 10 and MS Office 2019	<i>KIPS Learning Pvt. Ltd.</i>
Reading for Pleasure	a. Bookasura (Half Yearly)	<i>Scholastic</i>
	b. Rikki-Tikki -Tavi (Annual)	<i>Orient BlackSwan</i>
Song Book	Swaranjali – Songs for Sunbeams	<i>Eternal Publication</i>
Logical Reasoning & Olympiads	Enrichment Booklet	<i>Marina Publications</i>

Reference Book Note

Dear Parents

The books suggested in **the Reference section** of the booklist are purely recommendations and are **not at all compulsory to buy**.

In keeping with parental requests for additional study/practice materials, we have suggested the same.

Picking them up is **purely on parental discretion**. School will not ask for the same during the classes at any point.

STATIONERY LIST - Class – III

English	Double Lined notebooks	2 for Lit. 60 pgs., 1 for Lang. 60 pgs (all branches) 1 for Revision – 40 pgs. (for Anp, Lht, Snt , Vrn & Knowledge Partners)	
Hindi	Single Lined notebooks	2 for Lit. 60 pgs., 1 for Lang. 60 pgs & 1 for Revision – 40 pgs. (for Anp, Lht, Snt , Vrn & Knowledge Partners) 2 for Lit. 60 pgs., 1 for Lang. 60 pgs (for Bgn, Sct, Ing)	
Maths	Small Square notebooks (0.75 x 0.75 cm)	5 for CW (3 for Term-I – 2 of 60 pgs, 1 of 40 pgs, 2 for Term-II—1 of 60 pgs, 1 of 40 pgs) 1 for Revision – 40 pgs.	
	Practical File	1	
Science	Single Lined notebooks	2 for CW - 60 pgs., 1 single lined notebook for Revision – 40 pgs.	
Social Science	Single Lined notebooks	2 for CW- 60 pages, 1 single lined for revision- 40 pgs	
Computer Science	Single Lined notebook	1 for Revision – 40 pgs. (for Anp, Ing, Lht, Snt , Sct, Vrn, & Knowledge Partners)	
Stationery	Pencils	1 set	Stainless Steel Rulers are not allowed in school. Only Plastic Rulers are to be used.
	Eraser, Sharpener, Plastic Ruler, White board	1 each	
Drawing & Craft	Drawing notebook	1	
	Camel Poster Colours	1 box	(6 shades of 10 ml each)
	Camel Sketch Pens	1 set	12 colors
	Round Brush (No.4 & 6)	1 each	
	Camel Plastic Crayons	1 set	extra long (24 shades)
	Camel Pencil Colours	1 set	12 shades
	Fevicol , Glue Stick	1 each	
KPL Learning Kit	Skip counting board with 12 hr and 24 hr Clock (9.5 inches x 8 inches)		
Library (for Bgn, Ing & Sct)	Single Lined notebook	1	40 pgs.
1 box of 50 Rajma Seeds			
1 File (for Filing Unit Test Papers & Open Door Assessment)			

(Class-III / 02)

Please Note :

1. We discourage covering notebooks to save paper. If needed, all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
2. The text books should be covered only with used paper or bound so that they don't tear during the session.
3. All text books and notebooks should be properly labelled with name, class and section.
4. All notebooks should be of **big size**. Small notebooks will not be accepted in school for correction.
5. Parents are requested to buy the books at the earliest before the stock is sold.
6. Reference books mentioned (if any) are optional to buy.
7. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

The Sunbeam School
VISION

Ongoing consolidation, growth and collaboration within and across institutions that are instrumental in holistic growth of students, in a conducive environment, that promotes excellence and the students further move on to refine the social fabric.



Sunbeam
Group of Educational Institutions

A WORD TO THE PARENTS

Dear Parents,

Welcome to an amazing year of learning!

We extend our heartfelt gratitude to you for giving us the opportunity to educate your child. We are thankful for the trust and faith shown by you in Sunbeam Group of Educational Institutions.

We will leave no stone unturned in our mission to develop a positive brain compatible environment. We will work together as a team to encourage and motivate all students to reach their fullest potential.

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The Precept includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern, test schedules, list of suggested reading, project work and Holiday homework.

In the given PRECEPT, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children. The syllabus is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of Blooms Taxonomy, Multiple Intelligence along with Collaborative learning find a dominant place in this Precept.

We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

To increase the degree of educational success, it is important that teachers, parents and administrators communicate openly and frequently concerning the progress of students.

Your words of encouragement, a hug when the day has been rough, your interest in your children's work and your presence in the school are vital !

Parents count! Come to school, meet us, talk to us, join the PTM and volunteer your time and energy for the benefit of your child. Your involvement will show your children that you value their education.

Let's work together!

Educationally yours,

Sunbeam Group of Educational Institutions.

(Class-III / 04)

Value additions to the Sunbeam Precept

In addition to the core curriculum, Sunbeam Schools add further dimension to the precept with a set of age appropriate innovative and immersive set of programs for enhancing academic, cultural and co-scholastic progress.

Art Integrated Learning (AIL)

Art integrated Learning (AIL) has become an integral part of the learning process. Hence Art Integrated Learning (AIL) is being introduced in all the subjects to give students an opportunity to study deeply about the 'Uniqueness in Indian work culture and present it through different art forms like dance, music, skit, role play, theatre etc. It also helps to imbibe the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art integrated approach will strengthen the linkages between education and culture.

Career Awareness

Sunbeam Schools understand that integrating career awareness and relevant skills related information into classes can aid students in gaining a better understanding of themselves and the professional world, empowering them to make well-informed and satisfying career decisions in the future. Hence, regular sessions on careers and related information will be taken by teachers assigned by the Principal. We are implementing this structured career awareness programme from the early years. This aims to provide students with comprehensive knowledge about various career options available to them as they advance through their education. So that they are aware of all the options and paths available to them.

Chetna

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometimes on their own, or by seeking help from the right person at the right time.

Digital Health and Wellness Curriculum for new age citizens

Using technology responsibly and being physically, socially & emotionally healthy amidst technology centred world is important. Students need to know how to use and how much to use the gadgets available to avoid the harmful effects of the same. Hence, the Digital Health and Wellness Curriculum is designed to inculcate awareness among students.

Entrepreneurship and Financial Literacy

As our core philosophy, it's important for Sunbeam students to take what they learn in class and apply it to their daily and future lives. Hence several opportunities are provided in the Precept to expose students to areas such as entrepreneurship, innovation, problem-solving, and critical thinking. Entrepreneurship syllabus teaches students about money, investing, business strategies, loans, and creating budgets. At the same time, students can learn critical life skills such as problem-solving, brainstorming ideas, taking risks, facing failure, and getting up again, setting goals, working together, and feeling comfortable to work individually. Also, with the many unknowns in the future job market, the activities will ensure students think about opportunities they can build for themselves for the future.

Information for Internet Usage

Parents to take note that we will continue to use blended form of learning so all links, updates, texts, research materials will be provided by the school in the G Suite (Google Classroom). It will take between 30-40 minutes of internet time for your ward to go through and benefit.

Please be conscious about the net usage beyond the mentioned allotted time since beyond that your ward may be using the internet for non-productive/addictive things, not in the best of his/her interest, intelligently/emotionally.

Khan Academy

Khan Academy is an online educational resource for Math & Science. The impact of Khan Academy on students has been significant and far-reaching. Khan Academy has made it possible for students to learn at their own pace. Self-paced learning model allows students to progress through material as quickly or as slowly as they need, which can be especially beneficial for students who may be struggling with a particular concept. Khan Academy has had a significant impact on students by improving access to education, providing self-paced learning opportunities, and offering a personalized learning experience. These benefits help students develop a love for learning and lay the foundation for good academic and to take charge of their own learning.

Open Door

We, at Sunbeam, believe that the child learns by thinking as they are natural thinkers. They are curious and ask many questions. Keeping this in mind, we introduce '**Open Door Assessment**' a series of thought-provoking assessments which test critical thinking and application skills followed by immediate feedback. It is a competency based assessment that will encourage your ward to become deep thinkers. This assessment will give your ward an insight of his concepts of **Mathematics and Science**. Each student will be given an individual feedback and the process of assessment not only will involve learning, but also **Relearning** where difficult concepts will be revisited.

Pronunciation Lab

Correct Pronunciation is very important for speaking a language correctly and making English sound clear and distinct. To make students aware of the correct pronunciation of difficult words, homophones, synonyms, silent letter etc. Links of recording (Audio / Video) of **Pronunciation Lab** of all the chapters will be shared in Google Classroom (G-Suite) in English, Science & Social Science.

Please see that your ward will practice, record and send it back to the teacher for the feedback and improve.

Prayag Sangeet Samiti (Optional)

Prayag Sangeet Samiti provides a unique method of learning. It's emphasizes on creating an environment to nurture and encourage creativity. It awards diploma and certificate programs in Vocal Music, Instrumental Music as well as Classical Dance. It is an integral part of our curriculum enhancing the child's creativity in the field of music and dance. The major aim of this program is to upgrade and enhance the various streams of performing art.

The Party Etiquette Club

The 'Party Etiquette Club' is a club especially designed to teach children Party Etiquettes and manners and also groom them to blend into any party and not be out of place. The Party Etiquette club functions over 6 sessions, once in each term. The highlight of the club is the last session where we actually organize a demo party in a Restaurant to help children experience the scene and demonstrate all that he /she has learnt. This club is to inculcate Party Etiquettes and confidence to conduct themselves in a party, among kids.

Quality Circle Time (QCT)

Quality Circle Time (QCT) is a creative way of allowing students to talk on a wide range of issues in a safe inclusive environment. It helps them to develop self-esteem and ultimately improves academics. In this way in the school, we create non-threatening, collaborative and participatory learning environment. Four QCT sessions are held in a term for the students.

(Class-III / 06)

Reading for Pleasure

Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. There is no substitute for books in the life of a child and the greatest skill a child can ever acquire is a passion for reading. Reading for Pleasure books have been incorporated in the syllabus to inculcate a love and habit for reading. The Reading For Pleasure books are meant to be read by the child on his own for the love of reading and not just for an exam and marks. They need to enjoy the experience and in the process if he/she falls in love with reading, the bigger purpose of having RFP in the syllabus, fructifies. Limited class discussions on the same are not to teach the book per se, but only to stimulate thoughts and initiate discussions and deliberations. The exam paper of RFP in both the terms will contain questions which are global in nature. The exams will test how much has the child understood the story and not how much he/she remembers. So encourage and excite your children to dive deep into the world of books starting with RFP, help him to be an independent reader and watch him/her blossom.

Please do take note that:

- Reading is fun. Children who read often and widely get better at it. Reading exercises our brain and improves concentration.
- Reading teaches children about the world around them and therefore builds confidence and the ability to converse socially.
- Reading improves vocabulary and language skills and develops a child's imagination.
- Reading helps children to develop empathy.
- Children who read invariably achieve better in life and also helps language skills and therefore improves on the understanding and comprehension of all subjects being taught.

He that loves reading has everything within his reach. -William Godwin

Graphic Novel

Graphic novels have proven to be a powerful and effective educational tool, combining visual elements with textual content to enhance comprehension and foster a love for reading. The unique format of Graphic Novels engages students in a way that traditional textbooks often struggle to achieve. Sunbeam has Integrated Graphic Novels into its curriculum for dynamic and enjoyable learning environment. It fosters creativity and allows students to express themselves through visual narratives. It is also a gateway to reading for reluctant readers, making literature more accessible and enjoyable. It is uploaded in the IFP/Digi boards for the students and it is available in the DIKSHA portal of CBSE.

IIA (Integrated Interdisciplinary Approach)

Integrated Interdisciplinary teaching is a method of educational instruction where a student learns about a single topic or issue from a variety of different viewpoints. Interdisciplinary teaching refers to the concept of learning a single subject from multiple perspectives.

JodoGyan

The words "jodo" which means "to connect" and "gyan" which means "knowledge." The goal of the JodoGyan activities is to help students for better understand and connecting with math concepts. It has innovative activities to develop the understanding of Maths concept. JodoGyan is an integral part of Math curriculum.

Portfolio and E-Portfolio

A portfolio is a useful collection of purposely chosen work depicting a selection of performances that are collected over time and represents the learner's effort, progress, growth and accomplishment in key areas. Keeping this in mind, CBSE has introduced portfolio as an integral part of curriculum where students create their own digital portfolio for checking their own progress. Sunbeam encourage students to build a strong portfolio in order to help them in seeking admission/internship in the future.

SDG

Sunbeam Schools understand the critical role that schools and students must play in addressing critical global challenges and achieving the Sustainable Development Goals by 2030. We understand our responsibility to equip our students with the knowledge to understand the global challenges facing the world and the skills to overcome them.

SDGs cannot be taught in isolation, hence we have integrated the thoughts and concepts of SDGs across subjects and chapters starting from class 1.

All the chapters will have a question(s)/activity(ies) based on SDG which will make students think, introspect, and relate his learnings or actions to the goals.

The idea behind SDG immersion in the Precept is to :

- Support and Promote the global principles of SDGs.
- Provide educational opportunities to our students to acquire the knowledge and skills needed to engage with the SDGs.
- Transform the Sunbeam learning environment into dynamic hubs of student leadership for the SDGs.
- Be a part of the Global Movement to achieve SDGs by year 2030.

Day-to-day practices to achieve Sustainability

In our journey towards a safer and more sustainable planet, both schools and families play crucial roles. By integrating simple day-to-day practices, we can collectively contribute to the Sustainable Development Goals (SDGs) and foster a sustainable school community. By adopting these simple practices, we can create a ripple effect that leads to a more sustainable and healthier planet for future generations. Together, we can make a significant difference.

Here are some practical steps:

Water Conservation:

1. Turn off taps while brushing teeth, shaving or soaping hands.
2. Take shorter showers (5-10 minutes).
3. Fix leaky faucets, taps, and pipes promptly.
4. Use water-efficient appliances.
5. Supply water in glasses instead of bottles.

Energy Efficiency:

1. Switch off lights, fans, ACs etc. and electronics when not in use.
2. Use LED bulbs.
3. Adjust thermostat settings to save energy.
4. Unplug chargers and devices on standby.
5. Regulate the AC temperature to 25° Celsius

Waste Reduction:

1. Carry reusable bags for shopping.
2. Refuse single-use plastics (straws, cutlery, etc.).
3. Segregate waste into wet and dry wastes for disposing them
4. Compost food waste.
5. Recycle paper, plastic, glass, and metal.

Food Sustainability:

1. Plan meals to reduce food waste.
2. Buy local, seasonal produce.
3. Use reusable containers for takeout.
4. Avoid single-use water bottles/paper glasses etc.

Transportation:

1. Use public transport for long trips
2. Practice walking or bi-cycling for short trips.
3. Carpool or share rides.
4. Maintain vehicle efficiency (regular tune-ups, proper tire pressure etc.).
5. Consider electric or hybrid vehicles.

Home and Garden:

1. Use eco-friendly cleaning products.
2. Plant trees, herbs, or vegetables.
3. Reduce paper usage, go for digital documents, bills).
4. Repurpose or up-cycle old items.
5. Use reusable materials for wiping hands/face etc.

Lifestyle Changes:

1. Avoid fast fashion, animal-based textiles and impulse buying
2. Reduce air travel or offset carbon emissions.
3. Support renewable energy projects.
4. Choose organic & sustainable products as far as possible.
5. Boycott products that endanger wildlife.

Daily Habits:

1. Bring reusable coffee cups or water bottles.
2. Avoid using disposable utensils.
3. Use rags instead of paper towels/tissues.
4. Drive less, Drive green.
5. Use resources wisely to minimize carbon footprint.

Sunbeam Ki Traffic Paathshala, Traffic Safety Awareness Drive

Traffic rules and safety signs help to mitigate the risk and reduce the possibilities of accidents happening on road. To make children aware regarding traffic safety a ppt/video will be shown and discussed with the students during 'My City Week' in the 2nd Term.

Sanskrit Shlok

Children's intellects are sharpened through chanting of the Sanskrit shloka. It helps brain to stay sharp and focused. Recitation increases systematic breathing and supplies additional oxygen to the brain to stay active and flexible by learning new languages through shlokas.

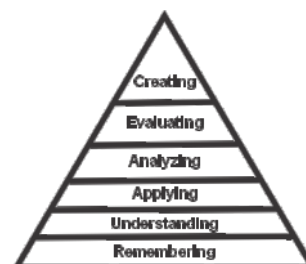
Using Bloom's Taxonomy to Enhance Learning !

Bloom's taxonomy is a series of cognitive skills and learning objectives arranged in a hierarchical model. Originally, Bloom's taxonomy was designed as a way of gauging competence by placing students' knowledge on one of 6 levels which are often represented visually in the form of a pyramid.

Each step of the pyramid from bottom to top represents a move from a lower order thinking skill (LOTS) to a higher order one (HOTS); from straightforward concrete cognition to a more abstract, conceptual understanding.

This taxonomy of educational objectives gets its name from its creator, Benjamin Bloom. Bloom was an American educational psychologist who is best remembered for his significant contributions to the theory of mastery learning.

All our teachers are well versed in transcending from LOTS to HOTS while transacting curriculum through activities and questioning. Our assessment papers also have a good balance of HOTS and LOTS questions. At the same time our students from class IV upwards are trained to understand Bloom's Taxonomy and are encouraged to make questions catering to different levels of the taxonomy across subjects thus developing Questioning abilities and developing various competencies that comes with traversing the various levels of the pyramid.



Virtual Escape Room

To make blended form of learning more interesting and engaging and to bring the element of gamification. We are including Virtual Escape Room as an Individual Assessment Tool in Asynchronous mode. Escape rooms are innovative learning tools that bridge the physical & digital learning environment. The purpose of this experience is are

1) To encourage students for solving puzzles, enhancing coding skills, develop critical thinking by finding clues to complete an objective.

2) Helpful for revising the concepts of every chapter.

Links of Escape Room in **English, Maths, Science and Social Science** will be shared on the G suite (Google Classroom) at the end of every chapter. Please help your ward in case he/she faces any problem in solving the levels (questions) or child may directly seek the assistance from the teacher in school.

Washroom Etiquettes

Toilet training in the initial years is taken up seriously in school. Training on usage of washrooms and maintaining proper personal hygiene is done regularly. CD on washrooms and toilet habits are shown regularly to students.

Sunbeam and the National Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

The National Education Policy promises to revolutionize Indian Education but at Sunbeam, what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms and laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mind set during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21st century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular activities. Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.
- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors (both Behavioral and Career)
- The Sunbeam precept has in it, life-enrichment courses for overall development of individuals. We also have Skill Development Courses with internship opportunities for students.
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels. Assessments at Sunbeam plays a key role in helping teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

● Analytical power

● Critical thinking

● Decision-making

● Creativity

● Conceptual clarity

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow. We are happy other schools too now will follow the path that we have been treading so far.



Amrita Burman
Director

Weight of Bags

Dear Parents,

We are happy that the NEP 2020 talks at length about lighter school bags.

As a school, Sunbeam has always been conscious of the weight of the bag that a child carries every day to school. We have designed our time table in such a way that we kind of adhere to the NCERT stipulated bag weight as mentioned below. Keeping this in mind some books are split into two parts as Book-A/Book-B for the convenience of students. Please ensure that your ward carries either one of the books (as per the time table) and not both parts in order to not add to the burden of his/her bag.

Body weight and weight of school bag

The suggestive table for class-wise range for ratio for school bag as 10 per cent of the body weight is given below.

Class wise range of average body weight of children–

S.No.	Class	Average Body Weight Range (in Kg)	Bag Weight Range (Recommended)
1	KG Section	10-16	No bag
2	Class I	16-22	1.6-2.2
3	Class II	16-22	1.6-2.2
4	Class III	17-25	1.7-2.5
5	Class IV	17-25	1.7-2.5
6	Class V	17-25	1.7-2.5
7	Class VI	20-30	2-3
8	Class VII	20-30	2-3
9	Class VIII	25-40	2.5-4
10	Class IX	25-45	2.5-4.5
11	Class X	25-45	2.5-4.5
12	Class XI	35-50	3.5-5
13	Class XII	35-50	3.5-5

Please pack your ward's bag as per the time table given. If even after that, you feel the bag is still heavy, please do get in touch with us. Your feedback is solicited to help us lessen the weight of the bag and keep children happy and healthy.

Regards

Sunbeam School

(Class-III / 11)

UNDERSTANDING CLASS-III CHILDREN

Keeping in mind that every child is unique and will learn in his or her own pace, it's most important to acknowledge your child's accomplishment and strengths and provide support and encouragement when needed.

In grade III the children are generally pleasant, cheerful and are well acquainted and well settled in their learning environment. They exhibit considerable improvement in their planning and organising skills. They are captivated by the world around them and become active information seekers. Building on the base skills learnt during early childhood, they move towards greater independence both intellectually and emotionally.

There are remarkable changes in their social and emotional life, at this stage they develop a better sense of responsibility and are helpful and caring. They have a strong need for love and understanding which they seek from their family. They make friends easily and are generally influenced by their peers. They can now form opinions of their own and converse at an almost adult level.

They look for challenges in the work they do and are motivated by positive reinforcement. They begin to have preferences for some activities and subjects.

The precept is designed in such a way so as to build confidence, fluency in subjects, improvise on Oratory skills, enhance curiosity and boost up their self-esteem so that they become stronger individuals capable of taking up challenges of class IV.

Learning in Class-III includes.....

ENGLISH

The curriculum of English has been designed taking in consideration the development of four vital skills of the language- listening, speaking, reading and writing. A variety of activities have been devised in the curriculum to assist the same. These activities are active, learner focused and most importantly fun which goes a long way in building the pillars of language development through the different skills.

- a) **Listening and Speaking Skills-** It is the most primitive skill to develop the process of communication. Good listening skill in turn results in better speaking skill. For listening and speaking skills development we focus on- *Oral Comprehensions, Poetry Recitation, Story Telling through puppet show, Dialogue Book activities, Phonic Sounds Assignments in Learner's Comate, Small topics on which children are expected to speak in the class and assembly, Group discussions and Role Plays, Listen and Speak Activity* at the end of every chapter in the New Broadway Course Book. Language Quiz is organized as a part of CCA to develop Linguistic Skills amongst children.
- b) **Reading Skills-** Reading is a regular feature with emphasis on *correct pronunciation, voice modulation, stress and pauses*. For the development of this skill we have- *Chapters meant only for reading, Reading For Pleasure Book, Reading Logs, Comprehension Passages in Learner's Comate*. Recitation is a skill that is indispensable at this stage thus, developing the sense of rhythm and phonemic awareness amongst the children.
- c) **Writing Skills-** The students are guided and motivated to align their thoughts and express them with ease and confidence. It develops the skills like comprehending, recalling,

locating, extending and making connections. The writing skill is practiced extensively through – *Project Work, Creative Writing, Genius At Work, Paragraph Writing with the help of Helping Words, Picture Composition, Letter Writing (Formal & Informal), Comprehension Passages in Learner's Comate, Question Bank, Vocabulary Building through New Words, Frame Sentences, Fundamental Grammar Concepts (like Nouns, Verbs, Pronouns, Adjectives, Adverbs, Tenses, Prepositions, Conjunctions, Interjections & Sentences etc.) with aids like grammar games and grammar corners.*

MATHS

Maths curriculum gives strong emphasis on developing Mathematical, logical and problem solving skills, understanding basic operations, estimation and mental arithmetic. It is completely based on practical approach where child has to understand, analyze and apply. A strong emphasis is given on reasoning and problem solving.

Following skills are well developed through our curriculum –

Mathematical and Logical Skills- Number Sense (Number and numeration, ascending descending, before, after, between) and Number operation (Addition, Subtraction, Multiplication & Division)

Visual and Spatial Skills - Recognizing and labelling shapes, concept of fractions, duplicate and extends pattern, Collecting data, making record using lists or graphical representation.

Measurement and Estimation - Familiarizing them with common measuring units, estimating and measuring real quantity using standard units. Understanding and using comparative words (heavy / light / more / less). Show an understanding of Calendar and Time.

Critical Thinking, Problem solving and Investigative Skills- Word Problems, Mental Maths worksheet including Fast track assignment (to be solved using mental calculation in limited time).

Linguistic Skills-Emphasis on Maths Vocabulary, Reading and Comprehending Problem sums.

Analytical, Understanding and Evaluating Skills- Maths Lab activity, Maths Walk, Project Work, Maths Game.

All the Mathematical concepts are practiced with ample number of exercises to develop patience and persistence among children while solving sums.

HINDI

हिन्दी पाठ्यक्रम बच्चों में भाषा कौशल के विकास को ध्यान में रखकर बनाया गया है। जिससे हम विद्यार्थियों को क्रमबद्ध, संयोजित और सुगठित ढंग से व्याकरण सम्मत भाषा सिखाने के लिए विभिन्न प्रकार के कौशल का प्रयोग करते हैं।

श्रवण तथा वाचन कौशल – वार्तालाप तथा अनुवाचन के माध्यम से स्वर एवं व्यंजन को दोहराया जाता है। विभिन्न रोचक विषय वस्तु के माध्यम से विद्यार्थियों को मात्राओं का सही उच्चारण एवं प्रयोग खेल-खेल में सिखाया जाता है। कहानियों एवं कविताओं के द्वारा उनके सुनने एवं बोलने की क्षमता का विकास किया जाता है। मौखिक वार्तालाप के माध्यम से विद्यार्थी अपनी भावनाएं एवं अनुभव सहपाठियों को सुनाते हैं तथा दूसरों के विचारों से भी अवगत होते हैं। भाषा को सरल बनाने के लिए कक्षा में भाषा संबंधी सामूहिक क्रिया कलाप कराए जाते हैं, जो बच्चों में आत्माभिव्यक्ति, चिंतन, प्रक्रिया एवं आत्मविश्वास का विकास करने में सहायक होती है।

पठन कौशल – इसके विकास के लिए उच्चारण पर विशेष ध्यान दिया जाता है। पहले बिना मात्रा वाले शब्दों का उच्चारण तथा

फिर सभी मात्राओं का उच्चारण एवं प्रयोग सिखाया जाता है, जिससे विद्यार्थी धाराप्रवाह पठन-पाठन करने में सक्षम हो सकें। लेखन कौशल – हस्तलेख (सुलेख) वर्तनी (नवीन शब्द) तथा शब्द भंडार पर भी विशेष ध्यान दिया जाता है। शब्दार्थ, वाक्यप्रयोग, प्रश्नोत्तर एवं पाठ के अन्त में प्रश्नकोश का निर्माण कराया जाता है जिससे उनके लेखन कौशल का विकास होता है। अपठित गद्यांश, स्वलेखन तथा अनुच्छेद लेखन का समावेश पाठ्यक्रम में हर माह किया गया है, जिससे बच्चों के शब्दकोश एवं भाषा का विकास होता है। बच्चे धीरे-धीरे अपने विचारों को मौखिक एवं लिखित रूप में व्यक्त करना सीख जाते हैं। शब्दावली के विकास के लिए पाठ्यक्रम में विभिन्न अवधारणाओं वाले शब्द जैसे संज्ञा, सर्वनाम, क्रिया, विलोम, वचन, लिंग, अनेक शब्दों के लिए एक शब्द, अशुद्धि संशोधन एवं पत्र (औपचारिक व अनौपचारिक) आदि सम्मिलित हैं। सृजनात्मक तथा क्रियात्मक लेखन के माध्यम से पाठ्यक्रम में परियोजना कार्य, क्रियात्मक गतिविधियों एवं मनोरंजक गतिविधियों को शामिल कर छात्रों में चिंतन क्रियात्मक एवं रचनात्मक शैली का विकास किया जाता है।

SCIENCE

Science is simply the word we use to describe a method of organizing our curiosity. Every child has a lot of curiosity and the Science curriculum which we follow tries to answer a curious mind. A child comes across many knows and hows which at this age is answered in the best possible way as we make students do hand on Science and explore the world outside. Under the outline of our curriculum, we trigger some thought provoking topics namely food, digestion, teeth and microbes, photosynthesis, reproduction in animals, force-work and energy, planets and the solar system.

All these topics give a fruitful outcome as a child learns predicting, inferring, classifying, communication and observing changes, logical thinking and analysing.

We focus not just on the facts given in the book, we even touch the cause and effects through number of HOTS questions, Science Lab Activities, Gallery Walk, Demonstrations and Project Based Learning.

All with an agenda to make learning beyond the classroom walls.

SOCIAL SCIENCE

Knowing about the world is always fun and interesting. The curriculum of Social Science has been planned to bring a child closer to the history and its happenings, geographical location and position and same major events that defined human existence. Skills like researching, understanding, debating, critical and logical thinking, collecting and comparting information and social skills are put in the front while teaching our topics.

The child learns about India in detail, they get a glimpse of Landforms and climatic features of their country as well.

To make the teaching and learning more life-like, we have incorporated activities like Gallery Walk, Project Based Learning, Map Making, Diagram Making, Group Discussion and in order to give a critical touch to our students understanding, discussion of HOTS questions are also done on regular intervals. Students are also motivated to create their own question bank for each chapter. We also try to give the right values to our students with the help of Value Based Questions.

ICT (COMPUTERS)

Living in the world of technology, we understand the importance and essence of focussing on a well Planned Computer precept. The students are well versed about internet Hygiene with an objective to make the child smart enough to handle computer independently.

The children are introduced to the features of Input and output devices, Windows 7, MS Word and Ms Power Point. Students also learn types of memory and storage. Projects and quizzes are also done and discussed at the end of every chapter. This boosts their creativity and application.

YOU CAN HELP YOUR CHILD LEARN BETTER

As a parent, you are your child's first and most important teacher. When parents and families are involved in their children's school, the children do better and have better feelings about going to school. There are many ways that parents can support their children's learning at home throughout the school year.

DEVELOP BONDING WITH YOUR CHILD

- Show interest in what happens at school and talk about what your child is learning.
- Be your child's friend and make a conscious effort to become a part of his/her world.
- As a parent, you need to know what he/she thinks and feels about the experiences he/she is going through in school.
- Give children a chance to make simple choices.
- Encourage your child to learn from his mistakes and to keep trying even if he finds something difficult.
- Praise your child for his/her effort and progress which will boost his/her confidence and self-esteem.

SPEND QUALITY TIME

- Keep a relationship with your child that is open, respectable and positive. This will make them comfortable to share their views and feelings with you.
- It's also important for you to show your child that you're interested in what he/she has to say which motivates him/her to learn.
- It also stimulates language development.

GET INFORMED AND BE AN ADVOCATE FOR YOUR CHILD

- Provide them a supportive environment at home.
- Take them on educational trips which include traveling on a family trip, going on a picnic and so on. Get the most out of these trips by asking them to write a brief essay or report of what they've seen once you get home.
- Encourage your child to read English newspaper. Create an English speaking environment at home.
- Encourage active learning like playing sports, spending time with friends, participating in school play or visiting a bookstore.
- Monitor your child's television, video game and Internet use. You can make television time beneficial by watching cartoons /educational channels together as a family. News is also a good programme to watch with them, as this teaches them about the issues and conflicts happening today.

Encourage your child to be responsible and work independently. Teach your child how to break down overall tasks into smaller manageable chunks.

Read bed time stories to them. Teach your child to love reading. We ask our parents to encourage their kids to read every day at home; spending just 20 minutes a day. Reading can have a huge impact on your child's reading ability and comprehension skills. Reading is the foundation in all subject areas, students who read perform well in school.

Establish a regular eating and bedtime routine.

Develop study habits. At this stage, you should set a routine of reading, writing or doing any learning activity at a particular time during the day.

Make sure that your child gets homework done. Help your child prepare for assessments.

TRUST THE TEACHING

We are continuously learning from eminent educators, adopting innovative researches and practices from around the globe so that the school can provide the best learning environments. We are there for you all the time. The goal of school as a miniature society is the same as yours- to nurture the genius in your child.

GET INVOLVED WITH YOUR CHILD'S SCHOOL

• Demonstrate a positive attitude about education to your children.

• Attend parent-teacher meeting and keep in touch with your child's teacher to ascertain which areas your child might need additional help from you.

• Learn what the school offers. Read the notice/information the school sends home. Remember to keep track of events throughout the school year.

• Volunteer at your child's school. there are many ways you can contribute. You can volunteer in your child's class, in the school library or in any other school events.

• There may be an ambiguity at times about your child's learning or behavior, ask the teacher or Principal about it and seek their advice.

• As a parents, it's important to take a close interest in your child's school, read the newsletters, keep checking the school website for any updated information and make efficient use of the Sunbeam App.

Notebook Maintenance (for class III)

Notebooks are an integral part of a student's academics. Important notes, questions/answers are written in the notebooks which help students to revise their lessons as and when required and also show the attitude of the child towards his/her studies and work. Here are some essential points in maintenance of notebooks:

1. It is not necessary to cover the notebook as it wastes paper. *Let's save paper.*
2. The child must write his/her name on the cover page as well as on the first page of the notebook.
3. Index should be maintained. Fresh index must be made on the next page for 2nd term.
4. The date and CW/HW must be written on top of the page where the child starts his/her work.
5. In the Hindi notebook, HW/CW and date must be mentioned in Hindi.
6. Heading / chapter's name should be written on top.
7. Draw a line after each answer.
8. Write the question number properly.
9. Avoid tearing pages from the notebook.
10. Rough work column should be drawn towards the right hand side in the Maths notebook.
11. In the interleaf /drawing notebook, the top margin and the margin towards the left hand side must be drawn on the blank page before starting the work.
12. A flap must be made before starting the 2nd term separating the work of both the terms.
13. To avoid missing of books in junior classes (I-V), we follow colour code. We have introduced the colour code for different subjects which are mentioned below -

S.No	Subject	Colour
1	English Notebook and Comate	Golden
2	Hindi Notebook and Comate	Silver
3	Maths Notebook, Comate and File	Blue
4	Science Notebook and Comate	Green
5	Social Studies Notebook and Comate	Yellow

14. Neatness should be maintained.
15. Write answers in legible and neat handwriting. Neat and tidy notebooks is a pleasure to check and see.
16. The model of writing in English for Class III must be followed.
17. Folding top corners of notebooks must be avoided. Bookmarks can be used.
18. Eating and drinking around notebooks should be avoided so there is no stain on them.

- Enjoy Learning -

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WEBSITES FOR REFERENCE

English	Hindi/Sanskrit	Maths
<ul style="list-style-type: none"> www.englishtestduolingo.com www.englishgrammarssecrets.com www.cambridgeenglish.org www.kidsworldfun.com www.vocabulary.com 	<ul style="list-style-type: none"> www.kavitakosh.com www.apnahindi.com www.hindigrammar.in www.digitaldialects.com/Hindi 	<ul style="list-style-type: none"> www.toytheatre.com www.hoodmath.com www.schoolcountry.com www.mathgoodies.com www.primarygames.com
Ev.S./Science	S.St.	Computer
<ul style="list-style-type: none"> www.sciencefocus.com www.scribd.com www.ck12.org www.sciencekids.co.nz 	<ul style="list-style-type: none"> www.mapsofindia.com www.springer.com www.kids.nationalgeographic.com www.learnnext.com 	<ul style="list-style-type: none"> www.computerhope.com www.w3school.com www.tutorialspoint.com www.ecomputernotes.com www.scratch.mit.edu www.slideshare.net www.studytonight.com
G.K.	Drawing	Games
<ul style="list-style-type: none"> www.edudose.com www.ducksters.com www.bbc.co.uk/bitesize 	<ul style="list-style-type: none"> www.pinterest.com www.sketchtoy.com www.makeuseof.com 	<ul style="list-style-type: none"> www.funbrain.com www.kidsites.com www.sikids.com www.foxsports.com



FREE EDUCATIONAL APPS



English	<ul style="list-style-type: none"> ► Dictionary.com : Enhances vocabulary, audio pronunciations, idioms and phrases. ► TED Ed: Short educational videos library, with subtitles. ► Kindle app: For book reading ► Linguee: Used for translation
Hindi / Sans.	<ul style="list-style-type: none"> ► Hindi Alphabets : Lessons on Alphabet application Hindi Verbs, Vowels, Consonants with pictures and drawing options. ► Drops: Learn new languages while playing games.
Maths	<ul style="list-style-type: none"> ► Photomath : Learn algebra, arithmetic, geometry and more. ► Best Vedic Math: Fast maths using ancient Indian teachings called Veda. ► Wolfram Alpha : Allows user to find the answers to problem for various subject - physics, math & music
Social Science	<ul style="list-style-type: none"> ► Barefoot World Atlas : An interactive globe that introduces children to different countries, cultures, and landmarks, fostering a global perspective. ► Stack the States 2A : geography game where children learn about U.S. states through interactive maps and fun facts, enhancing their knowledge of state shapes, capitals, and locations. ► https://kids.nationalgeographic.com
EvS / Science	<ul style="list-style-type: none"> ► Science Daily: For breaking scientific news and the latest scientific discoveries. ► ePathshala: Resource for Evs and Science
Drawing	<ul style="list-style-type: none"> ► Kids Drawing, Doodle painting: Explore artist talent while having fun. ► Drawing Desk: Learn to draw.
G.K.	<ul style="list-style-type: none"> ► TodayLearned: For getting information about the world. ► Evernote: For taking notes, photos and record videos to remember all sorts of things with additional features such as collaboration on projects and note-sharing. ► Quizizz: Daily quiz fun games.
Educational Apps To Make Learning Easy	<ul style="list-style-type: none"> ► Dropbox: An online storage system for storing assignments, essay, photos, videos, etc. in a secure and protected location. ► Instapaper: Saves web pages as texts which makes it extremely easy to read even on your mobile phone. ► WikiWand: Wikipedia articles available for several popular web browsers as a free browser extension or mobile app.

ASSESSMENT PATTERN – HOLISTIC PROGRESS CARD (Core Branches)

The school has adopted the Holistic Progress Card (as recognized by NEP), a **comprehensive assessment system** that aims to provide a more holistic view of your child's progress and growth. The Holistic Progress Card (HPC) is designed to align with the principles of the **National Education Policy (NEP and NCF-FS)** and promote a well-rounded development approach.

The implementation of the Holistic Progress Card (HPC) will provide a comprehensive understanding of your child's development and progress.

We will be observing the progress of every child on a daily basis based on the competencies that we aim to develop through different topics in different subjects throughout the year. The HPC will include the following which will be sent to parents.

- Rubrics along with every Unit Test paper.
- Holistic Progress Card - once in a term along with the Report Card to share the progress of your child in different competencies that we aim to look at.
- E-portfolio at the end of each term in the Google Classroom.
- Parents' Rubrics (a compiled report of the parents' observation of their child) at the end of the session.

ASSESSMENT PATTERN (ANP, BGN, ING, LHT, SCT, SNT, VRN & Knowledge Partners)

- There will be no formal exams.
- Promotion of the child will be based on the basis of Unit Tests.
- There will be **6 Unit Tests** in the course of the year for English, Hindi, Maths, Science & Social Science. **(3 per term)**
- Out of **3 Unit Tests** per term, marks of only **2 Unit Tests** will be calculated i.e. **two best performances/marks** will be added for **Half Yearly and Annuals**. In this case, if a child is unable to appear for any one particular test, his/her overall Half Yearly/Annual performance will not get affected.
- There will be **4 Unit Test** in the course of the year **(2 per term)** for Computer Science & General Knowledge (G.K.). **Appearing in both will be mandatory.**
- **If the child is absent for the Unit Test no retest will be taken.**
- 40% is the pass percentage for promotion and the child has to pass in each subject.
- Class Work Assignment will be done once per term for **English, Hindi, Maths, Science & Social Science**. These Assignments will be marked. **The marks of the C. W. Assignment will be reflected in the Report Card.**
- There will be no Class Work Assignment for **Computer Science & General Knowledge**.

The marking pattern for the Unit Test is as follows:-
UNIT TEST MARKING PATTERN

Subject	M. M.	Half Yearly and Annual	Duration
English	30	20 (Written) +5 (Dictation) +4 (Reading/Recitation)+1 (Good Hand Writing)=30	1 hour
Hindi	30	20 (Written) + 5 (Dictation) + 4 (Reading/Recitation) +1 (Good Hand Writing)=30	1 hour
Math	30	25 (Written)+5 (Math Practical) = 30	1 hour
Science	30	30 (Written)	1 hour
Social Sc.	30	30 (Written)	1 hour
G. K.	20	15 (Written) + 2 current affairs + 1 calendar date +2 confidence diary = 20	1 hour
Computer	20	15 (Written) + 5 (Practical) = 20	1 hour

Grades will be given in the following subjects :

- | | | |
|-----------------------|----------------------|------------------|
| 1. Life Skills | 2. Drawing and Craft | 3. Music / Dance |
| 4. Physical Education | 5. Class Project | 6. Hindi Project |

At the end of the session children will be awarded as

- *Best in Academics* • *Most Promising Student* • *Promising Student*

on the basis of their meritorious performance in the Unit Tests of main subjects & additional subjects in both the terms.

Note :

- 1 mark is allotted for Good Hand Writing (GHW). Therefore, emphasis should be given in developing good handwriting and a good grip over the writing medium.
 - English reading and conversation is to be taken very seriously.
 - The pass percentage in the unit tests is 40%.
 - 75% attendance is compulsory for a child to be promoted in the next class.
 - Listening Skill Development (LSD) in English will be assessed both in Half Yearly and Annual. 10 marks are allotted for the same, and it will be reflected in the Report Card.
 - Reading for Pleasure books will be subjected for assessment and 20 marks are allotted which will be reflected in Report Card.
 - No formal assessment will be done for **Life Skills, Physical Education, Drawing/Craft, Music/Dance**, instead grades will be allotted to the students on the basis of the child's continuous performance during the regular classes in each term.
 - Any question from the chapter can be asked in Unit Test and C. W. Assignment other than that given at the end of the chapter and Learner's Comate. The syllabus for C.W. Assignment is given in the Unit Test schedule.
- 9. English :**
- (a) Dictation in Unit Test and C.W. Assignment will be taken. For dictation any word from the chapter can be given besides the word already mentioned in the precept.
 - (b) English and Hindi Orals will include reading and recitation.
 - (c) Paragraph Writing/Picture Composition/Creative Writing - New topic (other than mentioned in Learner's Comate) will be given in English Unit Test and C.W. Assignment.
- 10. Maths :**
- (a) Sums in the Unit Test will be based on the concepts but digit of the sums will change.
 - (b) Math practical carries 5 marks and will be assessed with every Unit Test. Math practical file to be brought to school on the days of Maths Unit Test.

Sunbeam® School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

UNIT TESTS SCHEDULE (Half Yearly Term)

Date	Subject	Syllabus
26.04.2025	Computer Science	Net hygiene, Cyber, Ethics, Introduction to windows 10
30.04.2025	GK	Page No. 9, 14-20, Important Dates, Current Affairs & Confidence Diary
03.05.2025	Social Science	Ch -The Earth in the Universe.
09.05.2025	English	Ch -Kaka and Munni, Poem -Paper Boats (Reading, Recitation, Dictation, Paragraph Dictation and all the exercises), British vs American spelling Grammar - Sentences, Subject and Predicate, Punctuation and Capital Letters. Language - Creative Writing and Comprehension (Prose)
28.06.2025	Science	Ch -Living things and Non-living things.
05.07.2025	Hindi	पाठ —जगपति! हमको ऐसा वर दो, (सभी अभ्यास कार्य, सस्वर वाचन, पाठ वाचन, शब्द श्रुतलेख व वाक्य श्रुतलेख) व्याकरण —संज्ञा, गिनती (१-२० तक) सृजनात्मक लेखन, अपठित गद्यांश।
11.07.2025	Math	Place Value & Roman Numerals, Addition (Bring Math Practical file).
19.07.2025	Social Science	Ch - Studying the Earth
26.07.2025	English	Ch - Shikari's Cycling Adventure, Poem -From the short story What the Swallows Did. (Reading, Recitation, Dictation, Paragraph Dictation and all the exercises) Grammar - Nouns, Singular and Plural, Articles, Homophones, Language - Creative Writing and Comprehension (Prose).
02.08.2025	Science	Ch -Part of a Plant. Ch - Feeding Habits of Animals.
08.08.2025	Hindi	पाठ — अब्राहम लिंकन (जीवनी), पाठ — आओ तमिलनाडु चलें, (सभी अभ्यास कार्य, पाठ वाचन, शब्द श्रुतलेख व वाक्य श्रुतलेख) व्याकरण — वचन, सर्वनाम, अनुच्छेद लेखन, अपठित गद्यांश।
13.08.2025	Math	Subtraction & Multiplication (Bring Math Practical file).
20.08.2025	Social Science	Ch -Our Country India, Ch - The food we eat, State & Capital from S.No. 1 (Andhra Pradesh) to S.No. 17 (Mizoram) Pg.No. 29 in text book.
23.08.2025	Comp. Science	Ch - Editing text in word. Ch - Formatting in word

(Class-III / 22)

Date	Subject	Syllabus
27.08.2025	GK	Page No. 21 - 33, 36] 38-45 Important Dates, Current Affairs & Confidence Diary
30.08.2025	English	Ch- The Wild Wood. (Reading, Dictation, Paragraph Dictation and all the exercises) Grammar- Gender, Pronoun, Verb Tenses and Simple Present Tense, Language- Creative writing and Comprehension (Prose)
06.09.2025	Science	Ch- Birds - Our Feathered Friends.
13.09.2025	Hindi	कविता- फूलों जैसे तुम मुसकाओ, (सभी अभ्यास कार्य, सस्वर वाचन, श्रुतलेख) व्याकरण- लिंग, गिनती (२१-४० तक) अनौपचारिक पत्र, सृजनात्मक लेखन।
18.09.2025	Math	Division & More about, Division (till Ex.-6B) (Bring Math Practical file).

SYLLABUS FOR CLASS WORK ASSIGNMENT -
Time duration for Class Work Assignment will be 2 hours

Subject	Marks	Content	Duration
English	50	The Sentence, Punctuation and Capital Letter, Subject and Predicate, Noun, Singular and Plural, Articles, Homophones, Gender, Pronoun, Verb Tenses, Simple Present Tense, Present Continuous Tense, Prefixes Creative Writing. Informal letter and Comprehension (Prose)	2 hours
Hindi	50	पाठ- श्री नंदिनी के नाम एक पत्र, (सभी अभ्यास कार्य, शब्द श्रुतलेख व वाक्य श्रुतलेख) गिनती (१-४०) व्याकरण – संज्ञा, सर्वनाम, वचन, लिंग, अपठित गद्यांश, अनुच्छेद लेखन तथा पत्र(अनौपचारिक)	2 hours
Math	50	Chapters- Place Value & Roman Numerals, Addition, Subtraction. Multiplication, Division & More About Division (till exercise 6-B)	2 hours
Science	50	Ch.- Living things & Non Living Things, Ch.- Parts of a plant, Ch.- Feeding habits of animals, Ch.- Birds our feathered friends, Ch.- Our body.	2 hours
Social Science	50	Ch.- The Earth in the Universe, Ch.- Studying the Earth, Ch.- Our Country India and Ch.- The food we eat. State & Capital from S.No. 1 (Andhra Pradesh) to S.No. 17 (Mizoram) Pg.No. 29 in text book.	2 hours

UNIT TEST SCHEDULE (Annual Term)		
Date	Subject	Syllabus
01.11.2025	Comp. Science	Digital de-addiction, Fun with AI, Healthy living, Working with paint -3D.
07.11.2025	English	Ch- Judy at the farm,(Reading, Dictation, Paragraph Dictation and all the exercises) British vs American spelling. Grammar- Simple Past Tense, Past Continuous Tense, Language- Formal Letter and Paragraph Writing
15.11.2025	Science	Ch- Housing and Clothing
22.11.2025	Social Science	Ch- Means of Communication
26.11.2025	G.K.	Page no 48 - 59, Important Dates, Current Affairs & Confidence Diary
29.11.2025	Hindi	कविता- जीवन है हम धरा के, (सभी अभ्यास कार्य,सस्वर वाचन, शब्द श्रुतलेख) व्याकरण- क्रिया, पर्यायवाची, गिनती (४१-५०), सृजनात्मक लेखन, अपठित गद्यांश।
06.12.2025	Maths	More about Division (Ex-6C, 6D and 6E), Fractions. (Bring math practical file)
12.12.2025	English	Poem- Just Dance, Ch- Why the Jellyfish has no Shell. (Reading, Recitation Dictation, Paragraph Dictation and all the exercises) Grammar- Simple Future Tense, Demonstratives, Adjectives, Degree of Comparison, Possessives, Language- Diary entry & Comprehension (Prose)
17.12.2025	Comp. Science	Ch- Introduction to Scratch, Ch- Simple Movement to Sprite.
20.12.2025	Science	Ch- What are things made of, Ch- Light, Sound and Force,
27.12.2025	Social Science	Ch- People in Our Lives.
09.01.2026	Hindi	पाठ- फ्लोरेंस नाइटिंगल (जीवनी) पाठ- माइकल फ़ैराडे, (सभी अभ्यास कार्य,पाठ वाचन, शब्द श्रुतलेख व वाक्य श्रुतलेख) व्याकरण- विलोम, अपठित गद्यांश, अनुच्छेद लेखन।
17.01.2026	Math	Shapes, space & Patterns, Measurement. (Bring Math Practical file).
21.01.2026	GK	Pg No.- 63 - 67, 70 - 74, 76-79 & 81 Important Dates, Current Affairs & Confidence Diary
24.01.2026	English	Ch- The Adventures of Tom Sawyer Poem- Someone (Reading Dictation, Paragraph Dictation and all the exercises) Grammar- Conjunction, Adverbs, Prepositions, Language- Comprehension (Prose) and Creative Writing.
30.01.2026	Science	Ch- Our Environment.
07.02.2026	Social Science	Ch- Delhi & Combined Assignment (Mumbai, Kolkata & Chennai), State, Union Territory & Capital from S.No. 18 (Nagaland) to S.No. 8 (Ladakh)) Pg.No. 29 & 30 in textbook.

Date	Subject	Syllabus
11.02.2026	Hindi	पाठ— अरण्या का संकोच, (सभी अभ्यास कार्य, पाठ वाचन, शब्द श्रुतलेख व वाक्य श्रुतलेख) व्याकरण— अनेक शब्दों के लिए एक शब्द, गिनती (५१ - ६०), सृजनात्मक लेखन, पत्र (औपचारिक)।
14.02.2026	Maths	Time & Money (Bring Math Practical file)

SYLLABUS FOR CLASS WORK ASSIGNMENT -
Time duration for Class Work Assignment will be 2 hours

Subject	Marks	Content	Duration
English	50	Nouns, Pronouns, Simple Past Tense, Past continuous Tense, Simple Future Tense, Adjectives, Comparison of Adjectives, Demonstratives, Possessives, Adverbs, Conjunction, Prepositions, Similes, Phrasal Verbs, Formal Letter and Comprehension Prose.	2 hours
Hindi	50	कविता— जी करता है जोकर बन जाऊँ (सभी अभ्यास कार्य व शब्द श्रुतलेख) व्याकरण — संज्ञा, सर्वनाम, क्रिया, पर्यायवाची, विलोम, अनेक शब्दों के लिए एक शब्द, अशुद्धि संशोधन, पत्र (औपचारिक), अनुच्छेद लेखन, अपठित गद्यांश, गिनती (१-६०)	2 hours
Math	50	Chapters- More about Division, Fractions, Shapes, Space & Patterns, Measurement, Time, Money & Data	2 hours
Science	50	Ch- Housing and Clothing. Ch.- What are things made of, Ch.- Light, Sound and Force, Ch.- Our Environment, Ch.- Air, Water and Weather.	2 hours
Social Science	50	Ch.- Means of communication Ch.- People in our lives., Ch.- Delhi, Combined Assignment (Mumbai, Kolkata & Chennai), State, Union Territory & Capital from S.No. 18 (Nagaland) to S.No. 8 (Ladakh)) Pg.No. 29 & 30 in textbook.	2 hours

DETAILS OF LEARNER'S COMATE

ENGLISH :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Revisional CW Assignments for both the terms given in the Learner's Comate.
3. A small section on Verbal Reasoning Assignments is added to all the assignments in the English Learner's Comate. The child is expected to attempt on his/her own without much help. These exercises are not subjected to any kind of Assessment.
4. Chetna Assignments are given at the end of both the terms.
5. Questions on SDG's given in Learner's Comate are subjected to discussion and correction (not subjected to assessment)
6. Entrepreneurship and Financial Literacy assignment is given in Learner's Comate (Term-I) is subjected to discussion and correction (not subjected to assessment)
7. Career Awareness assignment is given in Learner's comate (Term-II) is subjected to discussion and correction (not subjected to assessment)
8. British vs American Spelling assignment added in Learner's comate (Term-I & Term-II) subject to discussion, correction & assessment.
9. Make your questions Assignments given for each chapter are subjected to correction.

HINDI :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Revisional CW Assignments for both the terms given in the Learner's Comate.
3. Questions on SDG's given in Learner's Comate are subjected to discussion and correction (not subjected to assessment)

MATHS :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Revisional CW Assignments for both the terms given in the Learner's Comate.
3. Questions on SDG's given in Learner's Comate are subjected to discussion and correction (not subjected to assessment).
4. Make your questions Assignments given for each chapter are subjected to correction.

SCIENCE :

1. There is combined Learner's Comate for both the terms for the students.
2. There are Revisional CW Assignments for both the terms given in the Learner's Comate.
3. Questions on SDG's given in Learner's Comate are subjected to discussion and correction (not subjected to assessment)
4. Robotic assignment (meant only for ANP, SIV, SNT, & ING) given in L.C. are subjected discussion and correction (Not Subjected to assessment)
5. Make your questions Assignments given for each chapter are subjected to correction.

SOCIAL STUDIES :

1. There is a combined Learner's Comate for both the terms for the students.
2. There are Revisional Assignments and Model Papers for both the terms given in the Learner's Comate.
3. An assignment to track sunrise and sunset 'Journey of the Earth around the Sun' is part of Learners Comate.
4. Assignment on "Bhadwad Geeta", "Sikh Gurus & their teachings" and "Know more about Banaras" are the parts of Learner's Comate.
5. Questions on SDG's given in Learner's Comate are subjected to discussion and correction (not subjected to assessment)
6. Entrepreneurship and Financial Literacy assignment is given in Learner's Comate (Term-II) is subjected to discussion and correction (not subjected to assessment).
7. Make your questions Assignments given for each chapter are subjected to correction.

Note :

1. All the Assignments given in the Learner's Comate are subjected to corrections.
2. Revisional Assignments which are given in the Learner's Comate are to be done in the revisional notebook before the Class Work Assignment and are not subjected to corrections.

Details of Enrichment Booklet

Enrichment Booklet is a combined practice booklet which comprises of:

- i) Maths Enrichment Sheets
- ii) Asset Assignments
- iii) Logical Reasoning Assignments
- iv) Verbal Reasoning Assignments
- v) Global Assignment

- ❖ There will be only 1 booklet for both the terms.
- ❖ Maths Enrichment Sheets are to be done chapter wise along with the respective chapters.
- ❖ Asset Enrichment sheets will include questions of English, Maths and Science.

General instructions :

1. The Enrichment sheets given in Booklet is for practice and not subjected to corrections.
2. Maths Enrichment sheets are for additional practice for students.
3. Asset Enrichment sheets are for additional practice for students.
4. Logical Reasoning Enrichment Sheets will be done as Holiday Home Work in Summer Vacation.
5. Verbal Reasoning Assignment (4 assignments), Summer Verbal Reasoning Assignment (1&2), Dussehra Verbal Reasoning Assignment, Diwali Verbal Reasoning Assignment and Winter Verbal Reasoning Assignment. These Assignments are only for practice, not subjected for corrections and assessments (Unit test/Half yearly exam & Annual Exam).
6. Enrichment booklet is to be brought by students in the next session (2026-27) for the discussion of Global Assignment which will be included now in the Enrichment Booklet.

ENGLISH **Books**

1. 21st Century English Course book-3- Second Edition (Subjected to correction) Burlington
2. New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023 (Subjected to correction) **HEADWORD**
3. 21st Century English Literature Reader Book-3- (Not Subjected to correction) Burlington
4. Oxford Illustrated Primary English Dictionary Oxford

Notebooks to be maintained

1. English I Language notebook (Subjected to correction)
2. English II Literature notebook (Subjected to correction)
3. Learner's Comate (Subjected to correction).

ASYNCHRONOUS TASKS

Topic wise Asynchronous tasks in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Introduction:

1. 21st Century English Coursebook-3 Second Edition is an English book based on interactive pattern which enriches reading, writing and grammar skills of the child. It comprises verbal and visual inputs which will increase your child's communication. 21st Century English is a complete course, designed to help learners in communicating effectively and accurately in English.

2. New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023 is a fresh and fascinating approach to grammar and composition. It is followed by a variety of exercises, occasionally in the form of group contents, crossword puzzle etc.

Pattern and distribution of marks

Unit test: 20 marks for literature (Burlington text book) and Grammar (New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023), 5 marks for word dictation+Paragraph dictation, 4 marks for reading/recitation and 1 mark for good handwriting (GHW)

(20 marks written+5 marks dictation+4 marks reading /recitation + 1 mark GHW=30)

General Instructions :-

1. New Words and Paragraph dictation test will be taken after completion of each chapter (5 marks will be given for dictation test) and in the Unit Test and Exams. The marks will be added in the unit test as well.
2. For dictation, any word from the chapter can be given besides the word already mentioned in the precept in the Unit Test and Exam.
3. For 'Make Sentence' any word from the chapter can be given besides the word already mentioned in the precept in the Unit Test and Exam.
4. **Word Meaning** – Same words which are mentioned in the precept will be asked in Unit Test and Exams.
5. Children will be made to listen the poem on the IFP.
Recitation and explanation of all the poems will be done. Children will write poems in their note book and make a picture to illustrate the idea of the poem as per their imagination. Poems are meant to be learnt by heart and will be asked in the oral examination and unit test.
6. Compositions and letter writings will be done in the language notebook.
7. Children will write a paragraph (6 to 7 lines) on the topics given by the teacher in the class for Creative Writing. (Mentioned in Learner's Comate)
8. Children will do reading for the chapters mentioned in the precept (two in first term and two in second term) from 21st Century English Literature Reader-3. It should be dealt in classes once in a week according to their time table to enhance their reading skills and it is not subjected for examination.
9. Story telling activity will be done once in a term.
10. In an attempt to make the students more compatible in how to use a dictionary effectively, like tracing out the words in alphabetical order, finding out their meanings and accurate pronunciation, we are introducing Dictionary based activities in the Learner's Comate which will be held individually in both the terms as mentioned in the syllabus.
11. Children will do two pages of handwriting of every chapter and they will write new words, word meanings, frame sentences, learn to read in their literature notebook.
12. E-content will be shown for all the topics through IFP in the class.
13. For better understanding and additional practice, students can log on to <https://app.burlingtonenglish.com>.

Step to Access the Online Resources.

- Log on to <https://app.burlingtonenglish.com>.
- Enter the coupon code.
- Follow the onscreen instructions to access the online resources.

14. Verbal Reasoning is, thinking with words. It involves solving word problems, following written instructions, spotting letter sequences and cracking letter and number based codes. It helps to develop vocabulary and analytical skills. It also develops quality of perceptions and solve complicated subject questions.

Note : A small section of Verbal Reasoning is added to all the assignments in English Learner's Comate. The child is expected to attempt on his/her own without much help.. These exercises are not subjected to any kind of Assessment.

15 Burlington English Grammar: An Eclectic Approach is a supplementary resource book designed to provide comprehensive grammar instruction based on the Eclectic Approach to language acquisition. This book emphasizes practical application and functional use.

We encourage students to engage with the exercises, which will reinforce their grammar skills and build confidence. Please note that this resource is for practice and reinforcement purposes only, and is not subjected for corrections, unit test or examination.

16 Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.

17 Assignments on British vs. American spellings of the suggestive words will be done in the Learner's Comate for students to understand that both spelling are correct and acceptable. This will also be assessed in the Unit Test.

18 At Sunbeam, we emphasize the importance of robust vocabulary for effective communication and comprehension. Our integrated vocabulary word list, incorporated into the syllabus, aims to:

- Enhance word knowledge across subjects
- Illustrate vocabulary integration in various contexts
- Strengthen overall language proficiency

Pronunciation Plus + Pronunciation Lab– The digital pronunciation practice materials feature an integrated pronunciation element - the Burlington Speech Trainer. It listens to learners practicing vocabulary, identifies pronunciation errors, and provides each learner with a personalised pronunciation programme. Speech trainer is available anytime, anywhere, and on any device.

Virtual Escape Room – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

Vocabulary Building

We believe that strong Vocabulary is essential for effective communication and Comprehension. Keeping this in mind we are introducing an integrated Vocabulary word list.

- These words have been taken from the different subjects being taught to the child and are to be used by all the subject teachers for familiarity and comprehension.
- We encourage our parents to use these words in their day to day conversation.
- Together we can empower our students to become confident and articulate communicators.
- These list of words will be provided monthly in the class WhatsApp group and Google Classroom for your reference.

Word List for April & May

English	beak, buffalo, burnt, bully, clever, coal, deer, field, flash, grass, hatch, hurry, mud, nest, stream, tail
Math	ordinals, ascending order, descending order, numerals, roman numerals, expanded form, standard form, midway point, addends, regrouping, together, adding up, adding down
Science	antenna, living things, reproduction, sense organs, stomata, surroundings, respond
Social Studies	Earth, planets, Mercury, constellation, Galaxy, universe, Saptarishi, Neptune, Uranus, Hercules, accurately, information, directions, landforms, continent, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Antarctica

Word List for June & July

English	Shikaripura, worked, graduating, dreaming, adventure, pause, hosting, travel, offered, permission, hesitant, excitement, exercised, pedalling, majestic, swallow, neighbour, autumn, twitter, builded, cloaks, steady, spring-time
Math	bar models, subtraction models, comparison models, group, consecutive, array, factor, order property, multiplication, time table
Science	fibrous root, germination, leaf blade, midrib, trunk, flesh, vein, food chain, chlorophyll, carnivore, herbivore, omnivore, swallow, nectar, predator, grazing
Social Studies	Himalayas, peninsula, Kanchenjunga, Mount Everest, gangetic, alluvium, plateau, coastal plains, Lakshadweep Island, Andaman and Nicobar Island

Word List for August

English	harmony, creatures, solutions, introduce, alarmed, contented, perhaps, preferred, eagerly, crunching, tripped, denser, creepy, pattering, hailstone, frantically, trembling, feeble, scraped, ecstatic
Math	division sentence, equal sharing, repeated subtraction, quotient, division, Dividend, divisor, equal grouping
Science	beak, downstroke, feather, migration, talon, upstroke, webbed, perch, claws
Social Studies	cereals, climate, bottle gourd, Alphonso, Coriander, Cardamom, Litchi, Turmeric, seasonal, Dushehri

Word List for September

Science	reproductive, digestion, tissue, skeleton, stomach, intestine, vessels, kidney, cell, excretory, circulatory, nerves
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Word List for October

English	orphanage, warden, stretched, veranda, porch, meadows, barns, hired, supper, wagon, churn, brook, underneath, separator, disposition, muslin, attic, grimy, threshing, disgraceful, orchard, weird, affectionate
Math	dividend, divisor, quotient, group, remainder, numerator, denominator, half, fraction, equal parts, thirds, quarter, whole, fourths
Science	bungalow, fibre, synthetic fibre, natural fibre, plant fibre
Social Studies	communication, satellite, smart phone, parcels, cellular phones, convenient, entertainment, audio-visual, programmes, networking, electronic, signs

Word List for November

English	bend, chorus, groove, funky, band, sea, favourite, seaweed, wise, save, snoring, tickled, shore, surrounded, whispered, suspiciously, brave
Math	horizontal, vertical, vertex, edge, corner, face, symmetry, side, tiling, length, mass, capacity, unit, metre, centimetre, litre, mililitre, gram, kilogram
Science	timber, recycling, aluminium, petroleum, leather, diesel, linen, material, property, kerosene
Social Studies	prescribe, veterinary, typhoid, hepatitis, clinics, patrol, smoothly, deliver, accidents, government

Word List for December

English	Mississippi, trouble, jam, dinner, swimming, punish, paint, fence, project, careful, watches, presents, happy, working, afternoon
Math	O' clock, quarter to, quarter past, half past, hour hand, minute hand, seconds, timeline, event, rupees, paise, list, record, pictograph, bar graph, tally marks, key title
Science	shadow, luminous, batteries, vibration, pleasant
Social Studies	territory, Shahjahanbad, embassies, Rashtrapati Bhavan, Mughal Garden, commission, legislative, Akshardham Temple, Parliament, Tughlaqs, Qutub Minar, Nehru Planetarium, Dussehra

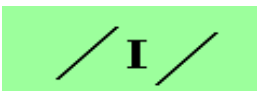
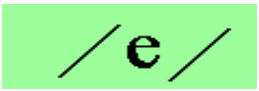
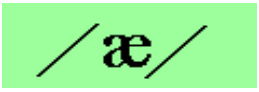
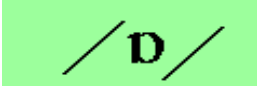
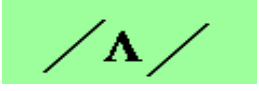
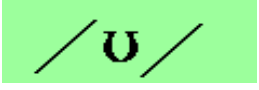
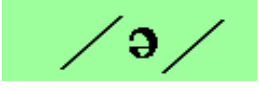

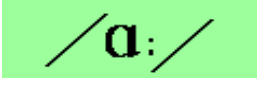

Word List for January

English	knocking, listened, stirring, tap-tapping, whistling, dewdrops
Science	environment, breathe, factories, diseases, dysentery, diarrhoea, pollution, crowded, suffer

Word List for February

Science	condensation, evaporation, water cycle, weather, climate, gale, breeze, freezing, season
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Note: Refer to the following phoneme chart while teaching in the class

Vowel Phonemes			
01		p <u>l</u> t	sit, hit, nil, bin, sin
02		p <u>e</u> t	met, set, net, let, get
03		p <u>a</u> t	hat, bat, mat, chat, sat
04		p <u>o</u> t	cot, log, jog, not, hot
05		l <u>u</u> ck	duck, hut, thud, rug, suck
06		g <u>oo</u> d	hood, should, wood, hoot, foot
07		<u>a</u> go	adore, alas, aghast, amazed
08		m <u>ea</u> t	beat, seat, treat, feed, sleep
09		c <u>a</u> r	star, war, park, bar
10		d <u>oo</u> r	pour, score, bore, go, tore, lobe

Half Yearly			
S.No.	Chapter's Name	No. of iBLD	No. of IIA
1	Welcome (Revisional)		
2	Chapter 2 - Kaka and Munni	1	
3	Poem - Paper Boats	1	
4	Fast-Foot Fatima (Literature Reader) Only for reading	-	
5	Chapter 3 - Shikari's Cycling Adventure	1	
6	Poem - From the Short Story What the Swallows Did	1	
7	Chapter 4 - The Wild Wood	1	
8	The Story of a Lizard, a Tiger and a Farmer (Literature Reader) Only for reading		
S.No.	Chapter's Name (Language)		
1.	Chapter-1: The Sentence		
2.	Chapter-21: Punctuation and Capital Letters		
3.	Chapter-2: Subject and Predicate		
4.	Chapter-3: Noun		
5.	Chapter-4: Singular and Plural		
6.	Chapter-5: Articles		
7.	Chapter-6: Gender		
8.	Chapter-7: Pronouns		
9.	Chapter-8: Verb Tenses		
10.	Chapter-9: Simple Present Tense		
11.	Chapter-10: Present Continuous Tense		
12.	Vocabulary 1 - Prefixes.		
13.	Comprehension Passage (LC)	4	

Month	CONTENTS
	Note: 1. New Words and Paragraph dictation test will be taken after completion of chapters and in the Unit Tests and Exams. The marks will be added in the Unit Test as well as in Exams. 2. For dictation, any word from the chapter can be given besides the word already mentioned in the precept in the Unit Test and Exam. 3. For 'Make Sentence' any word from the chapter can be given besides the word already mentioned in the precept in the Unit Test and Exam.
April + May (23 + 9 = 32 Days)	Book : 21st Century English- Course book-3 Second Edition Welcome- Pg. No. 9 to 14 (to be discussed and done in class as CW) Theme Animals- (Pg. No. 25), Ex. A, B, C & D (to be discussed in the class) Chap 2 : Kaka and Munni Reading and Explanation- (Pg. No. 26 to Pg. No. 29) Dictation of words and paragraph from the chapter will be taken. Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced. Pronunciation Lab-1- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.

New Words -

- | | | | | |
|-----------|------------|----------|----------|------------|
| 1. beak | 2. buffalo | 3. burnt | 4. bully | 5. clever |
| 6. coal | 7. deer | 8. field | 9. flash | 10. grass |
| 11. hatch | 12. hurry | 13. mud | 14. nest | 15. stream |
| 16. tail | | | | |

Word meaning

- | | | | | |
|-----------|------------|--------------|------------|----------|
| 1. refuse | 2. swooped | 3. whispered | 4. furnace | 5. plead |
|-----------|------------|--------------|------------|----------|

Words for sentence formation

- | | | | |
|--------------|-------------|----------|--------------|
| 1. watched | 2. flew off | 3. plead | 4. backwards |
| 5. whispered | | | |

All exercises will be done.**Comprehension-** Pg. No. 30,

Ex. A & B (to be done in the Burlington App)

Ex. C & D (to be done in the Literature notebook)

Ex. E. (to be discussed in the class)

Vocabulary- Ex. A, B & C Pg. No. 31 (to be done in the Burlington App)**Listening Pg. No. 34** be done in the course book as **(LSD-1)****Speaking-** Pg. No. 34 (to be done in the class)**Art Corner-1**, Pg. No. 37 (to be discussed in the class and done as homework)**Poem: Paper Boats Pg. No. 38****No. of iBLD-1**

The children will be made to listen to the poem on the IFP.

Recitation and Explanation will be done in the class.

Dictation of words will be taken.

Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.**Pronunciation Lab-2-** Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.

Children will write the poem in their notebook and make a picture to illustrate the idea of the poem as per their imagination.

New Words:

- | | | | | |
|-------------|------------|-----------|-------------|---------|
| 1. float | 2. strange | 3. blooms | 4. midnight | 5. bury |
| 6. playmate | 7. bulging | | | |

Word Meaning:

- | | | | |
|----------|---------|-------------|------------|
| 1. float | 2. bury | 3. playmate | 4. bulging |
|----------|---------|-------------|------------|

Words for sentence formation:

- | | | | |
|-------------|-------------|-----------|------------|
| 1. midnight | 2. playmate | 3. blooms | 4. strange |
|-------------|-------------|-----------|------------|

All the book exercises to be done**Understanding the poem:** Pg. No. 39,

Ex. A (to be done in the literature notebook),

Ex. B (discussion)

Appreciation- Pg. No. 39,

Ex. A (to be done in the course book)

Ex. B (to be done in the Burlington App)

Enrichment Activities-1 Pg. No. 40 (to be discussed in the class)

Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023
(All the exercises will be discussed and done.)

Chapter-1: The Sentence

CW	HW
Warm up (Pg. 7)
Ex. A (Pg. 8)
Ex. B (Pg. 9, 10)
Ex. C (Pg. 10) Q.1 to 4	Ex. C (Q.5 to 8)

Chapter 2: Punctuation and Capital Letters

Warm Up (Pg. 84)
Explanation (Pg. 85)
Ex A (Pg. 86)	
To be done in Learner's Comate	
Ex B (Pg. 87) (Q 1 to Q7)	Ex B (Q 8 to Q 10)
Ex C (Pg. 88)	
Ex D (Pg. 88)	
(To be done in Learner's Comate	

Chapter- 3 : Subject and Predicate

Warm up (Pg. 11)
Ex. A (Pg. 12)
Ex. B (Pg. 12) (Q1 to Q4)	Ex. B (Q5 to Q8)

Language:

- Paragraph Writing-** Page No. 35 & 36 Ex. A (to be done in the course book), (Ex. B1) (To be done in the Course book)
Pg. No. 36 (Ex. B2) (To be done in the Language notebook) **Kaka and Munni**
- Learner's Comate-** British vs American Spelling assignment to done.
- Learner's Comate Revisional Assignment 1 + Verbal Reasoning Assignment 1.**
- Learner's Comate Assignment-2:** Comprehension (prose) (Integrated Interdisciplinary Approach) Creative writing + Dictionary Activity + Verbal Reasoning Assignment
- Homophones-** Use the following homophones into sentences to trace out their meanings to be done learner's Comate (Subjected to Unit test & Class work Assignment)
 pray - prey hair - hare story - storey
 new - knew would - wood

Language Building Activity: What happens next?

21st Century English Literature Reader Book- 3: (for reading only, not subjected for test / exam) - Fast-foot Fatima.

HHW : Read the book 'Bookasura', for Reading for Pleasure Examination.

**June
+
July
(5+27=32
Days)**

21st Century English Course Book- 3: Second Edition

Theme- My Country- (Pg. No. 41), Ex. A & B (to be discussed in the class)

Chapter- 3: Shikari's Cycling Adventure

No. of iBLD-1

Reading and Explanation (Pg. No. 42 to Pg. No. 45) to be done in the class.

Dictation of words and paragraph from the chapter will be taken.

Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.

Pronunciation Lab-3- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.

New Words -

1. Shikaripura 2. worked 3. graduating 4. dreaming 5. adventure
6. pause 7. hosting 8. travel 9. offered 10. permission 11. hesitant
12. excitement 13. exercised 14. pedalling 15. majestic

Word meaning

1. longed 2. hesitant 3. expedition 4. steep 5. rescue
6. storm

Words for sentence formation

1. permission 2. cycled 3. hesitant 4. rescue 5. difficulties

All exercises will be done.

Comprehension -

Pg. No. 46,

Ex. A & B (to be done in the Burlington App)

Ex. C & D- (to be done in the literature notebook)

Ex. E, Q. 1 & 2 (to be discussed in the class)

Vocabulary- Pg. No. 47, A, B & C (to be done in the Burlington App)

Listening Pg. No. 50 to be done in the course book as **(LSD-2)**

Speaking- Pg. No. 50 (to be discussed in the class)

Poem: From the Short Story What the Swallows Did- Pg. 66

No. of iBLD-1

The children will be made to listen to the poem on the IFP.

Recitation and Explanation will be done in the class.

Dictation of words will be taken.

Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.

Pronunciation Lab-4- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom

Children will write the poem in their notebook and make a picture to illustrate the idea of the poem as per their imagination.

New Words: 1.swallow 2.neighbour 3.autumn 4.pause 5.twitter 6.builed 7.cloaks 8.steady 9.spring-time

Word Meaning: 1. neighbour 2.pause 3.cloaks 4.steady

Words for sentence formation: 1. autumn 2.pause 3.builed 4.cloaks

All the book exercises to be done.

Understanding the poem: Pg. No. 67,

Ex. A (To be done in the Burlington App)

Ex. B (To be done in the literature notebook)

Ex. C (To discussed in the class)

Appreciation- Pg. No. 67,

Ex. A & B (To be discussed and done in the literature notebook)

Enrichment Activities-2, Pg. No. 68, (To be discussed in the class)

Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023 (All the exercises will be discussed and done)	
Chapter- 4 : Nouns	
C.W.	H.W.
Warm Up (Pg. 13)	
Ex A (Pg. 14)	
Ex B (Pg. 15)	
Ex C (Pg. 16)	Word Grid (Ex C) (Pg. 16)
Chapter- 5 : Singular and Plural	
C.W.	H.W.
Warm Up (Pg. 17)	
Explanation (Pg. 18)	
Ex A (Pg. 19) (Q1 to Q14)	Ex A (Q15 to Q20)
Explanation (Pg. 20, 21)	
Ex B (Pg. 22)	
Chapter- 6 : Articles	
C.W.	H.W.
Warm Up (Pg. 23)	
Explanation (Pg. 24, 25)	
Ex A (Pg. 25, 26)	
Ex B (Pg. 26, 27)	
Ex C (Pg. 27)	
to be done in the Language Note Book	
<p>1. Grammar Game: will be played in the class on “Nouns”.</p> <p>2. Comprehension- 1 (Pg. 98 will be done in the grammar book) (only for practice)</p> <p>3. Language Writing- Descriptive Writing (Refer Pg. No. 51 & 52), Ex. A & B (to be discussed and done in the course book), Ex. C (to be discussed in the class), Ex. D, Pg. 52 (To be done in the language notebook)(Ch. Shikari's Cycling Adventure)</p> <p>4. Listening Skill development - 1(Audio)</p> <p>5. Learner's Comate: Assignment-3 - Comprehension (Prose) (Integrated Interdisciplinary Approach) + Creative Writing + Dictionary Activity + Verbal Reasoning Assignment 3.</p> <p>Language Building Activity: Talking Time (situational talk)</p> <p>21st Century English Literature Reader Book- 3: (for reading only, not subjected for test / exam) - The Story of a Lizard, a Tiger and a Farmer.</p>	

**August
24 days**

21st Century English Course Book-3 Second Edition

Theme- Friendship - (Pg. No. 53) Ex. A, B, C & D (to be discussed and done in the class)

Chapter- 4: The Wild Wood

No. of iBLD-1

Reading and Explanation (Pg. No. 54 to 57) to be done in the class.

Dictation of words and paragraph from the chapter will be taken.

Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.

Pronunciation Lab-5- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.

New Words - 1.harmony 2.creatures 3.solutions 4.introduce 5.alarmed 6.contented 7.perhaps 8.preferred 9.eagerly 10.crunching 11.tripped 12.denser 13.creepy 14.pattering 15.hailstone 16.frantically 17.trembling 18 feeble 19.scraped 20.ecstatic

Word meaning 1.alarmed 2. perhaps 3. creepy 4. hailstone 5. trembling

Words for sentence formation 1.harmony 2. introduce 3. eagerly 4. feeble 5. ecstatic

All exercises will be done

Comprehension - Pg. No. 58

Ex. A & B (to be done in the Burlington App)

Ex. C & D (to be done in the literature notebook)

Ex. E, Pg. 59 Q. 1, 2, 3 & 4 (To be discussed in the class)

Vocabulary- Pg. No. 59 (to be done in the Burlington App)

Listening Pg. No. 62 (to be done in the course book as **(LSD Revisional)**)

Speaking - Pg. No. 62 (to be done in the class)

Sports Corner-1- Pg. No. 65 (to be done in the ground)

Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023
(All the exercises will be discussed and done)

Chapter- 7: Gender

CW	HW
Warm up (Pg. 28)
.....	Ex. A (Pg. 28)
Ex. B (Pg. 29)
Ex. C (Pg. 29, 30)
Ex. D (Pg. 30, 31)

* One additional topic **Neuter Gender** will be done in Learner's Comate as Class work.

Chapter- 8 : Pronouns

CW	HW
Warm Up (Pg. 32)
Ex A & B (Pg. 33)
Explanation (Pg. 34-35)	
Ex. C (Pg. 35)	
Ex. D (Q.1 to 4) (Pg. 35, 36)	Ex. D (Q.5 to 8) (Pg. 36)
Ex E (Pg. 36)	

	Chapter- 9 : Verb Tenses	
	C.W.	H.W.
	Warm Up (Pg. 37)	
	Explanation (Pg. 38)	
	Chapter-10 : Simple Present Tense	
	C.W.	H.W.
	Warm Up (Pg. 39)	
	Explanation (Pg. 40)	
	Ex A (Pg. 40, 41)	
	Lets Play (Pg. 41)	
	Ex B (Pg. 42)	
	Comprehension-2 [Prose] Pg. No. 99 will be done in grammar book (Only for practice) Language: Picture composition 1. Writing- Pg. No. 63 Ex. A & B (to be discussed and done in the course book), Ex. C (to be discussed in the class) Pg. 64 Ex. D (To be done in the Language Notebook) (The Wild Wood) 2 Informal Letter: Write a letter to your friend inviting him/her on your birthday party. (to be done in language notebook) 3. Listening Skill development - 2(Audio) 4. Learner's Comate: Assignment-4 Comprehension (Prose) (Integrated Interdisciplinary Approach)+Creative Writing + Dictionary Activity + Verbal Reasoning Assignment 4. 5. Entrepreneurship & Financial Literacy Assignment to be done in Learner's Comate	
	Story Telling: Story will be narrated for enjoyment, comprehension & enhancement of thinking skills. Story of the term is The Wise Minister . Assignment based on the story is to be done in the English Learner's Comate.	
	Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023 (All the exercises will be discussed and done)	
	Chapter-10 : Present Continuous Tense	
	C.W.	H.W.
	Warm Up (Pg. 43)	
	Ex A (Pg. 43, 44)	
	Ex B (Pg. 44)	
	Ex C (Pg. 45)	
	Lets Play (Pg. 45)	
	Vocabulary 1- Prefixes (Pg. 89)	
	Explanation (Pg. 89)	
	Exercise (Pg. 90)	
September 22 days		

	<p>Revisional assignment to be done from Learner's Comate.</p> <p>Revision & Class work Assignment</p>
	<p>Holiday Home Work: (Summer Vacation)</p> <ol style="list-style-type: none"> 1. Read the book - Bookasura (Reading for Pleasure) 2. Read the book from suggested reading (pg. 49 in precept) and write in Reading Log (any two). 3. Summer Verbal Reasoning Assignment to be done in Enrichment booklet.

ANNUAL TERM

Pattern and distribution of marks

Unit test: 20 marks for literature (Burlington text book) and Grammar (New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023), 5 marks for word dictation+Paragraph dictation, 4 marks for reading/recitation and 1 mark for good handwriting (GHW)

(20 marks written+5 marks dictation+4 marks reading /recitation + 1 mark GHW=30)

S.No.	Chapter's Name	No. of iBLD	No. of IIA
1	Chapter-5 : Judy at the Farm	1	
2	Tine and the Faraway Mountain <small>Literature Reader (only for reading)</small>	-	
3	Poem : Just Dance	1	
4	Chapter-6 : Why the Jelly Fish has no Shell	1	
5	Chapter-7 : The Adventures of Tom Sawyer	1	
6	The Story of Ali Cogia <small>Literature Reader (only for reading)</small>	-	
7	Poem : Some One	1	

S.No.	Chapter's Name (Language)		
1	Chapter-11 : Simple Past Tense		
2	Chapter-12 : Past Continuous Tense		
3	Chapter-13 : Simple Future Tense		
4	Chapter-14 : Adjectives		
5	Chapter-15 : Comparison of Adjectives		
6	Chapter-16 : Demonstrative		
7	Chapter-17 : Possessives		
8	Chapter-18 : Adverbs		
9	Chapter-19 : Conjunctions		
10	Chapter-20 : Prepositions		
11	Vocabulary-3 Similes		
12	Vocabulary-4 Phrasal Verbs		
13	Formal Letter		
14	Picture Composition		
15	Paragraph Writing		
16	Comprehension Passage (LC)		

Note:

- New Words** and **Paragraph** dictation test will be taken after completion of chapters and in the Unit Tests and Exams. The marks will be added in the Unit Test as well as in Exams.
- For **Dictation**, any word from the chapter can be given besides the words already mentioned in the precept in the Unit Test and Exam.
- For **Make Sentence** any word from the chapter can be given besides the words already mentioned in the precept in the Unit Test and Exam.

**October
18 days**

Book: 21st Century English Course Book-3 Second Edition

Theme- The World Around Us- (Pg. No. 69), Ex. A, B, C & D (to be discussed in the class)

No. of iBLD-1

Chapter- 5: Judy at the Farm

Reading and Explanation- Pg. No. 70 to 73

Dictation of words and paragraph from the chapter will be taken.

Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.

Pronunciation Lab-6- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.

New Words - 1.orphanage 2.warden 3.stretched 4.veranda 5.porch
6.meadows

7.barns 8.hired 9.supper 10.wagon 11.churn 12.brook 13.underneath
14.separator 15.disposition 16.muslin 17.attic 18.grimy 19.threshing
20.disgraceful 21.orchard 22.weird 23.affectionate

Word meaning

1. porch 2. supper 3. attic 4. orchard 5. wagon

Words for sentence formation

1. orphanage 2. muslin 3. weird 4. underneath 5. meadows

All exercises will be done.

Comprehension - Pg. No. 74 & 75

Ex. A, B & C (to be done in the Burlington App)

Ex. D & E (to be done in the literature notebook)

Ex. F, Q 1, 2 & 3 - (to be discussed in the class)

Vocabulary- Pg. No. 75 (to be done in the Burlington App))

Listening - Pg. No. 77 (to be done in the course book as **LSD-1**)

Speaking - Pg. No. 77 (to be discussed in the class)

Read the book 'Rikki-Tikki-Tavi' for Reading for Pleasure Examination

Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023

(All the exercises will be discussed and done)

Chapter-11 : Simple Past Tense

C.W.	H.W.
Warm Up (Pg. 46)	
Explanation (Pg. 47)	
Ex A (Pg. 48, 49)	
Ex B (Pg. 49)	
Ex C (Pg. 49)	
To be done as Revision Work	

Chapter-12 : Past Continuous Tense

Warm Up (Pg. 50)	
Ex A (Pg. 50, 51)	
Ex B (Pg. 51, 52)	
Ex C (Pg. 52)	

Language - Letter writing- (Formal)

Write an application to the Principal asking for 2 days sick leave. (to be done in language notebook).

	<p>Writing- Invitation Writing (Pg. 78 & 79) Ex. A (to be done in course book) Ex. B (to be done in the course book) Ex. C (to be done in the course book) Ex. D (to be done in the language notebook) (Judy at the Farm).</p> <p>Dussehra & Diwali Verbal Reasoning Assignments to be done in Enrichment Booklet as H.W. 21st Century English Literature Reader Book- 3: (for reading only, not subjected for test / exam) - Tine and the Faraway Mountain</p>
November = 24 days	<p>Book: 21st Century English Course Book-3 Second Edition Poem: Just Dance Pg. No. 92 No. of iBLD-1 The children will be made to listen to the poem on the IFP. Recitation and Explanation, Dictation of words will be taken, Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practised. Pronunciation Lab-7- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom. Children will write the poem in their notebook and make a picture to illustrate the idea of the poem as per their imagination. New Words: 1.bend 2.chrous 3.groove 4.funky 5.band Word Meaning : 1. chance 2. bend 3. chorus 4. shake Words for sentence formation: 1. groove 2. band 3. funky 4. knees All the book exercises to be done Understanding the poem: Pg. No. 93, Ex. A (to be done in the Burlington App) Ex. B (to be done in the literature notebook), Ex. C (to be discussed in the class) Appreciation- Pg. No. 93 Ex. A & B (to be done in the course book) Enrichment Activities-3- Pg. No. 94 (to be discussed in the class)</p> <hr/> <p>Book: 21st Century English Course Book-3 Second Edition Theme-Nature- (Pg. No. 80), Ex. A & B (to be discussed in the class) Chapter-6: Why The Jelly Fish Has No Shell No. of iBLD-1 Reading and Explanation- Pg. No. 81 to 84 Dictation of words and paragraph from the chapter will be taken. Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced. Pronunciation Lab-8- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom. New Words - 1. sea 2. favourite 3. seaweed 4. wise 5. save 6. snoring 7. tickled 8. shore 9. surrounded 10. whispered 11. suspiciously 12. brave Word meaning 1. perhaps 2. tickled 3. shore 4. slid 5. surrounded 6. whispered 7. sheepishly Words for sentence formation 1. worried 2. favourite 3. replied 4. caught 5. whispered All exercises will be done. Comprehension - Pg. No. 85. Ex. A (to be done in Burlington App)</p>

<p>Ex. B & C (to be done in the literature notebook) Ex. D (to be discussed in the class) Vocabulary- Pg. No. 86 , Ex. A & B (to be done in the Burlington App) Listening - Pg. No.88 (to be done in the course book as (LSD-2)) Speaking - Pg. No.88 (to be discussed and done in the class) Art Corner-2- Pg. No. 91 (to be done as H.W. and will be displayed in the class)</p>	
<p>Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023 (All the exercises will be discussed and done)</p>	
<p>Chapter-14 : Simple Future Tense</p>	
C.W.	H.W.
Explanation (Pg. 53)	
Ex A (Pg. 53)	
Ex B (Pg. 54)	
Explanation (Pg. 54)	
Ex C (Pg. 54)	
<p>Chapter-15 : Adjectives</p>	
Warm Up (Pg. 55)	
Ex A (Pg. 56)	
Explanation (Pg. 56, 57)	
Ex B (Pg. 57)	
Ex C (Pg. 57)	
<p>Chapter-16 : Comparison of Adjectives</p>	
Warm Up (Pg. 60)	
Explanation (Pg. 61, 62)	
Ex A (Pg. 62)	
Ex B (Pg. 62, 63)	
Explanation (Pg. 63)	
Ex C (Pg. 64)	
<p>Grammar Game: will be played in the class on “Adjectives” Comprehension- 3 [Prose] (Pg. 100 will be done in the grammar book) (for practice only) Language: 1. Diary writing- (Refer Pg. 89 & 90 Ex. A & B (to be discussed and done in the course book) Ex. C (to be discussed in the class), Ex. D Pg. 90 (to be done in the language notebook) (Why the Jelly Fish has no Shell) 2. Paragraph Writing: “How force helps us in everyday life” (to be done in language notebook). 3. Listening Skill development - 1(Audio Visual) 4. Learner’s Comate Assignment-1: Comprehension (prose) (Integrated Interdisciplinary Approach) + Verbs + Creative writing + Dictionary Activity + Verbal Reasoning Assignment 1 21st Century English Literature Reader (for reading only, not subjected for test/exam)- The Story of Ali Cogia Language Building Activity: Making chain of compound words</p>	

December 25 days	Book: 21st Century English Course Book-3 Second Edition	
	Theme- Childhood- (Pg. No. 95), Ex. A & B (to be discussed in the class) Chapter- 7: The Adventures	
	Reading and Explanation- Pg. No. 96 & 97	No. of iBLD-1
	Dictation of words and paragraph from the chapter will be taken.	
	Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.	
	Pronunciation Lab-9- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.	
	New Words -	
	1. Mississippi 2. trouble 3. jam 4. dinner 5. swimming 6. punish 7. paint 8. fence 9. project 10. careful 11. watches 12. presents 13. happy 14. working 15. afternoon	
	Word meaning	
	1. trouble 2. suddenly 3. careful 4. presents 5. project	
	Words for sentence formation	
	1. fence 2. suddenly 3. careful 4. special 5. project	
	All exercises will be done.	
	Comprehension - Pg. No. 98, Ex. A & B (to be done in the Burlington App) Ex. - C & D (to be done in the literature notebook) Ex. E- (to be discussed in the class)	
	Vocabulary- Pg. No. 99 , A, B, C (to be done in the Burlington App)	
	Listening: Pg. No. 102 (to be done in the course book as (Revisional LSD))	
	Speaking: Pg. No. 102 (to be discussed in the class)	
	Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023 (All the exercises will be discussed and done)	
	Chapter-17 : Demonstratives	
	C.W.	H.W.
	Warm Up (Pg. 65)	
	Ex A (Pg. 66)	
	Ex B (Pg. 67)	
	Ex C (Pg. 67)	
	Chapter-18 : Possessives	
	Warm Up (Pg. 68)	
	Ex A (Pg. 69)	
	Explanation (Pg. 70)	
	Let's Play (Pg. 70)	
	Ex B & C (Pg. 71)	
	Chapter-19 : Adverbs	
	Warm Up (Pg. 72)	
	Ex A (Pg. 72)	
	Ex B (Pg. 73)	
	Ex C (Pg. 74)	
	Ex D (Pg. 75)	Ex E (Pg. 75)

	<p>Comprehension (Prose)-4 Pg. 101 & 102 to be done in the grammar book. (only for practice)</p> <p>Language:</p> <p>1. Dialogue Writing : (Refer Pg. No. 103 & 104, Ex. A & B (to be discussed and done in the course book) Ex. C (to be discussed in the class), Ex. D Pg. No. 104 (to be done in the language notebook) (The Adventures of Tom Sawyer)</p> <p>2. Learner's comate: Assignment -2 Comprehension passage (poem) (Integrated Interdisciplinary Approach) + Creative writing + Dictionary Activity + Verbal Reasoning Assignment-2</p> <p>3. Picture Composition : Picture of Picnic (Given in grammar book Pg. No. (to be done in language notebook)</p> <p>Sports Corner-2, Pg. No. 116 (to be discussed in the class)</p> <p>Language Building Activity: The Progressive Game (adding adjective to noun)</p> <p>Winter Verbal Reasoning Assignment to be done in Enrichment Booklet as HHW.</p>
January 23 days	<p>Book: 21st Century English Course Book-3 Second Edition</p> <p>Poem: Some One Pg. No. 117 No. of iBLD-1</p> <p>The children will be made to listen to the poem on the IFP.</p> <p>Recitation and Explanation, Dictation of words will be taken</p> <p>Teaching Aids: Pronunciation Plus - Recorded video of the pronunciation of difficult words will be practiced.</p> <p>Pronunciation Lab-10- Recorded video of the pronunciation of difficult words will be practiced & shared in Google Classroom.</p> <p>Children will write the poem in their notebook and make a picture to illustrate the idea of the poem as per their imagination.</p> <p>New Words:</p> <p>1. knocking 2. listened 3. stirring 4. tap-tapping</p> <p>5. whistling 6. dewdrops</p> <p>Word Meaning:</p> <p>1. knocking 2. listened 3. whistling 4. dewdrops</p> <p>Words for sentence formation:</p> <p>1. listened 2. knocking 3. whistling</p> <p>All the book exercises to be done</p> <p>Understanding the poem: Pg. No. 118,</p> <p>Ex. A (to be done in the course book).</p> <p>Ex. B (to be done in the literature notebook),</p> <p>Ex. C (to be discussed in the class)</p> <p>Appreciation- Pg. No. 118,</p> <p>Ex. A, B & C (to be discussed and done in the course book).</p> <p>Enrichment Activities -4 Pg. No. 119 (to be discussed and done in the class)</p>

	Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023 (All the exercises will be discussed and done)	
	Chapter-19 : Conjunctions	
	C.W.	H.W.
	Warm Up (Pg. 76)	
	Explanation (Pg. 77)	
	Ex A (Pg. 77 to be done in language note book)	
	Ex B (Pg. 78) (Q 1 to 10)	Ex B (Pg. 77)(Q11 to 16)
	Ex C (Pg. 79)	
	Chapter-20 : Prepositions	
	Warm Up (Pg. 80)	
	Ex A (Pg. 81)	
	Explanation (Pg. 82)	
	Ex B (Pg. 82)	
	Ex C (Pg. 83)	
	Listening Skill development - 2(Audio Visual)	
	Learner's Comate - Assignment-3 Comprehension (prose) - Our environment (Integrated Interdisciplinary Approach) + Punctuation (Ex. A, Pg. 86 and Ex D, Pg.88 of the grammar book to be done in the LC) . 2. Creative Writing + Dictionary Activity + Verbal Reasoning Assignment 3 Homophones- Use the following Homophones into sentences to trace out their meanings: (Subjected to Annual Exams) to be done in Learner's Comate ear - year route - root heard - herd write - right waste - waist	
	AIL Activity (Art Integrated Learning): Story beatz (Children will narrate a story in the class by using prepositions and puppets).	
February + March 21 + 22 = 43 days	Story Telling- Story will be narrated for enjoyment, comprehension & enhancement of thinking skills. Story of the term is The Crystal Ball . Assignment based on the story is to be done in the English Learner's Comate.	
	Book: New Grammar with a Smile-3 Fifth Edition aligned with NCF 2023 (All the exercises will be discussed and done)	
	Vocabulary -3 Similes	
	C.W.	H.W.
	Explanation (Pg. 93)	
	Exercise (Pg. 94)	

	Vocabulary -4 Phrasal Verbs	
	C.W.	H.W.
	Explanation (Pg. 95)	Use any ten phrasal verbs to make sentence in language notebook.
	Learner's Comate- Assignment- 4 Similes, Phrasal Verbs and Comprehension passage poem- Integrated Interdisciplinary Approach). Revision & Class work Assignment	
	Note: Topic to be included in Annual term from the 1st term Nouns and Pronouns. (All the exercises will be subjected for Class Work Assignment)	

HOLIDAY HOME WORK (Winter Vacation)

1. Learn the new words of the chapters taught in II- Term.
2. Winter Verbal Reasoning Assignment to be done in Enrichment Booklet.

Suggested Reading

Parents are requested to avail their children with a few books to encourage their Reading skills and arouse their keen interest towards reading and deviate their attention from T.V. and video games which are taking away much of their precious time, energy and attention. Reading a book will certainly upgrade their speaking and writing skills.

1. Shadow in Trouble – Carnival Publishers
2. Classic Tales for Children – Book-1 Jaico Publication
3. The Brave Little Tailor and Repunzel-Script Publication-Calcutta
4. Usie'r Laplang – A katha book for children, New Delhi
5. The Talking Shoes- Enid Blyton – Grand Dream Ltd. London
6. Three little kittens – Dream land, New Delhi
7. Jack and Beanstalk – Dreamland, New Delhi
8. Aesop's Fables – Book Palace
9. Black Beauty – Edmont

हिन्दी

पुस्तक -	(१) मेधा-३ (पूर्णतः संशोधित संस्करण) (कृति प्रकाशन प्रा० लि०) Semester 1 & 2 (जाँचने हेतु) (२) नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-३ (गोयल) भाग-A टर्म-१ तथा भाग-B टर्म-२ (जाँचने हेतु)
उत्तर पुस्तिका -	(१) साहित्य (मेधा) और १ व्याकरण के लिए (जाँचने हेतु)
लर्नर्स कोमेट -	(जाँचने हेतु)

प्रारूप एवं अंक विभाजन -

इकाई परीक्षा प्रश्न पत्र - २० अंकों के प्रश्न साहित्य पुस्तक 'मेधा' एवं व्याकरण से पूछे जाएँगे, ५ अंकों का शब्द श्रुतलेख + वाक्य श्रुतलेख, ४ अंकों का पाठवाचन और १ अंक सुन्दर लिखावट पर दिया जाएगा। **(२० लिखित + ५ श्रुतलेख + ४ पाठवाचन + १ सुन्दर लिखावट = ३०)**

Asynchronous tasks (अतुल्यकालिक कार्य)

विभिन्न प्रकार (ऑडियो/वीडियो/पाठ/ग्राफिक्स उपन्यास इत्यादि) में विषयवार अतुल्यकालिक कार्यों (Asynchronous tasks) को Google कक्षाओं में साझा किया जाएगा। छात्रों से अपेक्षा की जाती है कि वे उनके माध्यम से जाएँ और इसे गृह कार्य की तरह करें, जैसा कि सम्बन्धित शिक्षकों द्वारा विषय की अवधारणाओं/समझ को बढ़ाने के निर्देश दिए गए हैं। विस्तारित अतुल्यकालिक कार्यों (Asynchronous tasks) शिक्षकों द्वारा कक्षाओं में लिया जाएगा, इसलिए उन्हें नियमित रूप से किया जाना महत्वपूर्ण है।

सामान्य निर्देश -

- विद्यार्थी दिन, दिनांक, कक्षा कार्य और गृह कार्य केवल हिन्दी में ही लिखेंगे।
- गिनती-बच्चों को १ से ४० तक प्रथम सत्र में तथा ४१ से ६० तक द्वितीय सत्र में अंकों का लिखित तथा मौखिक अभ्यास लर्नर्स कोमेट में कराया जाएगा। गिनती (अंकों में) इकाई परीक्षा में पूछी जाएगी।
- रंगों के नाम-बच्चों को रंगों के नाम का अभ्यास आइ०एफ०पी० द्वारा करवाया जायेगा। रंगों के नाम इकाई परीक्षा में नहीं पूछे जाएँगे।
- 'श्रुतलेख' के शब्द के अतिरिक्त, पाठ के बीच में से भी शब्द इकाई परीक्षा में पूछे जाएँगे। इकाई परीक्षा में प्रश्न-पत्र ३० अंक का होगा।
- इकाई परीक्षा में मौखिक परीक्षा भी ली जाएगी जिसमें पाठ का पाठवाचन तथा कविता का सस्वरवाचन भी पूछा जाएगा।
- इकाई परीक्षा में अनुच्छेद लेखन और पत्र के विषय नए होंगे। लेकिन पत्र और अनुच्छेद लेखन का अभ्यास जैसा कक्षा में कराया जाएगा।
- उ स १ के आधार पर ही प्रश्न, प्रश्नपत्र में पूछा जाएगा।
- शब्द एवं वाक्य श्रुतलेख प्रत्येक पाठ के अंत में होगा तथा इकाई परीक्षा में भी होगा।
- वाक्य प्रयोग - बच्चे स्वयं करेंगे। वाक्य प्रयोग के लिए शब्द पाठ्यक्रम के अतिरिक्त पाठ्यपुस्तक में से कहीं से भी इकाई परीक्षा में दिये जाएँगे।
- ई-कन्टेन्ट सभी पाठों का दिखाया जाएगा।
- संज्ञा तथा सर्वनाम द्वितीय सत्र के इकाई परीक्षा में भी पूछे जाएँगे।
- साहित्य (मेधा) एवं व्याकरण कार्यों के लिए अलग-अलग कार्य पुस्तिका बनाई जाएगी।
- साहित्य कार्य पुस्तिका में -
 - सुलेख- प्रत्येक पाठ के आरम्भ में छात्रों को दो पृष्ठ सुलेख गृह कार्य के रूप दिया जाएगा।
 - प्रत्येक पाठ का शब्दार्थ तथा वाक्यप्रयोग कराया जाएगा।
 - प्रश्नकोश-छात्र पाठ को ध्यानपूर्वक पढ़ेंगे व स्वयं कुछ प्रश्न निर्मित करेंगे जिसे प्रश्नकोश शीर्षक के अन्तर्गत साहित्य की उत्तर पुस्तिका में लिखेंगे।
- व्याकरण कार्य पुस्तिका में - व्याकरण उत्तर पुस्तिका में पत्र और अनुच्छेद लेखन करवाया जाएगा।
- नवीन व्यावहारिक व्याकरण तथा रचना के सभी अभ्यास कार्य पुस्तक में ही करवाए जाएँगे।
- छात्र मेधा के प्रश्न-उत्तर एवं अभ्यास कार्य पाठ्य पुस्तक में ही लिखेंगे।
- पाठवाचन - पाठवाचन में दिया गया पाठ केवल पढ़ने के लिए है। इसे इकाई परीक्षा में नहीं पूछा जाएगा।

नोट:- मेधा की दो पुस्तकें हैं। Semester-1 अर्द्धवार्षिक एवं Semester-2 वार्षिक सत्र में पढ़ाई जायेगी। नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना की दो पुस्तकें हैं। अर्द्धवार्षिक सत्र में भाग-A टर्म-१ तथा वार्षिक सत्र में भाग-B टर्म-२ पढ़ाई जाएंगी। विद्यार्थी पाठ्यक्रम में दिए गये पाठ के अनुसार ही पुस्तक विद्यालय लेकर आयेंगे।

अर्द्धवार्षिक पाठ्यक्रम

क्र.सं.	पाठ का नाम (मेधा) (Semester-1)	IBLD की संख्या	IIA की संख्या
१.	पाठ-१ जगपति! हमको ऐसा वर दो (कविता)	१	
२.	पाठ-२ नींद की करामात (कहानी) (केवल पढ़ने हेतु)	-	
३.	पाठ-३ ऐसे थे महात्मा बुद्ध (लेख) (केवल पढ़ने हेतु)	-	
४.	पाठ-४ आओ तमिलनाडु चलें (यात्रा वृत्तांत)	१	
५.	पाठ-५ अब्राहम लिंकन (व्यक्तित्व)	१	
६.	पाठ-६ फूलों जैसे तुम मुसकाओ (कविता)	१	
७.	पाठ-७ मोगली आया गाँव में (केवल पढ़ने के लिए)	-	
८.	पाठ-८ श्री नंदनी के नाम एक पत्र (पत्र)	१	
क्र.सं.	पाठ का नाम (नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना भाग-A टर्म-१)		
१.	रंगों के नाम		
२.	गिनती (लर्नर्स कोमेट)		
३.	संज्ञा		
४.	सर्वनाम		
५.	वचन		
६.	लिंग		
७.	पत्र (अनौपचारिक)		
८.	अनुच्छेद लेखन		२
९.	अपठित गद्यांश		२
१०.	सृजनात्मक लेखन		

Month & No. of working days	Content
अप्रैल + मई २३ + ६ = ३२ दिन	<p>१ से ४० तक गिनती का मौखिक अभ्यास कराया जाएगा तथा लर्नर्स कोमेट में लिखवाया जाएगा।</p> <p>रंगों के नाम - लाल-Red, हरा-Green, नीला-Blue, पीला-Yellow, सफेद-White, काला-Black, नारंगी-Orange, बैंगनी- Purple, गुलाबी-Pink, भूरा-Brown, सुनहरा-Golden</p> <p>To be discussed in class through I. F. P., not subjected for Unit Test .</p>

Month & No. of working days	Content
	<p>पाठ-१ जगपति! हमको ऐसा वर दो (कविता) No. of IBLD-1</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराया जाएगा। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जाएंगे। (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - सुगंध, हृदय, बुद्धि (कार्य पुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'क', 'ख', 'घ' (पुस्तक कार्य)</p> <p>स्वयं करें : प्र० सं० २ 'ग', प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न (व्याकरणीय अभ्यास) : कक्षा कार्य - प्र० सं० ५, ६ (पुस्तक कार्य)</p> <p>मूल्य आधारित प्रश्न : कक्षा कार्य (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में (रचनात्मक अभिव्यक्ति) : गृह कार्य (पुस्तक कार्य)</p> <p>जिज्ञासा : कक्षा कार्य - प्र० सं० 'क' (मौखिक चर्चा) गृह कार्य - प्र० सं० 'ख' (मौखिक चर्चा)</p> <p>लीक से हटकर : ग्रीष्मावकाश गृह कार्य - प्र० सं० 'क' एवं 'ख' (मौखिक)</p> <p>पाठवाचन : पाठ-२ नींद की करामात (कहानी) (केवल पढ़ने के लिए)</p>
	<p>पाठ-४ आओ तमिलनाडु चलें (यात्रा वृत्तांत) No. of IBLD-1</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराया जाएगा। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जाएंगे। कक्षा कार्य - 'लहलहाते से सूर्योदय तक' (कार्य पुस्तिका कार्य) गृह कार्य - 'वृक्ष से पर्वतीय शोभा तक' (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न' प्र० सं० ६ (पुस्तक कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ (पुस्तक कार्य)</p> <p>स्वयं करें : प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न (व्याकरणीय अभ्यास) : कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p>

Month & No. of working days	Content
	<p>मूल्य आधारित प्रश्न : कक्षा कार्य (पुस्तक कार्य) आओ सीखें खेल-खेल में : गृह कार्य (पुस्तक कार्य) (रचनात्मक अभिव्यक्ति) जिज्ञासा : गृह कार्य - परियोजना कार्य (पुस्तक कार्य) लीक से हटकर : गृह कार्य - परियोजना कार्य (पुस्तक कार्य)</p> <p>ALL Activity (Art Integrated Learning): पाठ-४ आओ तमिलनाडु चलें बच्चे तमिलनाडु के पारम्परिक भोजन जैसे - इडली, डोसा इत्यादि का चित्र अपनी उत्तर पुस्तिका में चिपकाकर उनके पोषण मूल्यों पर कक्षा में चर्चा करेंगे।</p> <p>गिनती : कक्षा कार्य - १ से २० तक की गिनती का मौखिक तथा लिखित अभ्यास (अंकों तथा शब्दों में लर्नर्स कोमेट में) संयुक्ताक्षर का अभ्यास : लर्नर्स कोमेट में कराया जाएगा। (इसके प्रश्न इकाई परीक्षा में नहीं पूछे जाएँगे।) नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-३ भाग-A टर्म-१ (हिन्दी-१) १. संज्ञा : संज्ञा की परिभाषा, भेद तथा अभ्यास कार्य (पृष्ठ संख्या २४ से २६ तक) कक्षा कार्य - अभ्यास-१०, अभ्यास-११ प्र० सं० १, २ गृहकार्य-अभ्यास-१२ प्र० सं० १, २ (ग्रीष्मावकाश गृहकार्य) स्वयं करें नोट : अभ्यास-१० एवं अभ्यास-११ प्र० सं० ३ : संज्ञा के कुछ अन्य अभ्यास कार्य लर्नर्स कोमेट में भी कराये जाएँगे। २. सर्वनाम : सर्वनाम की परिभाषा तथा सभी अभ्यास कार्य (पृष्ठ संख्या ४२ से ४६ तक) कक्षा कार्य - अभ्यास-२२ प्र० सं० १ अभ्यास-२३ प्र० सं० १, २ गृहकार्य - अभ्यास-२२ प्र० सं० ३, ५, स्वयं करें नोट : अभ्यास-२२ प्र० सं० २, ४, अभ्यास-२३ प्र० सं० ३ : सर्वनाम के कुछ अभ्यास कार्य लर्नर्स कोमेट में भी कराया जाएगा। ३. अनुच्छेद लेखन : पेड़-पौधों का महत्त्व (छात्र स्वयं करेंगे) (व्याकरण कार्य पुस्तिका कार्य) ४. अपठित गद्यांश (लर्नर्स कोमेट) : एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) ५. सृजनात्मक लेखन (लर्नर्स कोमेट) ६. संस्कृत श्लोक-१ (लर्नर्स कोमेट) : वाचन का अभ्यास कराया जाएगा।</p>

Month & No. of working days	Content	No. of IBLD-1
जून एवं जुलाई ५ + २७ = ३२ दिन	<p>पाठ-५ अब्राहम लिंकन (कहानी) नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराया जाएगा। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जाएँगे। कक्षा कार्य - 'मसीहा से उपस्थित तक' (कार्य पुस्तिका कार्य) गृह कार्य - 'खलिहान से परिश्रम तक' (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - भाषा एवं व्याकरण आधारित प्रश्न प्र० सं० ७ (पुस्तक कार्य)</p> <p>नोट : 'पाठ में आए मुहावरे व लोकोक्तियाँ' नहीं कराया जायेगा।</p> <p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'क', 'ख', 'घ', प्र० सं० ४ (पुस्तक कार्य) प्र० सं० २ 'ग' एवं प्र० सं० ३ (पुस्तक कार्य)</p> <p>स्वयं करें : कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ६ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न (व्याकरणीय अभ्यास) : कक्षा कार्य - (पुस्तक कार्य)</p> <p>मूल्य आधारित प्रश्न : गृह कार्य - (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में (रचनात्मक अभिव्यक्ति) : कक्षा कार्य - (मौखिक चर्चा)</p> <p>जिज्ञासा : गृह कार्य</p> <p>लीक से हटकर : पाठ-३ ऐसे थे महात्मा बुद्ध (लेख) (केवल पढ़ने के लिए)</p> <p>पाठवाचन</p>	
	<p>गिनती : कक्षा कार्य - १ से ४० तक मौखिक अभ्यास तथा २१ से ४० तक (अंकों तथा शब्दों में लर्नर्स कोमेट में)</p> <p>नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-३ भाग-A टर्म-१ (हिन्दी-१)</p> <p>१. वचन : वचन की परिभाषा तथा अभ्यास कार्य (पृष्ठ संख्या ३५ से ४१ तक) कक्षा कार्य - अभ्यास-१६, अभ्यास-१८ प्र० सं० १, २, अभ्यास-१९ गृह कार्य - अभ्यास - २०, २१</p> <p>स्वयं करें : अभ्यास- १७, अभ्यास-१८ प्र० सं० ३, ४</p> <p>नोट : वचन के कुछ अन्य अभ्यास कार्य लर्नर्स कोमेट में भी कराया जाएगा।</p> <p>२. अनुच्छेद लेखन : वर्षा ऋतु (छात्र स्वयं करेंगे) (व्याकरण कार्य पुस्तिका कार्य)</p> <p>३. अनौपचारिक पत्र : जन्मदिन पर उपहार भेजने के लिए दादाजी को धन्यवाद पत्र।</p> <p>४. अपठित गद्यांश (लर्नर्स कोमेट) एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</p> <p>५. सृजनात्मक लेखन (लर्नर्स कोमेट)</p> <p>६. संस्कृत श्लोक-२ (लर्नर्स कोमेट) : वाचन का अभ्यास कराया जाएगा।</p>	

Month & No. of working days	Content
अगस्त २४ दिन	<div style="text-align: right; border: 1px solid black; padding: 2px;">No. of IBLD-1</div> <p>पाठ-६ फूलों जैसे तुम मुसकाओ (कविता)</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराया जाएगा। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जाएँगे। (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - माँ, निर्मल, धरती (कार्य पुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'क', 'ख', 'घ' (पुस्तक कार्य)</p> <p>स्वयं करें : प्र० सं० २ 'ग', प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न : कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास) नोट - प्र० सं० ६ नहीं कराया जायेगा।</p> <p>मूल्य आधारित प्रश्न : कक्षा कार्य - प्र० सं० 'क' गृह कार्य - प्र० सं० 'ख' (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में : कक्षा कार्य - लिखित (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा : कक्षा कार्य (मौखिक चर्चा)</p> <p>लीक से हटकर : गृह कार्य - प्र० सं० 'क' (पुस्तक कार्य)</p> <p>गृह कार्य - प्र० सं० 'ख' (मौखिक चर्चा)</p> <p>पाठवाचन : पाठ-७ मोगली आया गाँव में (कहानी) (केवल पढ़ने के लिए)</p> <p>नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-३ भाग-A टर्म-१ (हिन्दी-१)</p> <p>१. लिंग : लिंग की परिभाषा, भेद व अभ्यास कार्य (पृष्ठ संख्या ३० से ३४ तक)</p> <p>कक्षा कार्य - अभ्यास - १३, १४</p> <p>गृह कार्य - अभ्यास - १५ प्र० सं० ४, ५</p> <p>स्वयं करें : अभ्यास - १५ प्र० सं० १, २, ३</p> <p>नोट - लिंग के कुछ अन्य अभ्यास कार्य लर्नर्स कोमेट में भी कराया जाएगा।</p> <p>२. पुनरावृत्ति अनौपचारिक पत्र : मदर्स डे के अवसर पर अपनी माँ को धन्यवाद पत्र लिखिए।</p> <p>३. अपठित गद्यांश (लर्नर्स कोमेट)</p> <p>४. सृजनात्मक लेखन (लर्नर्स कोमेट)</p> <p>५. अनुच्छेद लेखन - एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) : पक्षी हमारे मित्र (छात्र स्वयं करेंगे) (व्याकरण का० पु० कार्य)</p> <p>६. दोहा (लर्नर्स कोमेट) : वाचन का अभ्यास कराया जाएगा।</p>

Month & No. of working days	Content
सितम्बर २२ दिन	<div style="text-align: right;">No. of IBLD-1</div> <p>पाठ-८ श्री नंदनी के नाम एक पत्र (पत्र)</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराया जाएगा। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : कक्षा कार्य - कठिन शब्दों के मायने के सभी शब्दार्थ कराए जाएंगे। (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - डॉक्टर, शहर, चिट्ठी (कार्य पुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'क', 'ख', 'घ' (पुस्तक कार्य)</p> <p>स्वयं करें : प्र० सं० २ 'ग', प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न : कक्षा कार्य - प्र० सं० ६ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास) नोट - प्र० सं० ५ नहीं कराया जायेगा।</p> <p>मूल्य आधारित प्रश्न : कक्षा कार्य (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में : गृह कार्य (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा : गृह कार्य (पुस्तक कार्य)</p> <p>लीक से हटकर : कक्षा कार्य - लिखित (पुस्तक कार्य)</p> <p>अनुच्छेद लेखन - एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</p> <p>: 'पहला सुख निरोगी काया' (छात्र स्वयं करेंगे)</p> <p>(व्याकरण कार्यपुस्तिका कार्य)</p> <p>संस्कृत श्लोक एवं नीति के दोहे - लर्नर्स कोमेट में पुनरावृत्ति करायी जाएगी।</p> <p>Revision and CW Assignment</p>
<p style="text-align: center;">ग्रीष्मावकाश गृहकार्य</p> <p>१. गिनती १ से ४० तक के हिन्दी के अंकों का लिखित तथा मौखिक अभ्यास अपनी लर्नर्स कोमेट में करिए।</p> <p>२. व्याकरण पुस्तक पृष्ठ संख्या २६ कला समेकन अभ्यास-१२</p> <p>३. मेधा पाठ-६ तीन गुड़ियाँ पाठ पढ़ें।</p> <p>४. Precept के अन्त में दिए गए सम्भावित पठनीय पुस्तकें पढ़ें।</p> <p>५. पाठ-१ जगपति! हमको ऐसा वर दो (कविता) पृष्ठ सं० ११ लीक से हटकर प्र० सं० 'क' एवं 'ख' मौखिक रूप से करें।</p> <p>६. परियोजना कार्य पाठ-४ आओ तमिलनाडु चलें ('जिज्ञासा' एवं 'लीक से हटकर' पुस्तक में करें।) (ग्रेड)</p>	

वार्षिक पाठ्यक्रम

क्र.सं.	पाठ का नाम (मेधा) (Semester-2)	iBLD की संख्या	IIA की संख्या
१.	पाठ-१ जीवन है हम धरा के (कविता)	१	
२.	पाठ-२ चंदन की बगिया (कहानी) (केवल पढ़ने हेतु)	-	
३.	पाठ-३ मंगल पर जीवन (लेख) (केवल पढ़ने हेतु)	-	
४.	पाठ-४ माइकल फैराडे (कहानी)	१	
५.	पाठ-५ फ्लोरेंस नाइटिंगेल (जीवनी)	१	
६.	पाठ-६ गोपी की सूझ-बूझ (कहानी) (केवल पढ़ने हेतु)	-	
७.	पाठ-७ अरण्या का संकोच (प्रेरणास्पद कहानी)	१	
८.	पाठ-८ जी करता जोकर बन जाऊँ (कविता)	१	
९.	पाठ-९ लोक चित्रकलाएँ (केवल पढ़ने हेतु)	-	
क्र.सं.	पाठ का नाम (नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना भाग-B टर्म-२)		
१.	गिनती (लर्नर्स कोमेट)		
२.	क्रिया		
३.	पर्यायवाची		
४.	विलोम		
५.	अनेक शब्दों के लिए एक शब्द		
६.	अशुद्धि संशोधन		
७.	पत्र (औपचारिक)		
८.	अनुच्छेद लेखन		२
९.	अपठित गद्यांश		२
१०.	सृजनात्मक लेखन		

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अक्टूबर १८ दिन	<p>पाठ-१ जीवन है हम धरा के (कविता)</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराया जाएगा। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जाएँगे। (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न' प्र० सं० ६ (पुस्तक कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'क', 'ख', 'घ' (पुस्तक कार्य)</p>	

Month & No. of working days	Content
	<p>स्वयं करें : प्र० सं० २ 'ग', प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न : कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न : कक्षा कार्य - प्र० सं० 'क' एवं 'ख' (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में : गृह कार्य</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा : गृह कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर : कक्षा कार्य - प्र० सं० 'क' एवं 'ख' (पुस्तक कार्य)</p> <p>पाठवाचन : पाठ-२ चंदन की बगिया (कहानी) (केवल पढ़ने के लिए)</p>
	<p>गिनती : कक्षा कार्य १ से ५० तक मौखिक अभ्यास तथा ४१ से ५० तक (अंकों तथा शब्दों में लर्नर्स कोमेट में)</p> <p>नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-३ भाग-B टर्म-२ (हिन्दी-१)</p> <p>१. क्रिया : क्रिया की परिभाषा तथा अभ्यास कार्य</p> <p>(पृष्ठ संख्या १२ से १६ तक)</p> <p>कक्षा कार्य - अभ्यास - ५, ६</p> <p>गृहकार्य - अभ्यास-७ (कला समेकन)</p> <p>स्वयं करें : अभ्यास-४</p> <p>नोट : क्रिया के कुछ अन्य अभ्यास कार्य लर्नर्स कोमेट में भी कराया जाएगा।</p> <p>२. अपठित गद्यांश (लर्नर्स कोमेट)</p> <p>३. सृजनात्मक लेखन (लर्नर्स कोमेट)</p> <p>४. अनुच्छेद लेखन : मेरा घर (छात्र स्वयं करेंगे) (व्याकरण कार्य पुस्तिका कार्य)</p> <p>५. संस्कृत श्लोक-१ (लर्नर्स कोमेट) : वाचन का अभ्यास कराया जाएगा।</p>
नवम्बर २४ दिन	<p>पाठ-४ : माइकल फैराडे (कहानी)</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराया जाएगा। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जाएंगे।</p> <p>कक्षा कार्य - 'ट्राम से महान तक' (कार्य पुस्तिका कार्य)</p> <p>गृह कार्य - 'खोज से होनहार तक' (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - 'भाषा एवं व्याकरण आधारित प्रश्न' प्र० सं० ५ (पुस्तक कार्य)</p>

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Month & No. of working days	Content
	<p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'क', 'ग', 'घ' एवं प्र० सं० ३ (पुस्तक कार्य)</p> <p>स्वयं करें : प्र० सं० २ 'ख' (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न : कक्षा कार्य - प्र० सं० ६ (पुस्तक कार्य) (व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न : गृह कार्य (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में : गृह कार्य (रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा : गृह कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर : गृह कार्य - परियोजना कार्य (पुस्तक कार्य) शीतावकाश गृहकार्य</p> <p>पाठवाचन : पाठ-३ मंगल पर जीवन (लेख) (केवल पढ़ने के लिए)</p>
	<p>१. गिनती : कक्षा कार्य - १ से ६० तक मौखिक अभ्यास तथा ५१ से ६० तक (अंकों तथा शब्दों में लर्नर्स कोमेट में)</p> <p>नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-३ भाग-B टर्म-२ (हिन्दी-१)</p> <p>२. पर्यायवाची : पर्यायवाची की परिभाषा बताते हुए सभी अभ्यास कार्य (पृष्ठ संख्या २० से २३ तक) (सुबह से कमल तक) कक्षा कार्य - अभ्यास-६ गृह कार्य - अभ्यास-१० प्र० सं० ३, ४</p> <p>स्वयं करें : अभ्यास-१० प्र० सं० १, २</p> <p>नोट : पर्यायवाची के कुछ अभ्यास कार्य लर्नर्स कोमेट में भी कराया जाएगा।</p> <p>३. अनुच्छेद लेखन - एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) हमारी धरती और हम (छात्र स्वयं करेंगे) (व्याकरण कार्य पुस्तिका कार्य)</p> <p>४. संस्कृत श्लोक-२ (लर्नर्स कोमेट) : वाचन का अभ्यास कराया जाएगा।</p>
दिसम्बर २५ दिन	<p>पाठ-५ फ्लोरेस नाइटिंगेल (जीवनी) No. of IBLD-1</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराए जाएँगे। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जाएँगे। कक्षा कार्य - 'नुक्कड़ से शिविर तक' (कार्य पुस्तिका कार्य) गृह कार्य - 'सप्ताह से चिकित्सा तक' (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - 'प्रशंसा, विद्यालय, सेवा' (कार्यपुस्तिका कार्य)</p>

Month & No. of working days	Content
	<p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'क', 'ख', 'घ' (पुस्तक कार्य)</p> <p>स्वयं करें : प्र० सं० २ 'ग' एवं प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न : कक्षा कार्य - प्र० सं० ५ एवं ६ (पुस्तक कार्य) (व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न : कक्षा कार्य (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में : गृह कार्य (पुस्तक कार्य) (रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा : गृह कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर : कक्षा कार्य (पुस्तक कार्य)</p> <p>पाठवाचन : पाठ-६ गोपी की सूझ बूझ (कहानी) (केवल पढ़ने के लिए)</p>
	<p>नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-३ भाग-B टर्म-२ (हिन्दी-१)</p> <p>१. विलोम शब्द : विलोम शब्द का अर्थ व सभी अभ्यास कार्य (अच्छा से ऊपर तक) पृष्ठ संख्या २४ से २६ तक कक्षा कार्य - अभ्यास-११ प्र० सं० १, २, ४ गृहकार्य - अभ्यास-११ प्र० सं० ५</p> <p>स्वयं करें : अभ्यास-११ प्र० सं० ३</p> <p>नोट : विलोम शब्द के कुछ अभ्यास कार्य लर्नर्स कोमेट में भी कराया जाएगा।</p> <p>२. औपचारिक पत्र : बीमारी के कारण अवकाश के लिए प्रधानाचार्या को प्रार्थना-पत्र लिखिए।</p> <p>३. अपठित गद्यांश (लर्नर्स कोमेट) - एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA)</p> <p>४. सृजनात्मक लेखन (लर्नर्स कोमेट)</p> <p>५. दोहा (लर्नर्स कोमेट) : वाचन का अभ्यास कराया जाएगा।</p>
जनवरी २३ दिन	<p>पाठ-७ अरण्या का संकोच (प्रेरणास्पद कहानी) No. of IBLD-1</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराया जाएगा। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जाएंगे।</p> <p>वाक्य प्रयोग : कक्षा कार्य - 'होशियार, स्वास्थ्य, पैतृक' (कार्यपुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'ख', 'ग', 'घ' (पुस्तक कार्य)</p>

Month & No. of working days	Content
	<p>स्वयं करें : प्र० सं० २ 'क' एवं प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न : कक्षा कार्य - प्र० सं० ५ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास) नोट - प्र० सं० ६ नहीं कराया जायेगा।</p> <p>मूल्य आधारित प्रश्न : कक्षा कार्य (पुस्तक कार्य)</p> <p>आओ सीखें खेल-खेल में : कक्षा कार्य (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा : गृह कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर : गृह कार्य - (पुस्तक कार्य)</p> <p>पाठवाचन : पाठ-६ लोक चित्रकलाएँ (केवल पढ़ने के लिए)</p>
	<p>१. गिनती : कक्षा कार्य - १ से ६० तक की गिनती का मौखिक तथा लिखित अभ्यास (पुनरावृत्ति रफ कॉपी में कराई जाएगी)</p> <p>नवीन हिन्दी व्यावहारिक व्याकरण तथा रचना-३ भाग-B टर्म-२ (हिन्दी-१)</p> <p>२. अनेक शब्दों के लिए एक शब्द : अध्यापक से ग्रामीण तक व अभ्यास कार्य (पृष्ठ संख्या २७ से ३० तक)</p> <p>कक्षा कार्य - अभ्यास-१२ प्र० सं० २, ३</p> <p>गृह कार्य - अभ्यास-१३ (कला समेकन)</p> <p>स्वयं करें : अभ्यास-१२ प्र० सं० १</p> <p>नोट : अनेक शब्दों के लिए एक शब्द के कुछ अभ्यास कार्य लर्नर्स कोमेट में भी कराया जाएगा।</p> <p>३. अनुच्छेद लेखन - एकीकृत अन्तःविषय दृष्टिकोण Integrated Interdisciplinary Approach (IIA) 'पौधारोपण का महत्व' (छात्र स्वयं करेंगे) (व्याकरण कार्य पुस्तिका कार्य)</p>
फरवरी+मार्च २१+२२ = ४३ दिन	<p>पाठ-८ जी करता जोकर बन जाऊँ (यात्रा वर्णन) No. of IBLD-1</p> <p>नवीन शब्द : कक्षा कार्य - 'वाचन एवं श्रुतलेखन कौशल' नवीन शब्द के रूप में कराए जाएँगे। (कार्य पुस्तिका कार्य)</p> <p>शब्दार्थ : कक्षा कार्य - 'कठिन शब्दों के मायने' के सभी शब्दार्थ कराए जायेंगे। (कार्य पुस्तिका कार्य)</p> <p>वाक्य प्रयोग : कक्षा कार्य - 'जोकर, तोंद, दाँत, आँसू' (कार्यपुस्तिका कार्य)</p> <p>पाठ बोध (अभ्यास कार्य) : कक्षा कार्य - प्र० सं० १ (मौखिक चर्चा), प्र० सं० २ 'ख' एवं 'ग' (पुस्तक कार्य)</p>

Month & No. of working days	Content																																																																																																
	<p>स्वयं करें : प्र० सं० २ 'क' एवं प्र० सं० ३ (पुस्तक कार्य)</p> <p>वैकल्पिक बोध : कक्षा कार्य - प्र० सं० ४ (पुस्तक कार्य)</p> <p>भाषा एवं व्याकरण आधारित प्रश्न : कक्षा कार्य - प्र० सं० ५ एवं ६ (पुस्तक कार्य)</p> <p>(व्याकरणीय अभ्यास)</p> <p>मूल्य आधारित प्रश्न : कक्षा कार्य (मौखिक चर्चा)</p> <p>आओ सीखें खेल-खेल में : गृह कार्य (पुस्तक कार्य)</p> <p>(रचनात्मक अभिव्यक्ति)</p> <p>जिज्ञासा : गृह कार्य - (पुस्तक कार्य)</p> <p>लीक से हटकर : गृह कार्य - प्र० सं० 'क' (मौखिक)</p> <p>कक्षा कार्य - प्र० सं० 'ख' (मौखिक चर्चा)</p> <p>अपठित गद्यांश (लर्नर्स कोमेट) - एकीकृत अन्तःविषय दृष्टिकोण</p> <p>Integrated Interdisciplinary Approach (IIA)</p> <p>संस्कृत श्लोक एवं नीति के दोहे - लर्नर्स कोमेट में पुनरावृत्ति कराया जाएगा।</p> <p>Revision and CW Assignment</p>																																																																																																
<p>अशुद्ध-शुद्ध शब्द</p> <table><tr><th>क्रम</th><th>अशुद्ध शब्द</th><th>शुद्ध शब्द</th><th>क्रम</th><th>अशुद्ध शब्द</th><th>शुद्ध शब्द</th></tr><tr><td>१.</td><td>अविष्कार</td><td>आविष्कार</td><td>१६.</td><td>अनुकुल</td><td>अनुकूल</td></tr><tr><td>२.</td><td>आर्शिवाद</td><td>आशीर्वाद</td><td>१७.</td><td>आग्या</td><td>आज्ञा</td></tr><tr><td>३.</td><td>उज्ज्वल</td><td>उज्ज्वल</td><td>१८.</td><td>कवियत्री</td><td>कवयित्री</td></tr><tr><td>४.</td><td>गुरु</td><td>गुरु</td><td>१९.</td><td>दण्ड</td><td>दण्ड</td></tr><tr><td>५.</td><td>तृण</td><td>तृण</td><td>२०.</td><td>दृष्य</td><td>दृश्य</td></tr><tr><td>६.</td><td>जाग्ररण</td><td>जागरण</td><td>२१.</td><td>नछत्र</td><td>नक्षत्र</td></tr><tr><td>७.</td><td>नम्स्ते</td><td>नमस्ते</td><td>२२.</td><td>निश्चय</td><td>निश्चय</td></tr><tr><td>८.</td><td>प्रमात्मा</td><td>परमात्मा</td><td>२३.</td><td>प्रनाम</td><td>प्रणाम</td></tr><tr><td>९.</td><td>प्रोपकार</td><td>परोपकार</td><td>२४.</td><td>परीचय</td><td>परिचय</td></tr><tr><td>१०.</td><td>पुत्तर</td><td>पुत्र</td><td>२५.</td><td>प्रथवी</td><td>पृथ्वी</td></tr><tr><td>११.</td><td>मात्रभूमि</td><td>मातृभूमि</td><td>२६.</td><td>एनक</td><td>ऐनक</td></tr><tr><td>१२.</td><td>मित्तर</td><td>मित्र</td><td>२७.</td><td>विग्यान</td><td>विज्ञान</td></tr><tr><td>१३.</td><td>व्याकर्ण</td><td>व्याकरण</td><td>२८.</td><td>समग्री</td><td>सामग्री</td></tr><tr><td>१४.</td><td>स्वास्थ</td><td>स्वास्थ्य</td><td>२९.</td><td>मित्यु</td><td>मृत्यु</td></tr><tr><td>१५.</td><td>श्रीमति</td><td>श्रीमती</td><td>३०.</td><td>शृगांर</td><td>शृंगार</td></tr></table>		क्रम	अशुद्ध शब्द	शुद्ध शब्द	क्रम	अशुद्ध शब्द	शुद्ध शब्द	१.	अविष्कार	आविष्कार	१६.	अनुकुल	अनुकूल	२.	आर्शिवाद	आशीर्वाद	१७.	आग्या	आज्ञा	३.	उज्ज्वल	उज्ज्वल	१८.	कवियत्री	कवयित्री	४.	गुरु	गुरु	१९.	दण्ड	दण्ड	५.	तृण	तृण	२०.	दृष्य	दृश्य	६.	जाग्ररण	जागरण	२१.	नछत्र	नक्षत्र	७.	नम्स्ते	नमस्ते	२२.	निश्चय	निश्चय	८.	प्रमात्मा	परमात्मा	२३.	प्रनाम	प्रणाम	९.	प्रोपकार	परोपकार	२४.	परीचय	परिचय	१०.	पुत्तर	पुत्र	२५.	प्रथवी	पृथ्वी	११.	मात्रभूमि	मातृभूमि	२६.	एनक	ऐनक	१२.	मित्तर	मित्र	२७.	विग्यान	विज्ञान	१३.	व्याकर्ण	व्याकरण	२८.	समग्री	सामग्री	१४.	स्वास्थ	स्वास्थ्य	२९.	मित्यु	मृत्यु	१५.	श्रीमति	श्रीमती	३०.	शृगांर	शृंगार
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अध्ययन हेतु अनुमोदित पुस्तकें

प्रत्येक अभिभावक के लिए यह अत्यन्त महत्वपूर्ण है कि वे अपने बच्चों में स्वस्थ साहित्य पढ़ने के प्रति रुचि जागृत करें। आज के युग में जब सभी छात्र ज्यादातर समय टी०वी०, कम्प्यूटर, वीडियोगेम इत्यादि चीजों में व्यतीत करते हैं ये सभी शिक्षकों एवं अभिभावकों का सर्वोपरि दायित्व है कि बच्चों को उनके वयानुसार साहित्यिक पुस्तकें उपलब्ध कराये एवं उन्हें पढ़ने के लिए प्रोत्साहित करें।

१. तेनाली राम की प्रसिद्ध कहानियाँ	-	टाइनी टॉट
२. परियों की कहानियाँ	-	टाइनी टॉट
३. दादा-दादी की १०० कहानियाँ	-	अरोरा
४. मनोरंजक बाल कथाएँ	-	ईशान प्रकाशन
५. अकबर-बीरबल की प्रसिद्ध कहानियाँ	-	टाइनी टॉट
६. आजाद करो	-	नैशनल बुक ट्रस्ट इण्डिया
७. पंचतंत्र की कहानियाँ	-	सी०बी०टी० प्रकाशन
८. अरेबियन नाइट्स	-	नवनीत प्रकाशन
९. गुड्डी	-	सी०बी०टी० प्रकाशन

शीतावकाश गृहकार्य

१. गिनती - १ से ६० तक के हिन्दी के अंकों का लिखित तथा मौखिक अभ्यास अपनी लर्नर्स कोमेट में करिए।

२. परियोजना कार्य - पाठ-४ माइकल फैराडे 'लीक से हटकर', पुस्तक पृष्ठ सं० ३३ पर करेंगे।

(ग्रेड)

MATHEMATICS

Book : New Enjoying Mathematics -3 (Revised Edition) (Part-1 and Part-2) Oxford
: Magic Tables (Mastermind)

Ref. Book : New Maths Ahead-3 (Orient Black Swan)

ASYNCHRONOUS TASKS

Topic wise Asynchronous tasks in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Mathematics is a challenging and vibrant subject connected to the real world at every level. A complete study of Mathematics must necessarily be able to relate the subjects to environment and focus on the development of thinking and reasoning skills. Keeping this in mind teaching methodology embodies:

1. Activities, through which children can understand the 'abstract' mathematical concepts with the use of 'concrete' objects like dices, beads, pebbles and 'learning' aids like picture cards, games, puzzles etc.
2. Mental Maths questions to help the students to do quick and easy calculations and to build thinking skills beyond the level of class room learning will be done in the Maths Book & Learner's Comate.
3. Enrichment Booklet-(Includes Maths Enrichment Sheets, Asset Enrichment Sheets and Logical Reasoning Enrichment Sheet) will be done by the children to improve their Mathematical and Logical Skills to be discussed in the class. It is only for practice and not subjected to correction.
4. Above all, a well-equipped Mathematics laboratory, where children do experiments/activities based on different mathematical concepts; discover patterns and generalize the same, discovering the "concepts" on their own, prior to learning them in class.
5. Practicals will be done related to the topics taught as mentioned in the precept and sheets will be provided. A Practical File will be maintained for the same.
6. Children are expected to bring few **Rajma seeds** (at least 50) in a plastic container everyday to the school so that different concepts of the Mathematics can be explained to the children using the same.
7. Maths Walk assignment will be done once in a whole term (subjected to correction). (Assignment will be prepared by each individual branch specific to their area). to be stuck in Maths Practical File.
8. 'Maths and Me' assignment will be done in Learner's Comate and it is subjected to corrections.
9. Khan Academy assignments to be done at some point of each chapter for better understanding and practice.
10. Children must learn tables 2 to 12.
11. DIGI/e-content will be used for all the topics.
12. Rajma seeds, dice, show me board and marker to be brought to school every day.
13. Notebook work (N.B.) mentioned in the precept will be done only in the notebook.

14. Questions which are not a part of C.W. or H.W., can be done by the children at home in their rough notebook for additional practice. But it will not be subjected to correction.

Virtual Escape Room – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

GENERAL INSTRUCTIONS:

- To lighten the burden of bags, the textbook- New Enjoying Mathematics has been divided into two parts - Part-1 and Part-2. children should bring the textbook as per discussion of chapter prescribed in PRECEPT month wise.
- 3 Maths Square Copy (0.75 x 0.75 cm) for class work (subjected to correction).
- 1 Practical file (subjected to correction).
- Book Work is subjected to correction. Try This, Challenge, Chapter Check Up, **Critical Thinking Skills** and **Mental Maths** questions will be done in the book and are subjected to corrections.
- **Data Connect, Mathspeak, Steam Connect and Maths & Art** given in syllabus not subjected for correction & Unit Test / Half yearly / Annual examination.
- Worksheet, Looking Beyond and Test Your Skills will not be subjected to corrections.
- Students are expected to write Journal after the completion of chapters. It will not be subjected to correction.
- After each chapter, its practice sheet will be done in the Learner's Comate. (Subjected to corrections)
- After each chapter, Maths enrichment sheets will be discussed in the class. (Not subject to correction)

Marking Pattern: 45 marks (theory) + 5 marks (practical) = 50 marks

HALF YEARLY TERM			
S.No.	Chapter's Name		No. of iBLD
1	Place Value	Part-1	2
2	Roman Numerals	Comate	1
3	Addition	Part-1	2
4	Subtraction	Part-1	2
5	Multiplication	Part-1	2
6	Division	Part-1	2
7	More about Division (till Ex. 6 B)	Part-1	1

HALF YEARLY		
Month	Contents	
April+ May 23+9= 32 Days	Chapter – 1 : Place Value (New Enjoying Mathematics-3 Part-1) No. of iBLD – 2	
	Theme of the Chapter- “Going Green” to be discussed.	
	Vocabulary Review Pg. No. 26 will be discussed.	
	Looking Back on pg. 7. Q.1 (Book Work) & Q.2 (book work) & Q. 3 Notebook work will be discussed and given as H.W.	
	Explanation of Pg. 8, 9, 10, Try this on pg. 9 & 10, (Book Work) will be done in the class.	
	Mathspeak on Pg. 8 will be discussed in class.	
	CW	Ex. 1 A (Pg. 11) HW
	Q.1 Book work	
	Q.2 Book work	
	Q.3 (a, b) Notebook work	Q.3 (c,d,e) Notebook work
	Q.4 (a,b) Book work	Q.4 (c) Book work
		Q.5 (all) Book work
	Explanation of pg.12 (place value of each digit in a number).	
	Try This will be done in the class	
	Q. Four abacus will be drawn in the notebook, using the following numbers. (notebook work)	
	a. 4021	c. 3690
	b. 5624	d. 8301
	Ex. 1 B (Pg.13)	
	Q.1 (all) Book work	
	Q.2 (b,c) Book work	Q.2 (d,e,f) Book work
	Q.3 (all) Book work	Q.4 (all) Book work
	* Challenge on pg. 13 to be discussed	
	* Explanation of pg. 14 & 15 comparing numbers.	
	* Try this on pg. 15 to be done in the class. (Book work)	
	Ex. 1 C (Pg. 15)	
	Q.1 (all) Book work	Q.2 (all) Book work
		Q.3 (all) Book work
	Q.4 Book work	
	* Explanation of ‘ Ordering Numbers ’ on pg. 16.	
	* Project on pg. 16 to be given for H.H.W.	
	Ex. 1 D (Pg. 17)	
	Q.1 (a,c,e) Notebook work	Q.1 (b,d) Notebook work
	Q.2 (a,c,e) Notebook work	Q.2 (b,d) Notebook work
	* Project on pg. 17 to be given for H.H.W.	
	* Challenge on pg.17 to be discussed	

<ul style="list-style-type: none"> * Explanation of 'Building Numbers' on pg. 18. * Try This on pg. 18 to be done in the class. 	
Ex. 1 E (Pg. 19)	
C.W.	H.W.
Q.1 (a,b) Book work	Q.1 (c,d,e) Book work
Q.2 (all) Book work	
<ul style="list-style-type: none"> * Challenge & Mathspeak on Pg. 19 to be discussed. * Explanation of 'Rounding Numbers' on pg. 20. * Try this and challenge on pg. 20 to be done in the class. (Book work) 	
Ex. 1 F (Pg. 21)	
Q.1 (all) Book work	
Q.2 (a,b,c) Book work	Q.2 (d to i) Book work
Q.3 (a,b) Notebook work	
Q.4. Book work	Q.5 (a,b) Book work
<ul style="list-style-type: none"> * Data Connect Pg. 21 to be discussed in the class and given as H.W. * Explanation of 'Even & Odd Numbers' & play a game on pg. 22. * Exercise based on 'Ordinals' on pg.23 to be done in the class. * Try this on pg.23 (H.W.). * Explanation of Roman Numerals to be done in class. pg. 24. * BuildingskillsinproblemsolvingonPg.25tobedoneinthe class(Book Work). * Challenge on pg.25 will be done in the class (Book Work). 	
(CW) Chapter Check Up -(Pg. 26) (HW)	
	Q.(1 to 8) Book work
<ul style="list-style-type: none"> * Worksheet on pg.27 (H.H.W.) * Steam Connect Pg. 28 to be discussed in the class and given as H.W. (Not subjected for Correction and Examination) * Mental Maths on pg. 29 to be done in the class. (Book work) * Complimentary number base till 50 will be done along with revision of 10 and 20 should be done as oral activity in the class. <div style="margin-left: 40px;"> Ex. 40 + 10 = 50 45 + 5 = 50 47 + 3 = 50 4 + 46 = 50 </div>	
Teaching Aids – Abacus, Ganit Mala, Rangometry, Mathemat, Ganit Rack.	
Learner's Comate - Practice sheet-1, Fast track & Mental Maths	
* Revise the tables from 2-12	
Enrichment Booklet - Maths Enrichment Sheet No.1 to be discussed in the class.	
Jodo Gyan Activities: Clip 3 & 4, Man card activities	
Jodo Gyan TLM: Ganit Mala (100), Ganit Mala (1000), Man cards.	
Maths Practical-1 : To build an understanding of place values in 4 digit numbers (activity pg. no. 12 to be done in practical file) (by using 15cm X 4cm white paper strips & sketch pens)	

<p align="center">KHAN ACADEMY ASSIGNMENT (S):</p> <p>NUMBER UP TO 1000</p> <ul style="list-style-type: none"> Place Value (Class 3) Comparing 3 digits numbers (Class 3) Skip counting (Class 3) Unit Test (Class 3) 									
<p>Roman Numerals : 1 to 50 to be done in the Learner's Comate.</p> <p align="center">Chart of Roman Numerals</p> <table border="1"> <tr> <td>1</td> <td>5</td> <td>10</td> <td>50</td> </tr> <tr> <td>I</td> <td>V</td> <td>X</td> <td>L</td> </tr> </table> <p>Learner's Comate - Practice sheet-2, Fast track & Mental Maths</p> <p>Enrichment Booklet - Maths Enrichment Sheet No.2 to be discussed in the class.</p>	1	5	10	50	I	V	X	L	<p align="center">No. of iBLD- 2</p>
1	5	10	50						
I	V	X	L						
<p>Chapter – 2 : Addition (New Enjoying Mathematics-3 Part-1)</p> <p>Theme of Chapter : 'Collections' to be discussed.</p> <p>Vocabulary Review Pg. No. 44 will be discussed.</p> <p>Maths Vocabulary : in all, altogether, total, more, both (revision of previous class) both, in all, altogether, more(refer to the problem sums given in the Learner's Comate)</p> <ul style="list-style-type: none"> * Looking Back pg. 30. Q.1 & Q.2 Book work, Q.3 (Notebook work) * Explanation of pg. 31 will be done in the class. * Challenge on pg. 31 to be done in the class. (Book work) * Try this on pg.31 to be done in the class. (Book work) * Explanation of three digit addition with re-grouping on pg.32 & 33. * Mathspeak on Pg. 32 will be discussed * Try this on pg.33 to be done in the class & Try this on pg. 34 H.H.W. 									
C.W.	Ex. 2 A (Pg.35)								
Q.1 (a,b) Book work (e) Notebook work	Q.1 (c,d) (Book work), (f) Notebook work								
Q.2 (a,b) Book work (e) Notebook work	Q.2 (c,d) (Book work), (f) Notebook work								
Q.3 (a,b) Book work (e) Notebook work	Q.3 (c,d) (Book work), (f) Notebook work								
Q.4.(a,b) Notebook work	Q.4.(c) Notebook work								
<ul style="list-style-type: none"> * Challenge on pg. 35 to be done in the class. (Book work) * Explanation of More Regrouping on pg. 36,37 (tens, ones & hundreds) * Try this & Mathspeak- Pg. 36 & 37 (Book work) 									
Ex. 2 B (Pg. 38)									
Q.1 (a,b) Book work (e) Notebook work	Q.1. (c,d) (Book w.) (f) Notebook work								
Q.2 (a,b) Book work (e) Notebook work	Q.2. (c,d) (Book w.) (f) Notebook work								
Q.3 (a,b) Book work (e) Notebook work	Q.3.(c,d) (Book w.) (f) Notebook work								
<ul style="list-style-type: none"> * Mental Math pg. 38 to be discussed. * Explanation of 'Adding Bigger Numbers' on pg.39. 									
Ex. 2 C (Pg. 39)									
Q.1 (all) Book work	-								
Q.2 (a,b) Notebook work	Q.2 (d,e) Notebook work								
<ul style="list-style-type: none"> * Explanation of check your addition on pg. 40 									
Ex. 2 D (Pg. 40)									
Q.1 (a,b,f,g) Book work	Q.1 (c,d,e,h,i) Book work								
Q.2 (all) Book work									

June +July 5+27 = 32 days	<ul style="list-style-type: none"> * Explanation of steps of problem solving on pg.41. * Mixed Problem Solving on pg. 42 (Q.1 to 6) Book work to be done in the class. * Building skills using extra information on pg.43(Q.1to4) B.W.to be done in the class. 	
	(CW) Chapter Check Up (Pg. 44) (HW)	
		Q.1 & Q.4 (all) Book work
		Q. 2, 3, 5 (all) Notebook work
		Keeping in touch (Book work)
	<ul style="list-style-type: none"> * Worksheet on pg. 45 (H.H.W.). (Book work) * Mental maths on pg. 47. (H.H.W.) * Critical thinking skills on pg.48 to be done in the class. * Teaching Aids – Number Grid (10x10) Mathemate, Ganit Mala, Diene's block. 	
	Learner's Comate: Practice sheet-3, Fast track and logical reasoning Mental Maths	
	*Revise tables from 2-12	
	Enrichment Booklet - Maths Enrichment Sheet No.3 to be discussed in the class.	
	Khan Academy Assignment(s) :	
	ADDITION & SUBTRACTION WITHOUT REGROUPING	
	<ul style="list-style-type: none"> • Adding 1s, 10s & 100s (Class 3) • Adding & Subtracting by breaking apart (Class 3) • Unit Test (Class 3) 	
	ADDITION & SUBTRACTION WITH REGROUPING	
	<ul style="list-style-type: none"> • Adding by regrouping (Class 3) • Adding & Subtracting missing value problems (Class 3) 	
	Chapter–3: Subtraction (New Enjoying Mathematics-3 Part-1) Theme of the Chapter : 'Communication' to be discussed Vocabulary Review pg no. 64 to be discussed Maths Vocabulary : take away, less, left, gave away (revision of previous class) take away, left, gave away, how many more, how many less, difference (refer to the problem sums given in the Learner's Comate)	
	<div style="float: right; border: 1px solid black; padding: 2px; text-align: center;">No. of iBLD- 2</div>	
	C.W.	Looking Back (Pg. 49) H.W.
	Q.1 (a to e) Notebook work	
	Q.2 Notebook work	
	<ul style="list-style-type: none"> * Understanding more about subtraction Pg. 50 * Try this pg. 50 will be done in the class. (Book work) 	
	Ex. 3 A (Pg. 51)	
	Q.1 (a,d) Notebook work	Q.1 (b,e) Notebook work
	Q.2 (a,b) Notebook work	Q.2 (c,d) Notebook work
	Q.3 (a,c) Notebook work	Q.3 (b,d) Notebook work
	<ul style="list-style-type: none"> * Mental Math and Challenge on pg. 51 will be done in the class. (Book work) * Explanation of regrouping pg.52 will be done in the class. * Explanation of subtracting 3-digit numbers on pg. 53 and 54. * Explanation of regrouping twice... will be explained in the class. 	
	Ex. 3 B (Pg. 55)	
	Q.1 (a,b) Book work (e) Notebook work	Q.1 (c,d) (Book work) (f) Notebook work
	Q.2 (a,b) Book work (e) Notebook work	Q.2 (c,d) (Book work) (f) Notebook work
	Q.3 (a,b) Book work (e) Notebook work	Q.3 (c,d) (Book work) (f) Notebook work
	Q.4 (a,b) Book work (e) Notebook work	Q.4 (c,d) (Book work) (f) Notebook work
	<ul style="list-style-type: none"> * Explanation of subtraction with zeros & ones explanation to be done. 	

CW	Ex. 3 C (Pg. 57)	HW
Q.1 (a,c,e,g) Book work		Q.1 (b, d, f, h) Book work
Q.2 (a,c) Notebook work		Q.2 (b, d) Notebook work
Q.3 (all) Book work		
* Explanation of 'Checking Subtraction with Addition' on pg. 58.		
Ex. 3 D (Pg. 58)		
Q.1 (c,e) Book work		Q.1 (b,d,f) (Book work)
* Challenge on pg. 58 to be done in the class. (Book work)		
* Explanation of subtracting bigger numbers on pg. 58.		
Ex. 3 E (Pg. 59)		
Q.1 (a, b) Book work		Q.1 (c,d) Book work
Q.2 (a,b) Notebook work		Q.2 (d,e) Notebook work
* Explanation of 'Using bar models for problem solving' on pg. 60 & 61.		
* Explanation of data connect to be done in class and given as H.W.		
* Try this on pg. 60 & 61 and Mathspeak pg 61 to be done in the class. (Book work)		
Ex. 3 F (Pg. 62)		
Q.1,2, 3 (Book work)		Q.4,5,6 (Book work)
* Explanation of 'Building skills' on pg.63 to be done in the class.		
Ex. 3 G (Pg. 63)		
Q.1. (a,b,c) Notebook work		Q.1. (d,e) Notebook work
* Challenge on page 63 to done in class		
(CW) Chapter Check Up (pg. 64) (HW)		
		Q.1 (a to f) Book work
		Q.2 (a to c) Notebook work
		Q.3 (a,b) Book work
		Q.4 (a to c) Notebook workQ.5 (Book Work)
		Keeping in touch. (Notebook work)
* Worksheet on pg. 65 to be discussed in the class will be given as HW (Book work).		
* Mental Maths on pg. 67 to be done in the class (Book work).		
* Use your skills pg.68 as H.W. Q.1,2,3,4 & 6 (Book work)		
Learner's Comate - Practice sheet-4, Fast track & Mental Maths.		
* Revise tables 2-12		
Enrichment Booklet - Maths Enrichment Sheet No.4 to be discussed in the class.		
* Teaching Aids – Number Grid (10x10), Mathemat, Ganit Mala, Diene's Block.		
Khan Academy Assignment(s) :		
ADDITION & SUBTRACTION WITHOUT REGROUPING		
<ul style="list-style-type: none"> Subtracting 1s, 10s & 100s (Class 3) Adding & Subtracting using number line (Class 3) 		
ADDITION & SUBTRACTION WITH REGROUPING		
<ul style="list-style-type: none"> Subtracting by regrouping (Class 3) Addition and subtraction words problems (Class 3) Unit Test (Class 3) 		
Chapter-4: Multiplication (New Enjoying Mathematics-3 Part-1)		No. of iBLD- 2
Theme of the Chapter : "Space Exploration" to be discussed		
Vocabulary Review pg. No.89 to be discussed		
Maths Vocabulary: each, in all, altogether (revision of previous class) in all, altogether, each, such, product, times (refer to the problem sums given in the Learner's Comate)		
* Looking Back Explanation of factors & product pg.69		
* Explanation of using arrays in multiplication on pg. 69.		

* Explanation of multiplying by 7 on pg. 70 to be done in the class.		
CW	Ex. 4 A (Pg. 71)	HW
Q.2 Notebook work		
Q.3 (all) Book work		
Q.4 (a) Book work		Q.4 (b,c) Book work
Q.5 (a) Book work , Q.6 (Notebook Work)		Q.5 (b) Book work
* Explanation of Multiplying by 8 & pattern (Pg.72) to be done in the class. (Book work)		
Ex. 4 B (Pg. 73)		
Q.1 (to be demonstrated using Rajma seeds and ice tray)		
Q.2 (all) Book work		Q.3 (all) Book work
Q.4 (all) Book work		
Q.5 (b,c) Book work		
Q.6 (a) Book work		Q.6 (b,c) Book work
Q.7 (a) Notebook work		Q.7 (b) Notebook work
* Explanation of Multiplying by 9 Pg. 74 (Book work)		
Ex. 4 C (Pg.75 & 76)		
Q.1 (a) Book work		Q.1 (b) Book work
Q.2 (a, b) Book work		-
Q.3 (a) Book work		Q.3 (b,c) Book work
Q.4 (a) Notebook work		Q.4 (b) Notebook work
* Exploring patterns Pg. 77 to be discussed		
* Explanation of multiplying 3 digit numbers (Pg. 78).		
* Explanation of Multiplication with regrouping pg. 79,80		
* Try this on pg. 79 to be done in the class (Book work).		
Ex. 4 D (Pg. 80)		
Q.1 (a) Notebook work		Q.1 (b) Notebook work
Q.2 (a) Notebook work		Q.2 (b) Notebook work
Q.3 (a) Notebook work		Q.3 (b) Notebook work
Q.4 (a) Notebook work		Q.4 (b) Notebook work
Q.5 (a,g) Notebook work		Q.5 (b,j) Notebook work
* Explanation of multiplying by tens & hundreds (Pg. 81).		
Ex. 4 E (Pg. 82)		
Q.1 (g-i) Book work		Q.1 (a-f) Book work
Q.2 (g-i) Book work		Q.2 (a-f) Book work
Q.3 (a-c) Book work (d) Notebook		Q.3 (e) Notebook work
Q.4 (g-i) Book work		Q.4 (a-f)
* Data connect pg. 82 to be discussed in the classroom and given as H.W. (not subjected for correction & examination).		
* Explanation of multiplying by 2-digits numbers (Pg. 83 & 84).		
* Challenge and Try this on pg. 84 to be done in the class. (Book work)		
* Use a shortcut to multiply by 11 on pg. 84 will be done in the class.		

	Ex. 4 F (Pg. 85)	
	CW	HW
	Q.1 (all) Book work	-
	Q.2 (a,d) Notebook work	Q.2 (b,e) Notebook work
	Q.3 (a) Notebook work	Q.3 (b,c) Notebook work
	* Explanation of Building skills pg. 86. * Problems on pg. 86 to be done in the class Q.1 all (Book work). * Explanation of two step problems on pg. 87	
	Ex. 4 G (pg. 87)	
	Q.1 (a, b) Notebook	Q.1 (c,d,e) Notebook
	Ex. 4 H (Mixed problem solving) (Pg. 88)	
	(a,c,e) book work	(b,d,f) book work
	Chapter Check Up (Pg. 89)	
		Q.1, Q.2 (all) Book work
		Q.3 (a-d) Notebook work
		Q 4 Book work
		Q.5 Notebook work
		Q.6 (Book Work)
		Keeping in touch (Book work)
	* Worksheet on pg 90 will be discussed only in the class. * Steam Connect pg. 91 to be discussed in the class. (Not subjected for Correction & Examination). * Critical Thinking Skills pg. No. 92 to be discussed and given as H.W. Learner's Comate: Practice sheet-5, Fast Track & Mental Maths * Revise tables from :2-12 Enrichment Booklet - Maths Enrichment Sheet No.5 to be discussed in the class. Jodo Gyan Activities: Harita & Nilofer story, Number catcher & Tamming the table game. Jodo Gyan TLM: Ganit Mala, Number Catcher Maths Practical 2: - To find the product of 2 numbers by drawing 5 horizontal & 3 vertical lines & stick bindis on each crossing (to be done in practical file). by using two different colour sketch pens and bindis. Teaching Aids – Mathemat, Ganit Mala, Number Grid (10x10), Diene's block.	
	Khan Academy Assignment(s) :MULTIPLICATION	
	✓ Intro to Multiplication (Class 3) ✓ Multiplication Problems (Class 3) ✓ Multiplication Word Problems (Class 3) ✓ Multiply by 10 (Class 3) ✓ Multiply by 2 digit numbers with area model (Class 3) ✓ Unit Test (Class 3)	

Aug. 24 days	Chapter-5: Division (New Enjoying Mathematics-3 Part-1)		No. of iBLD- 2
	Theme of the Chapter : “It’s Our Home Too” to be discussed.		
	Vocabulary Review on page 109 to be discussed.		
	Maths Vocabulary : each, shared equally (refer to the problem sums given in the Learner’s Comate)		
	* Looking Back & Explanation of pg. 93:		
	i) How many in a group? (pg. 93).		
	ii) How many groups? (pg. 94)		
	* Practice what you know to be done in the class (Book work) pg. 94		
	*Explanation of Equal sharing and Try this (Pg. 95) to be done in the class (Book work).		
	Ex. 5 A (Pg. 96)		
	C.W.		H.W.
	Q.1 (all) Book work		-
	Q.2 (a,b) Book work		Q.2 (c) Book work
	Q.3 (a,b) Book work		Q.3 (c) Book work
	* Explanation of Equal Grouping & Try this to be done in the class Pg.97. (Book work)		
	Ex. 5 B (Pg. 98)		
	Q.1. (a, c) Book work		Q.1. (b, d) Book work
	Q.2. (a,c) Book work		Q.2 (b) Book work
	* Explanation of Repeated Subtraction to be in the class (Pg. 99)		
	Ex. 5 C (Pg. 100)		
	Q.1 (all) Book work		-
	Q.2 (b,c) Book work		Q.2 (d) Book work
	Q.3 (a,b) Notebook work		Q.3 (c) Book work
	Q.4 (a,c) Notebook W., Q.5 Book W.		Q.4 (b,d) Notebook work
* Explanation of Multiplication and Division (Pg. 101)			
* Try this and Mathspeak on pg. 101 to be done in the class. (Book work)			
Ex. 5 D (Pg. 102)			
Q.1 (a) Book work		Q.1 (b) Book work	
Q.2 (a) Book work		Q.2 (b) Book work	
Q.3 (c, d) Book work		Q.3 (b,e,f) Book work	
Q.4 (b) Book work		Q.4 (c,d) Book work	
Q.5 (a,b) Book work		Q.5 (c,d) Book work	
Q.6 (b,c) Notebook work		Q.6 (d,e) Notebook work	
Ex. 5 E (Pg. 103)			
Q.1 (a-c) Notebook work		Q1. (d-f) Notebook work	
Q.2 (a-d) Book work		Q2. (e-h) Book work	
* Explanation of Exploring Division & Try this on pg. 105 to be done.			
* Mathspeak on pg. 105 to be discussed in class.			

	C.W. Ex. 5 F (Pg. 106) H.W.	
	Q.1 (a, c) Notebook, (d) Book Work	Q.1 (b) Notebook, (e, f) Book Work
	Data Connect pg. no. 106 to be discussed in the class and given as H.W. (Not subjected for Correction and Examination).	
	Explanation of Problem Solving Strategy Pg. 107. (Guess & Check)	
	C.W. Ex. 5 G (Pg. 107-108) H.W.	
	Q.1 (a) Notebook work	
	Q.2 (a,b,c) Notebook work	Q.2 (d,e,f), Q.3 Notebook work
	Chapter Check Up (Pg. 109) (HW)	
		Q.1 (all) Book work
		Q.2 & 3 (all) Book work
		Q.4 (all), Q.5 Notebook
		Q.6 & Q.8 (Book Work), Q.7 (Notebook)
		Keeping in the touch Pg.109 (Notebook).
	* Worksheet on Pg. 110 will be discussed in the class.	
	Learner's Comate: Practice sheet-6, Fast Track & Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No.6 to be discussed in the class.	
	Teaching Aids – Mathemat, Ganit Mala, Number Grid (10x10), Diene's block.	
	<u>Khan Academy Assignment(s) :DIVISION</u>	
	<ul style="list-style-type: none"> • Introduction to Division (Class 3) • Divide by 1, 2, 4, 5 or 10 (Class 3) • Divide by 3 or 6 (Class 3) • Unit Test (Class 3) 	
September 22 days	Chapter – 6 : More about Division (New Enjoying Mathematics-3 Part-1)	
	Theme of the Chapter : “Working With Your Hand” to be discussed.	
	Vocabulary Review on Pg. No. 128 to be discussed.	
	Maths Vocabulary : remaining, left over (refer to the problem sums given in the Learner's Comate)	
	* Explanation of Long Division Pg. 112h	
	Ex. 6 A, 6 B to be done in Half yearly.	
	Ex. 6 A (Pg. 113)	
	C.W.	H.W.
	Q.1 (a,c,e) Book Work	Q.1 (b,d) Book work
	Q.2 (a,c) Notebook work	Q.2 (b,e) Notebook work
	* Explanation of remainder in division (pg.114).	
	* Try this pg. 114 to be done in the class (Book work).	
	* Try This & Challenge pg.115 to be done in the class (Book work).	

C.W.	Ex. 6 B (Pg. 116)	H.W.
Q.1 (all) Book work		
Q.2 (a,b) Notebook		Q.2 (f,g) Notebook work
Q.3 (a,b) Notebook		Q.3 (c,d) Notebook work
Q.4 (a,b) Notebook work		Q.4 (c, d) Notebook work
<p>* Explanation of Dividing 2 digit numbers (Pg. 117)</p> <p>* Try this pg. 118 & 119 to be done in the class (Book work).</p> <p>Note:- Pg. 118 & 119 method -2, to be excluded.</p> <p>* Data Connect pg. 120 to be discussed in the class and given as H.W. (Not subject for correction and Examination)</p> <p>* Maths Practical-3: To develop the understanding of remainder bindis to be stuck in the practical file (Division by regrouping)) (by using bindis & sketch pens).</p> <p>Revision & Class work assignment</p>		
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><u>Summer Vacation Holiday Home Work</u></p> <p>* Prepare a thin notebook to complete your HHW.</p> <ol style="list-style-type: none"> 1) Worksheet Pg. 27, 45 (Part-1) (Book work) 2) Project Pg. 16 & 17 (Part-1) (Notebook work) 3) Mental Maths Pg. 47 (Part-1) (Book work) 4) Logical Reasoning Enrichment Sheet to be done in the Enrichment Booklet. 5) Revise tables from 2-12 </div>		

ANNUAL TERM			
S.No.	Chapter's Name		No. of iBLD
1	More about Division	Part-1	1
2	Fractions	Part-2	2
3	Shapes, Space & Patterns	Part-2	1
4	Measurement	Part-2	2
5	Time	Part-2	1
6	Money	Part-2	1
7	Data	Part-2	1

Month	Contents		
Oct. 18 days	Ex. 6 C (Pg. 120)		
	C.W.	H.W.	
	Q.1 (a,b,c) Notebook work		Q.1 (d,e,f) Notebook Work
	Q.2 (a,b,C) Notebook work		Q.2 (d,e,f) Notebook Work
	* Explanation of Dividing 3-Digit Numbers (Pg. 121-122).		
	* Try this on pg.122 to be done in the class (Book work).		
	* Challenge on pg.123 to be done in the class (Book work).		
	Ex. 6 D (Pg. 124)		
	C.W.	H.W.	
	Q.1 (a,b) Book work (e) Notebook work		Q.1 (c,d) Book work, (f) Notebook Work
	Q.2 (a,b) Book work (e) Notebook work		Q.2 (c,d) Book work (f) Notebook Work
	Q.3 (a,b) Book work, (e) Notebook work		Q.3 (c,d) Book work (f) Notebook Work
	Q.4 (a,b) Notebook work		Q.4 (c,d) Notebook work
	* Building Skills problems without numbers pg.125 all sums will be done in the class (Book work)		
	* Explanation of Understanding Remainders pg.126		
	Ex. 6 E (Pg. 124)		
	Q.1 (a-c) Notebook work		Q.1 (d,e) Notebook work
	Mixed Problem Solving (Pg. 125)		
	(a,c,e) Notebook work		(b,d,f) Notebook work
	C.W. Chapter Check Up (Pg. 126) H.W.		
			Q.1 (a-c) Notebook work
			Q.2 (a,b) Notebook work
			Q.3 (a-d) Notebook work
			Q.4 (Notebook work)
			Q.5 (a,b) (Notebook work)
			Q.6 (Book Work)
			Keeping in touch (Notebook Work)
* Worksheet pg.127 to be discussed in the class (Book work).			
* Mental Maths pg. 128 to be done in the class (Book work).			
* Critical Thinking Skills pg. 129 to be discussed in the class.			
* Use your skills pg. 130 H.H.W.			
Learner's Comate: Practice sheet-1 Fast Track & Mental Maths.			
Enrichment Booklet - Maths Enrichment Sheet No.8 to be discussed in the class.			
* Teaching Aids: Ganitmala, Rangometry, No. Grid(10x10) Mathmat, Diene's block.			
* Revise tables 2-12			
* "Maths & Me" assignment (to be done in Learner's Comate) H.H.W.			
Khan Academy Assignment(s) :DIVISION			
✓ Divide by 7, 8 or 9 (Class 3)			
✓ Division word problems (Class 3)			
✓ Relate Multiplication and Division (Class 4)			
✓ Divide by 1 digit number (Class 4)			

Nov.
24
days

Chapter -7 : Fractions (New Enjoying Mathematics-3 Part-2)

No. of iBLD- 2

Theme of the Chapter : "Food and Nutrition" to be discussed.

Vocabulary Review on Pg. No. 19 to be discussed.

- * Explanation of Understanding Fractions pg. 7.
- * Explanation of Fractions of a Whole (Halves, Thirds, Fourths) pg.8-9.
- * Explanation of Writing Fractions (pg.9).
- * Try this on pg. 8 H.W.

C.W.

Ex. 7 A (Pg. 10)

H.W.

Q.1 (b,c) Book work-

Q.2 Book work

Q.3 Book work

Q.4 Book work

Q.5 (a,b,c) Book work

Q.5 (d,e,f) Book work

Q.6 (a,b) Book work

Q.6 (c,d) Book work

Q.7(a,b,e) & 8 Book work

Q.7 (c,d) Book work,Q.9 Notebook

*Explanation of Fraction of a group pg.12.

C.W.

Ex. 7 B (Pg. 12)

H.W.

Q.1 Book work

Q.2 Book work

*Project pg. 12(H.H.W.)

*Explanation of Numerator & Denominator of a Fraction (Pg.13).

C.W.

Ex. 7 C (Pg.13)

H.W.

Q.1 (b, c) Book work

Q.1 (d-f) Book work

*Explanation of Finding Fraction on pg.14 (To find half, one third & one fourth).

Challenge on pg. 15 to be given as H.W.

Mathspeak on pg. 15 to be discussed in class.

Ex. 7 D (Pg. 16 & 17)

Q.1 (b) Book work

Q.1 (c) Book work

Q.2 (b) Book work

Q.2 (c) Book work

Q.3 (b) Book work

Q.3 (c) Book work

Q.4 (a-c) Notebook work

Q.4 (d-f) Notebook work

Q.5 (all)(Book work)

* Explanation of Fraction in Real Life Q. 1, 2, 3 Pg.18 to be done in class.

Chapter Check Up (Pg. 19) H.W.

Q.1 to Q.6 (all) Book work

Keeping in touch (a,b) Notebook

* Worksheet will be discussed in the class (Pg.20).

* **Steam Connect** pg. 22 to be given as **H.H.W.** (Not subjected for correction and Examination)

* **Learner's Comate** Practice sheet-2, Fast Track and Mental Maths
Revise tables from 2-12

* **Enrichment Booklet** - Maths Enrichment Sheet No.9 to be discussed in the class.

* **Jodo Gyan Activities** – Akash & Sarita Story (1/2, 1/3 & 1/4)

* **Jodo Gyan TLM**– Fraction kit

* **Teaching Aids** – Mathemat, Fraction Kit, Fraction wall.

	AIL Activity (Art Integrated Learning): Anchor Charts (Draw different concepts of Fractions)	
	Khan Academy Assignment(s) :HALVES AND QUARTERS	
	<ul style="list-style-type: none"> ✓ Fraction of shapes (Class 4) ✓ Unit Test (Class 3) 	
	Chapter-8:Shapes, Space & Patterns (New Enjoying Mathematics-3 Part-2) No. of iBLD-1	
	<ul style="list-style-type: none"> * Theme of the Chapter : “Celebrations” to be discussed. 	
	Vocabulary Review Pg. No. 34 to be discussed.	
	<ul style="list-style-type: none"> * Looking Back on Pg.23 to be done in the book. * Explanation of Plane Shapes pg.24 to be done in the book. * Project & Challenge pg.24 will be done in the class. (Book work) * Explanation of Solid Shapes on pg.25 (Book work). 	
	C.W.	Ex. 8 A (Pg. 26)
	Q.1 (all) Book Work.	
	Q.2 (a,b) Notebook	Q.2 (c,d) Notebook
	<ul style="list-style-type: none"> * Challenge on pg. 26 to be given as H.W. * Explanation of Pattern (Pg. 27). 	
	C.W.	Ex. 8 B (Pg. 27)
	Q.1 (a,b) Book work	Q.1 (c) Book work
	Q.2 (a,b) Book work	Q.2 (c) Book work
	Q.3 (a,b) Book work	Q.3 (c) Book work
	<ul style="list-style-type: none"> * Mathspeak on pg. 27 to be discussed in class. * Explanation of Clockwise & Anti-Clockwise on pg.28 (Book work). 	
	Ex. 8 C (Pg. 28)	
	Q.1 (a,b) Book work	Q.1 © Book work
	Q.2 (a,b) Book work	Q.2 (c) Book work
	Q.3 (a,b) Book work	Q.3 (c,d) Book work
	<ul style="list-style-type: none"> * Challenge on pg. 28 to be done as C.W. * Explanation of symmetry and Try this (pg.29) to be done in the class (Book work) * Explanation of Line of Symmetry pg. 30 . 	
	C.W.	Ex. 8 D (Pg. 30)
	Q.1,2 Book work	Q. 3 (Book work)
Dec. 25 days	<ul style="list-style-type: none"> * Explanation of Different Views and Q.1, Q.2, Q.3 pg.31 to be done in the class. (Book work) * Explanation of Shapes that Fit on pg.32. * Match the shapes pg.32 to be done in the book. 	

Ex. 8 E (Pg.33)	
Q.1 (a) Book work	Q.1 (b,c) Book work
Q.2 (a) Book work	Q.2 (b) Notebook work
Chapter Check Up (Pg. 34)	
	Q. 1-6 (all) Book Work,
	Keeping in touch. (Notebook work)
<ul style="list-style-type: none"> * Steam Connect pg. 35 discussed and given as H.H.W. (Not subjected for Correction & Examination). * Critical Thinking Skills pg. 36 to be explained and done. * Learner's Comate: Practice sheet -7, Fast track & Mental Maths * Enrichment Booklet - Maths Enrichment Sheet No.7 to be discussed in the class. * Jodo Gyan Activities - Rangometry activities. * Jodo Gyan TLM- Rangometry kit * Teaching Aid - Solid shapes, Aakar Parivar * Maths Practical No. 1 To foster creativity and geometric understanding, create an animal using tangrams. (Tangram shapes of paper, glue and sketch pens) 	
Chapter-9: Measurement (New Enjoying Mathematics-3 Part-2) No. of iBLD- 2 Theme of the Chapter : 'Animal Wonders' to be discussed. Vocabulary Review on Pg. No. 47 to be discussed. <ul style="list-style-type: none"> * Looking Back pg.37 to be done in the class. * Explanation of Measuring to the nearest Centimetres pg. 38. 	
Ex. 9 A (Pg.38)	
C.W.	H.W.
Q.1 (all) Book Work	Q.2 (all) Book Work
<ul style="list-style-type: none"> * Explanation of Converting metres into Centimetres (pg. 39) * Try this on pg 39 (Q. a,b C.W.) (Q. c,d H.W.) (Notebook work) * Challenge on pg. 39 and Mathspeak pg. 40 to be discussed and given as homework. * Explanation of Measuring in Kilometres (pg.40). 	
Ex. 9 B (Pg. 40 & 41)	
Q.1 & Q,3 (all) Book work	Q.2 (all) Book work
<ul style="list-style-type: none"> * Explanation of Measuring of Mass pg.42 along with exercise. (Book Work) 	

	Ex. 9 C (Pg.43)	
	Q.1 (all) Book work,	Q.2 (all) Book work
	Q.3 (all) Notebook work	-
	* Challenge on pg. 43 * Maths and Art pg. 43 to be discussed and given as H.W. * Explanation of Measuring of Capacity and Try This pg.44. (Book work)	
	Ex. 9 D (Pg.45)	
	Q.1 (all) Book work	
	Q.2 (all) Book work	
	* Challenge to be done in the class (Pg. 45) * Data connect pg. 45 to be discussed and given as H.W. (Not subjected for correction and Examination) * Explanation of Problem Solving. (pg. 46)	
	Q.1 & Q.3 (all) Book work	Q.2 Book work
	Q.4, Q.5 & Q.6 Book work	
	* Mathspeak on pg. 46 is to be done in class	
	Chapter Check up (Pg 47)	
		Q.1 to Q.5 (Book work)
		Keeping in touch pg. 47 (B.w.)
	* Mental Maths to be done in the class (pg.49) * Use your skills Q.1-Q.5 pg.50 (H.H.W.) Learner's Comate Practice sheet-3, Fast Track & Mental Maths. Enrichment Booklet - Maths Enrichment Sheet No.10 to be discussed in the class. * Teaching Aids – Metre Scale, Balance, Measuring Cans. Maths Practical-2: To develop the relationship between Litres and Mililitres (Pg. 48) To be done as an individual activity. (things will be provided by the school).	
	<u>Khan Academy Assignment(s) : MEASUREMENT</u>	
	✓ Length (Class 3) ✓ Volume (Class 3) ✓ Mass (Class 3)	
January 23 days	Chapter-10:Time (New Enjoying Mathematics-3 Part-2) Theme of the Chapter : "School Annual Day" to be discussed. Vocabulary Review on Pg. No. 61 to be discussed. * Explanation of looking Back (pg.51) Q.1 to be done in the class. (Book work) * Explanation of Reading Time to Quarter Past & Quarter to the hour. (pg.52) * Try This on pg.52 to be done in the class (Book work). * Explanation of Telling Time to 5 minutes correctness. (pg.53)	No. of iBLD-1

<ul style="list-style-type: none"> * Explanation of Telling the Time Before and After (pg. 54). * Try this pg. 54 to be done in the class (Book work). * Data connect pg. 54 to be discussed and given as H.W. (Not subjected for correction and Examination) 	
CW	Ex. 10 A (Pg. 55)
Q.1 (a-d) (Book work)	
Q.2 (a-c) (Book work)	Q.2 (d-f) (Book work)
Q.3 (a,b) (Book work)	Q.3 (c,d) (Book work)
<ul style="list-style-type: none"> * Challenge on pg. 55 to be done in the class. * Explanation of Hours and Minutes and Estimating time (pg.56). * Try this pg.56 to be done in the class. * Explanation of The Calendar. (pg.57) 	
CW	Ex. 10 B (Pg.57 & 58)
Q.2 (Book Work)	Q.1(Notebook Work)
Q.3, Q.4	Q.5 (all) (Book work)
Q.6 (a,c) (Book work)	Q.6 (b,d) (Book work)
Q.7 (all) (Book work)	Q.8 (all) (Book work)
	Q.9. (Notebook work)
<ul style="list-style-type: none"> * Project on pg.58. (H.H.W.) * Explanation of Timeline along with exercise on pg. 59 (Book work). * Life Cycle of a Frog (H.W.) & Project to be done as H.H.W. (pg.59) * Directions on Pg. 60 to be discussed in class. * Chapter Check Up & Keeping in touch (Pg.61) (H.H.W.) * Worksheet pg. 62 to be discussed in the class and given as HW (Book work). * Steam connect to be discussed and given as H.W. (Not subjected for correction and Examination). * Revise tables 2-12 	
Learner's comate: Practice sheet-4, Fast Track, Mental Maths. Enrichment Booklet - Maths Enrichment Sheet No.11 to be discussed in the class. Teaching Aids - Clock (KPL) and Calendar	
<u>Khan Academy Assignment(s) : TIME</u> Geometry and Measurement <ul style="list-style-type: none"> • Time (Class 3) • Unit Test (Class 3) 	
Chapter - 11 : Money (New Enjoying Mathematics-3 Part-2) Theme of the Chapter : "Making Sense of Money " to be discussed Vocabulary Review on Pg. No. 71 to be discussed.	
<ul style="list-style-type: none"> * Looking Back pg.64 Q.1 to be done in the class. (Book work) * Explanation of Counting Money pg.65 to be done in the class. * Explanation of Counting Change pg.65 to be done in the class. * Try This pg. 66 H.H.W. * Exercise of Connecting Place Value With Money to be done in class * Explanation of Adding Money. (pg.67) 	

No. of iBLD-1

February + March 21 + 22 = 43 days	C.W. Ex. 11 A (Pg. 67) H.W.	
	Q.1 (a,b,c) Notebook Work	Q.1 (d,e,f) Notebook work
	Q.2 (all) Notebook Work	
	Q.3 (all) Notebook work	
	* Explanation of Subtracting money pg. 68	
	C.W. Ex. 11 B (Pg. 68) H.W.	
	Q.1 (a,b) Notebook Work	Q.1 (d,e) Notebook work
	Q.2 (all) Notebook Work	
	Q.3 (all) Book Work	
	* Explanation of multiplying with money pg. 69	
	C.W. Ex. 11 C (Pg. 69) H.W.	
	Q.1 (a,d) Notebook Work	Q.1 (b,e) Notebook work
	Q.2 (all) Notebook Work	
	* Maths & Art pg. 70 to be discussed in the class (Not subjected for correction and Examination)	
	Chapter Check up (pg.71)	
		Q.1 Book Work
		Q.2 (a,c,e) Notebook
		Q.3 (a,c) Notebook work
		Q.4 Book Work
		Keeping in touch (Pg.71). B.W.
	* Critical Thinking Skills to be discussed & done in class. (pg.72)	
	Learner's Comate Practice sheet- 5, Fast Track, Mental Maths.	
	Enrichment Booklet - Maths Enrichment Sheet No.12 to be discussed in the class.	
	Learn tables from 2 – 12 (orals)	
	Chapter- 12 : Data (New Enjoying Mathematics-3 Part-2)	No. of iBLD-1
	* Theme of the Chapter : “Nature Explorers” to be discussed.	
	Vocabulary Review on Pg. No. 80 to be discussed.	
	* Looking Back : Q.1- Q. 5 will be done in the class as Bookwork. (pg.73)	
	* Explanation of Pictograph using exercise to be done in the class. (pg.74)	
	* Try This & Project on pg. 75 to be done in the class. (Book work).	
	C.W.	Ex. 12 A (Pg.76) HW
	Q.1 & Q.2 (all) Book work	-
	* Explanation of Bar Graphs with exercises (pg. 77).	

CW Ex. 12 B (Pg.78) HW	
Q.1 Book work	Q. 2 Book work
* Explanation of Tally Marks & Activity pg. 79 to be done.	
Chapter Check Up (pg.80)	
	Q.1, Q.2, Q.3 & Q.4 (all) (Book work)
* Worksheet on pg.81 to be discussed in the class. * Mental maths pg. 82 to be done in the class (Book work). Use your skills (pg.83) Q.1 (Notebook Work), Q.2 (Book Work), Q.3, Q.4 & Q.5 Book work (H.W.) Learner's Comate Practice sheet-6, Fast Track and Mental Maths. Revise tables 2-12 Teaching Aids – Jodo Blocks, Rangometry. Enrichment Booklet - Maths Enrichment Sheet No.13 to be discussed in the class.	
Khan Academy Assignment(s) :SMART CHARTS ✓ Picture graphs (Class 3) ✓ Bar charts (Class 3) ✓ Unit Test (Class 3)	
* Maths Practical-3 Making Bar Graph by using birthday data of the students) (by using Bar graph sheets & crayons) * Maths Walk (to be done on a sheet and will be stuck on practical file) (Chapter covered: More about Division, Fractions, Shape space & pattern, Measurement & Time.)	
Revision & Class work assignment	

Winter Vacation Holiday Homework

- * Prepare a thin notebook to complete your H.H.W.

Solve these sums in your notebook:-

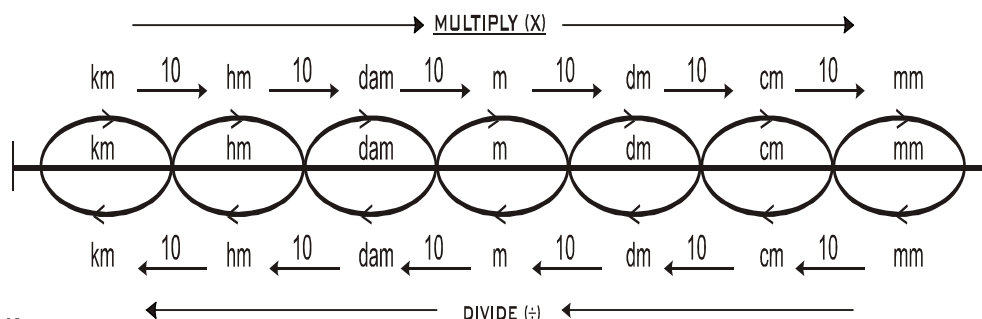
1. Project on pg. 12 & 58 (Part-2) (Notebook Work)
2. Use your skills pg. 50, Q.1 to 5 (Part-2) (Book work)
3. Use your skills pg. 132 (Part-1) (Book work)
4. Chapter Check Up Pg. 61 Q.1 to 3 and 7 (Book work) Q.4 to 6 (Notebook work) (Part-2)
5. Keeping in touch pg. 61 (Part-2)
6. Steam Connect pg. 22 (Notebook work)
7. Try this pg. 66 (Notebook work)
8. Maths and Me (in Learner's Comate)
9. Revise tables from 2 – 12 (orals)

Before we study about the different standard units of measurement.....

Let's learn

Kilo hecto deca gram,
Deci centi milligram

METRIC SYSTEM LENGTH CONVERSION

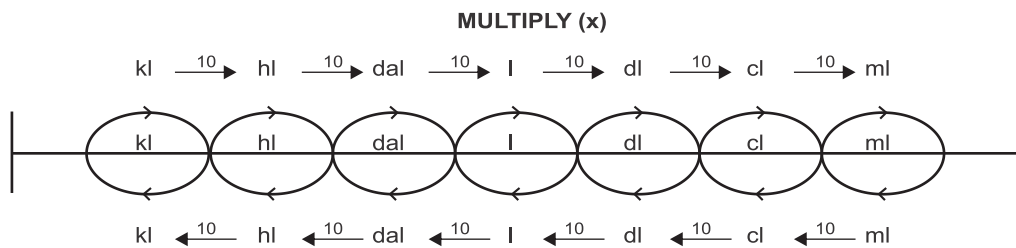


Note :

To convert bigger into smaller units you should always Multiply (x)
for eg. Convert 7 km into m.
 $= 7 \times 1000 \text{ m}$
 $= 7000 \text{ m}$

To convert smaller into bigger units you should always Divide (÷)
for eg. Convert 700 cm into m.
 $= 700 \div 100$
 $= 7 \text{ m}$

METRIC SYSTEM CAPACITY CONVERSION

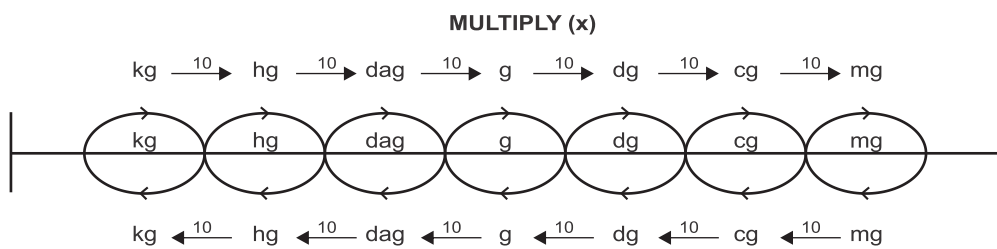


Note:

To convert bigger into smaller units you should always Multiply (x)
For eg. Convert 7 l into ml.
 $= 7 \times 1000 \text{ ml}$
 $= 7000 \text{ ml}$

To convert smaller into bigger units you should always Divide (\div)
For eg. Convert 7000 ml into l.
 $= 7000 \div 1000$
 $= 7 \text{ l}$

METRIC SYSTEM MASS CONVERSION



Note:

To convert bigger into smaller units you should always Multiply (x)
For eg. Convert 7kg into g.
 $= 7 \times 1000 \text{ g}$
 $= 7000 \text{ g}$

To convert smaller into bigger units you should always Divide (\div)
For eg. Convert 7000 mg into kg.
 $= 7000 \div 1000$
 $= 7 \text{ kg}$

Mindspark Syllabus (For Boarders) - Class III

Half Yearly Term

Months	Weeks	Mindspark Topics	Corresponding Topics at School
April	1 st	Mindspark : Initiation session and Numbers upto 999	Place Value
	2 nd	Estimation and Rounding	
	3 rd	Even and Odd Numbers	
	4 th	Large Numbers	
May	1 st	Addition upto 999 (without regrouping)	Addition
	2 nd	Addition upto 999 (with regrouping)	
	3 rd	Summer Vacation	
	4 th		
June	1 st		
	2 nd		
	3 rd		
	4 th	Subtraction upto 999 (without regrouping)	Subtraction
July	1 st	Subtraction upto 999 (with regrouping)	
	2 nd	Word Problems on Addition and Subtraction – Custom 1	Addition and Subtraction
	3 rd	Word Problems on Addition and Subtraction – Custom 2	
	4 th	Multiplication of Numbers - Custom 1	Multiplication
August	1 st	Multiplication of Numbers - Custom 2	
	2 nd	Multiplication of Numbers - Custom 3	Division
	3 rd	Division of Numbers - Custom 1	
	4 th	Shapes, Space and Patterns – Custom 1	Shapes, Space and Patterns
September	1 st	Shapes, Space and Patterns – Custom 2	
	2 nd	Revision	
	3 rd	Half Yearly Examination	

Annual Term

Months	Weeks	Mindspark Topics	Corresponding Topics at School
Oct	1 st	Symmetry	-
	2 nd	Division of Numbers	More Division
	3 rd	Problem Solving	-
	4 th	Revision	
Nov	1 st	Fractions – basic concepts	Fractions
	2 nd	Holidays	
	3 rd	Measurement – Length	Measurement
	4 th	Measurement – Mass & Capacity	
Dec	1 st	Measurement - Problems on measurement and estimation	Measurement
	2 nd	Time	
	3 rd	Money	Money
	4 th	Revision	
Jan	1 st	Winter Vacation	
	2 nd	Data Representation – Custom 1	Handling Data
	3 rd	Data Representation – Custom 2	
	4 th	Revision	
Feb	1 st		
	2 nd		
	3 rd	Annual Examination	
	4 th		

SCIENCE

**Books : NEPtune Science NEP NCF Class III Semester 1 & Semester -2
(Orient Blackswan)**

General Instructions :

1. A single lined **notebook** (all work done in the notebook is subjected to correction).
2. **Text Book** (exercises done in the book is subjected to correction)
3. **Learner's Comate** will be done after completion of the chapter and is subjected to correction.
4. Children are expected to write the question and answers on their own after a brief discussion in the class.
5. All the exercises and questions given at the end of the chapter will be done.
6. **Diagrams & Labelling of Diagrams** given in the syllabus should be practised as these will be included in the Unit Tests and C.W. Assignment.
7. **New words** given in the precept will be tested for spelling check in dictation in the Unit Tests but not in Half Yearly or Annual C.W. Assignment.
8. **Definitions** given in the Learner's Comate are subjected for Unit Tests and C.W. Assignment.
9. Questions on SDG's given in Learner's Comate are subjected to discussion and correction. (Not subjected to assessment)
10. **E-content** will be shown and used for interaction for all the topics / lessons.
11. **Science Experiments & Early Engineering Activity** (based on **STEM**) given in syllabus will be done in the class by the students. Corresponding sheets are given in the Learner's Comate. Science Experiment based questions will be a part of Unit Tests and Assignment. Focusing on enhancing students interest towards Science, Technology, Engineering & Mathematics, we have designed 'Early Engineering/ Science Experiment Assignment Sheets' where the students learn in the 'Learning by Doing Method'.

12. **Pronunciation Lab** – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.
13. **Virtual Escape Room** – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Month

Contents

HALF YEARLY

Sl. No.	Name of the Chapter	No of iBLD	No of IIA	Semester
1	Ch 1 Living Things and Non Living Things	1	1	1
2	Ch 2 Parts of Plants	1	1	1
3	Ch 3 Feeding Habits Of Animals	1	1	1
4	Ch 4 Birds-Our Feathered Friends	1	1	1
5	Ch 5 Our Body	1	—	1

Month & No. of working days	Content		
Apr+May 23+9 = 32 Days	Chapter 1 :	Living Things And Non Living Things	No. of IIA - 1
	Definitions :	living things, sense organs, stomata, reproduction	
	New Words :	1. antenna 2. living things 3. reproduction 4. sense organs 5. stomata 6. surroundings 7. respond	
	Textbook :	Classroom discussion & explanation of Pgs. 1-11 which also includes Pg. 11 - Ex. F, Life Skills & Values, Enrichment Activities	
	Book Work :	C.W. Pg.1 Let's Begin C.W. Pg.3 Let's connect C.W. Pg.5 Checkpoints-1 C.W. Pg.6 Name of five sense organs C.W. Pg.8 Checkpoint-2 C.W. Pg.9,10 & 11 Ex. A, B, E	
	Notebook Work :	C.W. Pg.10 Ex. C & D	
	HHW :	Pg. 11 Enrichment activity 1-Story Writing	
	IIA :	Pg. 6 Let's Do It 2 (list to be shared in the class)	
	Learner's Comate:	Worksheet on Living And Non Living Things	
	TLM :	e-content, Charts based on living and non living things.	
	Science Experiment Based on STEM : 'Grow your own potato plant' (Demonstration activity) (Learner's Comate)		
June+July 5+27= 32Days	Chapter 2 :	Parts of a Plant	No. of iBLD-1
	Definitions :	photosynthesis, trunk, germination	
	New Words :	1. fibrous root 2. germination 3. leaf blade 4. midrib 5. trunk 6. vein 7. chlorophyll	
	Textbook :	Classroom discussion & explanation of Pgs. 12 - 21 which also includes Pg.21: Ex. E & F, Life Skills & Values, Enrichment Activities	
	Book Work :	C.W.- Pg.12 Let's Begin C.W. Pgs. 14,16 & 18 Checkpoints 1,2 & 3 C.W.- Pgs. 19 & 20 Exercises A & B	
	Notebook Work:	C.W. Pg.20 Ex. C & D	

(Class-III / 90)

Month & No. of working days	Content
	<p>Diagram : C.W. Refer Pg. 18 Draw a diagram-‘showing how a seed grows into a plant’ to be done in notebook</p> <p>Learner’s Comate: Worksheet on Parts of a Plant</p> <p>IIA : Pg. 15 Let’s Do It 3 (to be in notebook)</p> <p>TLM : e-content, Charts based on parts of plants and germination</p> <p>Science Experiment Based on STEM: Demonstration of water transportation in plants (Pg.21 Enrichment Activity 1) (Learner’s Comate)</p>
	<p>Chapter 3 : Feeding Habits of Animals No. of IIA - 1</p> <p>Definitions : herbivores, carnivores, omnivores, food chain</p> <p>New Words : 1. carnivore 2. foodchain 3. herbivore 4. omnivore 5. predator 6. flesh 7. grazing 8. swallow 10. nectar</p> <p>Textbook : Classroom discussion & explanation of Pgs 22-30 which also includes Pg. 30 - Ex. E & F, Life Skills & Values,: Enrichment Activity</p> <p>Book Work : C.W. Pg. 22 Let’s Begin C.W. Pg. 24 Checkpoint 1 C.W. Pg. 27 Checkpoint 2 C.W. Pg. 28 & 29 Ex. A, B (Ques 1 & 2)</p> <p>Notebook Work: C.W. Pg. 29 Ex. B (Ques 3), C & D H.W. Pg. 29 Ex. D (Ques 3)</p> <p>Learner’s Comate: Worksheet on Feeding Habits of Animals</p> <p>IIA : Pg. 24 Let’s Do It 1</p> <p>Art Integrated Learning (AIL) : Pg. 30 Enrichment Activity - 2 Group Activity- Mobile Food chain Model. Students will be divided in groups and will be provided a cardboard. They will be asked to bring pictures of plants, animals and birds. After sharing their knowledge on foodchain they will paste pictures on cardboard in order of foodchain and hang them up using strings. The models will be hung in classroom for display.</p> <p>TLM : e-content, Charts based on ‘Classification of animals based on their eating habits, food chain’.</p>

Month & No. of working days	Content			
August 24 Days	Chapter 4	:	Birds - Our Feathered Friend	No. of IIA - 1
	Definitions	:	feathers, talons	
	New Words	:	1. beak 2. downstroke 3. feather 4. migration 5. talon 6. upstroke 7. webbed 8. perch 9. claws	
	Textbook	:	Classroom discussion & explanation of Pgs 31-42 which also includes Pg. 41 Ex. F, Pg. 42 People in focus & Life Skills & Values, Enrichment Activities	
	Book Work	:	C.W. Pg. 31 Let's Begin C.W. Pg. 36 Checkpoint 1 C.W. Pg. 37 Checkpoint 2 C.W. Pg. 39 Checkpoint 3 C.W. Pg. 40 & 41 Ex. A, B & E	
	Notebook Work:		C.W. Pg. 41 Ex. C & D	
	Diagram	:	C.W. Refer Book Pg. 35 Draw 'webbed feet and talons' to be done in notebook, Label the types of feathers & beaks - to be done in LC	
	AIL :		Pg. 42 Enrichment Activity 1 - Model Making – a bird house. Build a bird house, design it in such a way that it can be placed both on trees and in buildings.	
	HHW :		Pg. 42 Enrichment Activity 2- Field trip. Visit local parks or riversides to watch birds. Ask adults for their names and use your home language. Listen to their sounds, take photos, and record them. Note each bird in your scrapbook with its location and activity.	
	Learner's Comate:		Worksheet based on the chapter to be done.	
	IIA	:	Pg. 33 Let's Do It 1	
	TLM	:	e-content, Charts based on different types of beaks, feet & claws of birds.	
	Gallery Walk	:	To be done in school	

Month & No. of working days	Content
September 22 Days	<p>Chapter 5 : Our Body No. of IIA - 1</p> <p>Definitions : organ systems, skeletal system, digestive system, respiratory system, circulatory system</p> <p>New Words : 1. cell 2. digestion 3. tissue 4. skeleton 5. stomach 6. intestine 7. vessels 8. kidney 9. reproductive 10.excretory 11.circulatory 12. nerves</p> <p>Textbook : Classroom discussion and explanation of Pgs. 43-52 which also includes Pg.51 Ex. F, Life Skills & Values & Enrichment Activity</p> <p>Book Work : C.W. Pg.43 Let's Begin C.W. Pg.46 & 49 Checkpoints 1 & 3 C.W. Pg.50, 51 Ex. A, B</p> <p>Notebook Work: C.W. Ex. C & D</p> <p>Diagram : C.W. Pg.51 Ex. E - Label parts of digestive system</p> <p>HHW: Pg.52 EnrichmentActivity 1</p> <p>Learner's Comate: Worksheet on Our Body</p> <p>TLM : e-content, Charts based on different organ systems.</p> <p>Early Engineering Based on STEM : Listen to your heart- Make a stethoscope (Group activity) (Learner's Comate)</p> <p>Revision and Class Work Assignment</p> <p style="text-align: center;">HOLIDAY HOMEWORK(Summer Vacations)</p> <ul style="list-style-type: none"> • Pg. 11 Enrichment activity 1 (To be done in Science Notebook) • Pg. 42 Enrichment Activity 2- Field trip. Visit local parks or riversides to watch birds. Ask adults for their names and use your home language. Listen to their sounds, take photos, and record them. Note each bird in your scrapbook with its location and activity. • Pg 52 Enrichment activity - making chart • Pg. 65 Enrichment Activity 3-Making a wind chime • Pg. 120 Enrichment activity 2-Measuring Rain

Month & No. of working days	Content			
ANNUALS				
Sl. No.	Name of the Chapter	No of iBLD	No of IIA	Semester
1	Ch 6 Housing and Clothing	1	1	1
2	Ch 8 What are Things Made of?	1	1	2
3	Ch 9 Light Sound and Force	1	—	2
4	Ch 11 Our Environment	1	1	2
5	Ch 12 Air ,Water and Weather	1	1	2

October 18 Days	Chapter 6 : Housing and Clothing		No. of iBLD-1	
	Definitions	: igloo, disinfectant, natural fibre, synthetic fibre		
	New Words	: 1. bungalow 2. fibre 3. natural fibre 4. plant fibre 5. synthetic fibre		
	Textbook	: Classroom discussion & explanation of Pgs. 53-65 which also includes Pg. 64 Ex. E & F, Life Skills & Values & EnrichmentActivities, Pg. 65 Heritage Corner		
	Book Work	: C.W. Pg. 53 Let's Begin C.W. Pg. 56 Lets Do it 3 C.W. Pgs. 58,59,61 Checkpoints1,2 & 3 C.W. Pg. 62, 63 Ex. A, B		
	Notebook Work	: C.W. Pg. 63 Ex. C & D		
	HHW:	Pg. 64 Enrichment Activity 2- Research Collect pictures of different kinds of clothes that people wear during festivals and weddings. Paste it on a chart paper and write few sentences about why these clothes are special.		
	Learner's Comate:	Worksheet on Housing and Clothing		
	IIA	: Pg. 54 Let's Do It 1 (to be done in notebook)		
	TLM	: e-content based on different types of houses and fabrics		

Month & No. of working days	Content		
November 24 Days	Chapter 8 :	What are Things Made of	No. of IIA - 1
	Definitions :	timber, rubber, fibre	
	New Words :	1. material 2. property 3. recycling 4. timber 5. aluminium 6. petroleum 7. leather 8. diesel 9. kerosene 10. linen	
	Textbook :	Classroom discussion & explanation of Pgs. 75-83 which also includes Pg.82 Ex. E & Pg. 83 Life Skills & Values, People in Focus, Enrichment Activity	
	Book Work :	C.W. Pg.75 Let's Begin C.W. Pg.81 & 82 Ex. A, B (Q1 & Q3)	
	Notebook Work :	C.W. Ex. B (Ques 2), C & D	
	HHW :	Pg. 83 Enrichment Activity 1- Make a showpiece using different leftover materials such as fabrics, metals, stones and glass.	
	Learner's Comate:	Worksheet on What are Things Made of	
December 25 Days	Chapter 9 :	Light, Sound and Force	No. of IIA - 1
	Definitions :	shadow, reflection, sound	
	New Words :	1. luminous 2. pleasant 3. shadow 4. vibration 5.batteries	
	Textbook :	Classroom discussion & explanation of Pgs. 84-93 which also includes Classroom demonstration of Lets do it 1-6, Pg.93 Ex. E & F, Life skills and values, Enrichment Activities & Heritage Corner	
	Book Work :	C.W. Pg. 91, 92 Ex. A, B C.W. Pg. 86-88 & 90 Checkpoints 1,2,3 & 4	
	Notebook Work :	C.W. Pg. 92 Ex. C & D	
	Diagram :	C.W. Refer Pg. 85 Draw 'Four sources of light' to be done in notebook	

Month & No. of working days	Content
	HW : Pg. 93 Enrichment Activity - 2 Learner's Comate: Worksheet on Light, Sound and Force TLM : Musical instruments, torch, candle, demonstration of force through some activities and e-content.
January 23 Days	Chapter 11 : Our Environment No. of IIA - 1 Definitions : environment, pollution New Words : 1. environment 2. pollution 3. breathe 4. suffer 5. factories 6. diseases 7. dysentery 8. diarrhoea 9. crowded Textbook : Classroom discussion & explanation of Pgs 102-109 which also includes Pg. 108 Ex. D & E, Life Skills & Values, Enrichment Activities, Pg. 109 People in focus Book Work : C.W. Pg.102 Let's Begin C.W. Pg.107 Checkpoint 1 C.W. Pg.107 & 108 Ex. A & B Notebook Work : C.W. Pg.108 Ex. C Learner's Comate: Worksheet on Our Environment IIA : Pg. 106 Let's Do It 3 TLM : e-content related to environment to be shown. Gallery Walk : To be done in school Science Experiment Based on STEM : Three forms of water (Demonstration) (Learner's Comate)
February+ March 21+22 = 43 Days	Chapter 12 : Air Water and Weather No. of IIA - 1 Definitions : wind, water cycle, storm, condensation, evaporation, melting New Words : 1. breeze 2. climate 3. condensation 4. evaporation 5. freezing 6. gale 7. season 8. weather 9. watercycle Textbook : Classroom discussion & explanation of Pgs. 110-120 which also includes Pg. 119 Ex. E & F, Pg. 120 Life Skills and Values, Enrichment Activities

Month & No. of working days	Content
	<p>Book Work : C.W. Pg. 112 Checkpoint 1 C.W. Pg. 118 & 119 Ex. A, B</p> <p>Notebook Work : C.W. Pg. 119 Ex. C & D</p> <p>Diagram : Refer Book Pg 114 Draw 'A Water Cycle' to be done in notebook</p> <p>HHW: Pg. 120 Enrichment activity 1- Making a wind vane</p> <p>Learner's Comate: Worksheet on Air Water and Weather</p> <p>IIA : Pg. 111 Let's Do It 2</p> <p>TLM : e-content related to environment to be shown.</p>
	<p>Science Experiment Based on STEM : Water cycle bag- Group activity (Learner's Comate)</p>
	<p>Revision and Class Work Assignment</p>
	<p>HOLIDAY HOMEWORK(Winter Vacations)</p> <ul style="list-style-type: none"> Pg. 64 Enrichment Activity 2- Research Collect pictures of different kinds of clothes that people wear during festivals and weddings. Paste it on a chart paper and write few sentences about why these clothes are special. Pg. 83 Enrichment Activity 1 - Make a showpiece using different leftover materials such as fabrics, metals, stones and glass. Pg. 120 Enrichment activity 1- Making a wind vane

Content

SOCIAL STUDIES

Book: Getting Ahead In Social Studies #NEP #NCF – Class 3 Orient BlackSwan

The subject Social Studies gives the students stimulation of the thinking process where he/she can increase his/her involvement and participation in the learning process.

1. One single lined notebook (subjected to correction)
2. Book (subjected to correction)
3. Learner's Comate (to be done after the completion of the chapter and is subjected to correction)
4. Map work activity which are mentioned in precept will only be tested in Unit Test and in Learner's Comate)
5. All the questions and exercises given at the end of the chapter will be done by the students on their own.
6. e-Content/Digi Content to be shown for all the topics.
7. Children are suppose to learn the New words from the precept. It will be tested for spelling check in dictation in the unit test but not for Class Work Assignments.
8. Any question and diagram from between the chapter can be asked in the Unit Test and Class Work Assignments other than given at the end of the chapter and Learner's Comate.
9. Definitions are mentioned in the Learner's Comate. Children are requested to revise them.
10. Questions on SDGs given in the Learner's Comate are subjected to discussion and corrected (not subjected to assessment).
11. Topic wise Asynchronous tasks in various modes (audio/video/texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
12. Virtual Escape Room - Links of Escape Room will be shared of all the chapter in Google Classroom (G-Suite) for revising the concepts.
13. Pronunciation Lab - Links of recording (Audio / Video) of Pronunciation Lab of will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.
14. There will be no formal exams.
15. Promotion of child will be based on the basis of Unit Tests.
16. There will be 6 Unit Tests in the course of the year. 3 in per term.
17. Out of 3 Unit Tests per term, marks of only 2 Unit Tests will be calculated i.e. two best performances/marks will be added for Half Yearly and Annuals.
18. Classwork Assignments will be done once per term. These assignments will be marked. The marks of the Class work Assignments will be reflected in report card.

ASSIGNMENTS GIVEN IN LEARNER'S COMATE

The following assignments are given in the Learner's Comate. Students are expected to the instructions given in the Learner's Comate

1. Journey of the Earth around the Sun
2. Sikh Gurus and their teachings
3. Bhagwad Geeta Week Assignment
4. Know More about Banaras - The Sacred City
5. Chapter 14,15 and 16 (Combined)

Instructions for Journey of earth around the sun (Sunrise /Sunset record sheet)

Purpose -To record and keep a track of sunrise and sunset times and analyze the changing pattern of season.

- An assignment - '**Journey of Earth Around The Sun**' is given in Learners comate of the **S.St.** to record the sunrise and sunset time and related terms.
- Students will fill the table twice a month according to the dates mentioned in assignment and will be checked by the subject teachers.
- Discussion to be done by the teacher to make children understand the pattern of observation taken and concept of sunrise/Sunset/Day-length.
- Children will answer the questions given in the assignment at the end of **January** month which is subjected to correction.
- In case student is out of station during summer/winter vacations or for any other reason on mentioned date in assignment, student will record the sunrise/sunset times of that place and fill the data in Learners comate when he/she comes back.
- And fill the data in Learners comate when he/she comes back.

Note to Parents - Your child will need your assistance.

Suggested Activities:- Teachers may select any of the given activities relevant to the chapter and do them with the students before, during or at the end of the chapter.

1. Map Race
2. Pictionary
3. Dumb Charades
4. Spin a wheel
5. Hangman
6. Card game
7. Stamp making
8. Post Card Writing
9. Memory game
10. KWL Charts
11. Story Telling

KNOW YOUR COUNTRY

States, Union territories and capitals (Instructions)

- An assignment 'Know your country-India' is given in Learner's comate of Social Science to make children aware of their states, Union territories and capitals.
- 1 Physical map of the world, 1 Physical map of India and 1 Political map of India are given in Learner's comate for practice.
- PPT of 'Know your country-India' is to be shown on IFP (Interactive Flat Panel).
- **Teaching aid-Slate-Map (India- Political & Physical map)**-Children will practice the Physical features, cities (New Delhi, Mumbai, Kolkata & Chennai) on slate in the classrooms as per the precept.

Class - III

Art Integrated Class Project

Chapter: Our Festivals

Art integrated learning is a creative approach through which students demonstrate their understanding of a concept through various art forms.

When art is integrated with education it helps the child apply art based enquiry investigation and exploration critical thinking and creativity for a deep or understanding of the concepts or topics

Hence Art Integrated Project (AIP) is being introduced to give students an opportunity to study deeply about the Uniqueness in work culture of Arunachal Pradesh & Uttar Pradesh Class Project on the chapter **Our Festivals** will be based on the research on the states Arunachal Pradesh and Uttar Pradesh. Suggested tools and techniques are drawings, paintings, art activities which may include rhythm, role play, dramatization, puppetry, virtual visits, project files etc.

Note: This chapter will not be assessed in the Unit Test or Class Work Assignment. Instead children will be given grades for this project. These grades will be reflected in their Report Card (To be completed by the month of July)

List of Suggested Activities for Art Integrated Class Project



Month & No. of Working Days	Content																													
	<div>Class III – SOCIAL SCIENCE</div> <div>Half Yearly</div> <table><tr><th>Sr. No.</th><th>Chapter Name</th><th>No. of IBLD</th><th>No. of IIA</th><th>Book/Semester</th></tr><tr><td>1</td><td>The Earth in the Universe</td><td>1</td><td>-</td><td>1</td></tr><tr><td>2</td><td>Studying the Earth</td><td>1</td><td>1</td><td>1</td></tr><tr><td>3</td><td>Our Country India</td><td>1</td><td>-</td><td>1</td></tr><tr><td>4</td><td>The Food We Eat</td><td>1</td><td>1</td><td>1</td></tr></table>					Sr. No.	Chapter Name	No. of IBLD	No. of IIA	Book/Semester	1	The Earth in the Universe	1	-	1	2	Studying the Earth	1	1	1	3	Our Country India	1	-	1	4	The Food We Eat	1	1	1
Sr. No.	Chapter Name	No. of IBLD	No. of IIA	Book/Semester																										
1	The Earth in the Universe	1	-	1																										
2	Studying the Earth	1	1	1																										
3	Our Country India	1	-	1																										
4	The Food We Eat	1	1	1																										
April + May (23 + 9 = 32 Days)	Chapter 1: The Earth in the Universe			No. of IBLD - 1																										
	Definition: Constellation, Heavenly Body New Words: (1) Earth (2) Planets (3) Mercury (4) constellation (5) Galaxy (6) Saptarishi (7) Neptune (8) Uranus (9) Hercules Book Work: <ul style="list-style-type: none">Q.I – Fill in the blanks. (page 04)Q.II – Circle the odd one out. (page 04)Q.III - Multiple choice questions. (page 04) Notebook Work: <ul style="list-style-type: none">Q.IV – Answer the following questions. (page 05) Case-based Questions: To be discussed in the class. (page 05) Enrichment Activities: Speak Out: Class discussion (page 06) Find Out: Given as H.W. and class discussion (page 06) Project Work: HHW (page 06) Life Skills and Values: Class discussion (page 06) Know Your Bharat: Class discussion (page 06) Learner's Comate: Worksheet based on the chapter to be done Teaching Aids: E-content, Globe, Model – Solar System Integrated Interdisciplinary Approach: List out the living and non-living things of our Solar system.																													
	Chapter 3: Studying the Earth			No. of IBLD - 1																										
	Definition: Atlas, Compass, Sea, Globe New Words: (1) accurately, (2) information (3) directions (4) landforms (5) continent Arctic Ocean (7) Pacific Ocean (8) Atlantic Ocean (9) Antarctica																													

	<p>Book Work:</p> <ul style="list-style-type: none"> Q.I – Name the following. (page 17) Q.II - Fill in the blanks by choosing the correct words from the box. (page 18) Q.III – Multiple choice questions. (page 18) <p>Notebook Work:</p> <ul style="list-style-type: none"> Q.IV – Answer the following questions. (page 18) <p>Enrichment Activities: Write a short story -To be given to be discussed in the class (page 19)</p> <p>Prepare info cards – HHW (page 19)</p> <p>Life Skills and Values: Class Discussion (page 19)</p> <p>Learner's Comate: Worksheet based on the chapter to be done</p> <p>Map Work: To be done in L.C.</p> <p>Colour and mark the seven continents on an outline map of the world.</p> <p>Teaching Aids: Globe & Physical Map of the World, E-content</p> <p>Weblinks: www.kidzgo.com/geography_for_kids</p>
June + July (5+27= 32 Days)	<p>Chapter 4: Our Country India</p> <p>Definition: Landforms, Fertile, Overseas Trade, Port</p> <p>New Words: (1) Himalayas (2) peninsula (3) Kanchenjunga (4) Mount Everest (5) gangetic (6) alluvium (7) plateau (8) coastal plains (9) Lakshadweep Island (10) Andaman and Nicobar Islands</p> <p>Book Work:</p> <ul style="list-style-type: none"> Q.I - Name the following. (page 24) Q.II - Write T for true and F for false. Correct the false statements. (page 25) Q.III - Multiple choice questions. (page 25) <p>Notebook Work:</p> <ul style="list-style-type: none"> Q.IV – Distinguish between the following. (page 25) Q.V - Answer the following questions. (page 25) <p>Map-Based Questions: To be done in L.C. (page 26)</p> <p>On an outline map of India, Mark the following : The Himalayan Mountain Ranges and the Aravalli, The Northern Plains and the Thar Desert, The rivers Godavari and Kaveri, The Eastern Coastal Plains, The Deccan Plateau, The Andaman and Nicobar Islands</p> <p>Enrichment Activities: Group Project: Group Activity (page 26)</p> <p>Make a travel brochure: Activity to be done in the class (page 26)</p> <p>Life Skills and Values: Class Discussion (page 26)</p> <p>Learner's Comate: Worksheet based on the chapter to be done</p> <p>Teaching Aids: E-content, Graphic novel link</p> <p>States, Union Territories and Capitals:</p> <ul style="list-style-type: none"> General information regarding states and the capitals till S.no.17-Mizoram (given on page no. 29 in textbook) will be done. (Subjected for unit test and examination.)

No. of IBLD - 1

	<p>Teaching Aids: Physical map of India, E-content</p> <p>Integrated Interdisciplinary Approach: Find out different plants of different regions in India.</p> <p>Chapter 8: Our Festivals Will be done as a Class Project (Not subjected for Unit Test/Examination but grades will be given and reflected in the Report Card)</p>
August 24 days	<p>Chapter 6: The Food We Eat</p> <p>Definition: Staple Food, Grain, Wholesale Market, Diet</p> <p>New Words: (1) cereals (2) climate (3) Bottle Gourd (4) Alphonso (5) Coriander (6) Cardamom (7) Litchi (8) Turmeric (9) seasonal (10) Dushehri</p> <p>Book Work:</p> <ul style="list-style-type: none"> • Q.I - Fill in the blanks. (page 38) • Q.II – Change the highlighted words to make the sentences meaningful.(page 38) • Q.III - Multiple choice questions. (page 38) • Picture-Based Questions. (page 39) <p>Notebook Work:</p> <ul style="list-style-type: none"> • Q.IV - Answer the following questions (page 39) <p>Enrichment Activities: Role Play- Class Discussion (page 39) Write a graphic story- HHW (page 39) Make a Chart: To be given as H.W. (page 39) Life Skills and Values: Class Discussion (page 39) Know Your Bharat: Class Discussion (page 39) Learner's Comate: Worksheet based on the chapter to be done Teaching Aid: E-content, give demonstration of spices, fruits & vegetables Integrated Interdisciplinary Approach: Mention the names of some birds and what do they eat.</p>
September 22 Days	<p>Revision + Class Work Assignment</p> <p>Holiday Home Work (Summer Vacation):</p> <ol style="list-style-type: none"> 1. Project Work (page 06) - Make a model of the solar system on a piece of cardboard..... 2. Prepare info cards (page 19) - Research and find out about the continent Asia. Prepare..... 3. Write a graphic story (Page 39)- Imagine your are a vegetable. Write a graphic story

	ANNUAL TERM				
	S. No.	Chapter Name	No. of IBLD.	No. of IIA	Book/ Semester
	1	Means of Communication	1	1	2
	2	People in Our Lives	1	1	2
	3	Delhi	1	1	2
	4	Mumbai, Kolkata, and Chennai (Combined Assignment in LC. To be subjected to correction and examination)			
October (18 Days)	Chapter 10: Means of Communication Definition: Social Media, Internet, Satellite New Words: (1) communication (2) signs (3) smartphone (4) parcels (5) cellular phones (6) convenient (7) entertainment (8) audio-visual (9) programmes (10) networking (11) electronic Book Work: <ul style="list-style-type: none">Q. I - Write T for true or F for false. Correct the false statements. (page 66)Q. III – Multiple choice questions. (page 67) Notebook Work: <ul style="list-style-type: none">Q. II – Distinguish between the following. (page 66)Q. IV - Answer the following questions. (page 67) Enrichment Activities: Be Aware – Class Activity (page 67) Perform a mono-act - Class Discussion (page 68) Research and Present - HHW (page 68) Life Skills and Values: Class Discussion (page 68) Know Your Bharat: To be discussed in class (page 68) Learner's Comate: Worksheet based on the chapter to be done Teaching Aids: E-Content, Graphic novel link Integrated Interdisciplinary Approach: List the ways in which digital communication has impacted the housing and clothing sectors.				No. of IBLD - 1
November 24 Days	Chapter 11: People in Our Lives Definition: Law, Dispensary, Hospital New Words: (1) prescribe (2) veterinary (3) typhoid (4) hepatitis (5) clinics (6) patrol (7) smoothly (8) deliver (9) accidents (10) government				No. of IBLD - 1

	<p>Book Work:</p> <ul style="list-style-type: none"> • Q.I - Write T for true or F for false. Correct the false statements. (page 72) • Q.II - Multiple choice questions. (page 72) • Picture based questions (page 73) <p>Notebook Work:</p> <ul style="list-style-type: none"> • Q III – Answer the following questions. (page 72) <p>Case-based Questions: To be done discussed in class (page 72)</p> <p>Enrichment Activities:</p> <p>Speak Out – Class Activity (page 73)</p> <p>Write a report – To be given as H.W. (page 73)</p> <p>Learner's Comate: Worksheet based on the chapter to be done.</p> <p>Teaching Aids: E-Content</p> <p>Integrated Interdisciplinary Approach: Mention some professions and raw materials used by them for creating products.</p>
December (25 Days)	<p>Chapter 13: Delhi</p> <p>Definition: Metro, Monument, Hoist, Samadhi</p> <p>New Words: (1) territory (2) Shahjahanabad (3) embassies (4) Rashtrapati Bhavan (5) Mughal Garden (6) commission (7) legislative (8) Akshardham Temple (9) parliament (10) Tughlaqs (11) Qutb Minar (12) Nehru Planetarium (13) Dussehra</p> <p>Book Work:</p> <ul style="list-style-type: none"> • Q.I – Name the following. (page 84) • Q.II – Multiple choice questions. (page 84) • Picture based questions (page 85) <p>Notebook Work:</p> <ul style="list-style-type: none"> • Q III - Answer the following questions. (page 84) <p>Enrichment Activities: Speak Out - Class Activity (page 85) Research and Present – HHW (page 85) Spend Your Money Carefully - Class Discussion (page 85)</p> <p>Life Skills and Values: Class Discussion (page 85)</p> <p>Know Your Bharat: Class Discussion (page 85)</p> <p>Learner's Comate: Worksheet based on the chapter to be done.</p> <p>Teaching Aids: Gallery Walk, E-Content.</p> <p>Integrated Interdisciplinary Approach: How light, sound and force play important role for metro in Delhi.</p>

No. of IBLD - 1

January - 23 Days	Chapter 14, 15 & 16: Mumbai, Kolkata & Chennai (Chapter discussion in brief) <ul style="list-style-type: none"> Compare the climate of Mumbai, Chennai, and Kolkata.
February + March: (43 Days)	Combined Assignment given in LC to be done. Map Work (in LC): Mark the following cities on the Political Map of India. (a) New Delhi (b) Mumbai (c) Kolkata (d) Chennai States, Union Territories and Capitals: <ul style="list-style-type: none"> General information regarding states, union territories and the capitals from S.no.18 (Nagaland) to Union Territories (Ladakh) given on page no. 29 & 30 in textbook will be done. <p>(Subjected for unit test and examination.)</p> Teaching Aids: Political map of India, E-content Integrated Interdisciplinary Approach: List out main crops grown in Mumbai, Kolkata & Chennai.
	Revision + Class Work Assignment
Holiday Home Work (Winter Vacation): 1. Research and Present (page 68 and 85) - Do the project on the history of any of the following: newspapers the telephone the radio or the internet. Present your findings in the form of a booklet. 2. Do the project on the Delhi Metro (Page 85)- Focus on the following points: (1) Why it was needed? (2) Process of growth (3) Benefits and challenges.	

COMPUTER SCIENCE

Book: Cyber Quest-3 (Based on Windows 10 & MS office 2019 version).

- Note :**
1. All Book Exercises to be done in the text book itself.
 2. The Brain Developer given at the end of every chapter and Let's know more, Know the fact, Let's discuss, Quick view, Quick quiz and let's recall given in the chapters will be subjected for Unit Tests and Examinations.
 3. At the end of the every chapter CYL (Consolidate Your Learning) & ICL (Interactive Classroom Learning) will be done .
 4. Digital Health and Wellness Curriculum for new age citizens will be done. (I) Net Hygiene and Cyber Ethics will be done in Half yearly Term. (ii) Digital De-addiction and Fun with AI will be done in Annual Term.
 5. Cyber Assignment and Computational Thinking are only for practice and are not subjected to correction.
 6. Topic wise **Asynchronous task** in various modes (audio/video/ wakelet) will be shared in the Google classroom.

HALF YEARLY TERM

Sl. No.	Name of the Chapter
1	Net Hygiene
2	Cyber Ethics
3	Chapter : 3 - Introduction to Window 10
4	Chapter : 4 - Editing Text in Word
5	Chapter : 5 - Formatting in Word

Month	Content
April+May 23+09 = 32 days	Digital Health and wellness Curriculum for new age citizen: Net Hygiene : Given in the precept (to be discussed Ref. Pg. no.....) Cyber Ethics : Given in the book (to be discussed Ref. Pg. no. 96.) Chapter : 3- Introduction to Windows 10 Brain Developer given on Pg. no. 31-33 Activity section given on Pg. no. 33 Practical - Lab Session given on Pg. no. 34 .

June + July 05+27= 32 days	Chapter : 4- Editing Text in Word Brain Developer given on Pg. no. 43-45 Practical: * Activity Section (Lab Session) given on Pg. no. 46
August 24 days	Chapter : 5- Formatting in Word Brain Developer given on Pg. no. 55-57 Activity Section - My activity given on Pg. no. 58 Practical: * Lab session given on Pg. no. 58-59 * Project-1 given on Pg. no. 94
September 22 days	Revision Work * Worksheet given on Pg. no. 47 (Q.- A-2,4,5 B-1,4,5 , C) * Test Paper given on Pg. no. 48 (Q.- A-2,5, B-2, C-1, 4) * Worksheet given on Pg. no. 91 (Q.- A-3,4, B-1,4, C) * Test Paper given on Pg. no. 92 (Q.- A-5, C-4,5)
	Holiday Homework (Summer Vacation) Computational Thinking given on Pg. no. 97.

ANNUAL TERM

Sl. No.	Name of the Chapter
1	Digital De-addiction
2	Fun with AI
3	Healthy Living
4	Chapter : 6 - Working with Paint 3 D
5	Chapter : 7 - Introduction to Scratch
6	Chapter : 8 - Simple movement of a Sprite

Month	Content
October 18 days	Digital Health and wellness Curriculum for new age citizen: * Digital De-addiction - Given in the precept (to be discussed Ref. Pg. No.....) * Fun with AI (Digital Image Processing) given in the book (to be discussed Ref. Pg. no. 100-101) * Healthy Living - Given on Pg. No. 102 Chapter : 6- Working with Paint 3D - Brain Developer given on Pg. no. 68-69 Practical : * Activity Section (Lab Session) give on Pg. no. 70 * Project Work given on Pg. No. 70 * Project -1 & 2 given on Pg. No. 93

Month	Content
November 24 days	Chapter : 7- Introduction to Scratch - Brain Developer given on Pg. no. 77-79 Activity Section given on Pg. no. 80 <u>Practical</u> : * Lab session A & B given on Pg. no. 81 * Project Work given on Pg. No. 81
Dec + Jan 25+23= 48 days	Chapter : 8- Simple Movement of a sprite Brain Developer given on Pg. no. 86-88 <u>Practical</u> : * Activity Section (Lab Session) given on Pg. No. 89 * Project Work given on Pg. No. 90 * Project 1 & 2 given on Pg. no. 95
February+March 21+22 = 43 days	Revision * Worksheet given on Pg. no. 91 (Q.- A-1,2,5, B- 2,3,5) * Test Paper given on Pg. no. 92 (Q-A-1,2,3,4, B-1,2,3, C-1,2,3)
	Holiday Homework (Winter Vacation) Cyber Assignment given in the book (Pg. no. 103-104)

Net Hygiene **(to be done in the month of April)**

Ethics is a system of moral principles that differentiate between good and bad practices. Computer ethics involve the code of conduct to use 'Information Technology' in a responsible way. It fulfils the requirements of an individual user without manipulating or destroying the data of any other user.

Therefore It is advisable for all computer users to follow computer ethics or Net Hygiene.

- ◆ Add only friends to your network.
- ◆ Don't share your password with anyone. Keep a strong password which contains letters, digits and special characters. (like #, \$, *, ?, !, @ etc.)
- ◆ Do not open any site without a green padlock sign (https://) in the address bar.
- ◆ Always use updated software, antivirus and operating system.
- ◆ Never be friend a stranger. Never try to meet any person whom you have met in 'Online Mode Only.'
- ◆ Report to your parent if any message or gesture makes you uncomfortable or angry.
- ◆ Never respond to messages that demand your photograph, your address or any other personal information.
- ◆ Always keep your parents informed about the sites or games you have downloaded or wish to download.
- ◆ Do not buy or sell rewards on gaming sites.

Online class etiquettes -----

- ◆ Always join your online classroom with your name, class and section.
- ◆ Always keep your mic muted and video 'switched on' while attending online classes.

Digital Health and Wellness Curriculum for new age citizens.

(to be done in the month of October)

To be explained to Children by teachers in the class

Gadget Addiction Leads To

Obesity : putting on weight and lethargy is the most common symptom.

Lack of concentration : The children get so involved into games that studies, games and even listening to voices is affected.

Aggression : Getting angry often, unacceptability of everything.

Depression : irritated behavior, conflicts with siblings and friends. Loneliness, feeling of being left out may lead to depression.

A disturbed routine : late nights and late mornings with weariness all day long. A report reveals that children don't even realize that they are addicted to internet and gadgets.

Accidents : Ear plugs while driving two wheelers, mobile phone usage while driving four wheelers are reasons for most of the accidents happening nowadays.

How can children save themselves from addiction to Gadgets?

- Limit the use of TV, computers and mobile devices do a maximum of 30 minutes at a time.
- Pursue a hobby religiously. It may bring you great name and fame.
- Schedule an appropriate time for using the device, and plan fun, physical activities or reading/drawing for you.
- Refrain from putting TV and electronic gadgets in your bedroom.
- Observe 'tech-free' time during meals, while doing homework and bedtime. In addition, you can designate 'tech-free' zones in the bedroom, dining area and in the car.
- Understand importance of moderation. Nothing excess is good in life.
- Seize time and opportunity to communicate, interact and share family values.

GENERAL KNOWLEDGE

Book : Collins Updated Knowledge Lighthouse – 3

Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

General Instructions

- GK book is not subjected to corrections but the G.K. teachers will mark it as '**seen**'.
- All pages mentioned in both the columns will be explained and discussed in the class. However, page numbers mentioned in the 2nd column will not be subjected for Unit Test and Exam.
- The following pattern of GK paper for Unit Test should be taken care of:-

Unit Test
15 Marks for direct questions from the book
2 Marks Current Affairs
2 Marks Confidence Diary
1 Mark Important Dates

- "Whiz Fact" is subjected for Unit Test.
- Confidence diary has to be maintained at least thrice a week and mandatory to carry to the school on GK period day. It will be checked by the G.K. teacher or during assembly as the Principal decide.
- Current affairs which are beyond 30 days from exam or U.T. date will not be subjected for Unit Test except for important / major events that have a long time effect.

Please note that the current affairs shared in the Google Classroom/Whatsapp group are to enhance child's general awareness only. Questions in Unit Test may not directly be framed out of it. Please prepare your child to have a global prospective and wider knowledge of the contemporary events.

7.The GK periods will have discussions on Current Affairs through presentations and Newspapers (for e.g. Sunday Times and Times of India NIE). Children must carry the Sunday Times or any other popular English Sunday Newspaper to the class as it will be discussed.

8.Tips for parents to improve on the General Knowledge of their child : Create an environment for knowledge enhancement. Please buy an English Newspaper and see that your child reads Newspaper daily, discuss Current Affairs with your child and make listening to the news and absorbing it, a habit. Do check the Current Affairs that we update on G-Suite (Google Classroom).

TERM- I

Month	Content	
	Subjected for Unit Test & Exam	Not Subjected for Unit Test & Exam
April+May 23+09=32 days	C.W. : Pg. No. 9, 14, 15, 16, 17, 18, 21, 22, 23 H.W. : Pg. No. 19, 20 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 10, 11, 12, 13
June + July 05+27=32 days	C.W. : Pg. No. 24, 25, 26, 27, 28, 29, 30, 31 H.W. : Pg. No. 32, 33 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 34, 35
August 24 days	C.W. : Pg. No. 36, 40, 41, 42, 43, 44, 45 H.W. : Pg. No. 38, 39 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 37, 46, 47
September 22 days	Quiz yourself 1 (Pg. No. 82) and Quiz yourself 2 (Page No. 83) Current Affairs and Newspaper Discussions	

Important Dates of Calendar	
Dates	Events
3 rd March	World Wildlife Day
23 rd April	World Book Day
23 rd May	World Turtle Day
8 th June	World Ocean Day
29 th August	National Sports Day

TERM- II

Month	Content	
	Subjected for Unit Test & Exam	Not Subjected for Unit Test & Exam
October 18 days	C.W. : Pg. No. 48, 49, 50, 51, 52, 53 Current Affairs and Newspaper Discussions	–
November 24 days	C.W. : Pg. No. 54, 55, 56, 57, 59, 63, 64, 65 H.W. : Pg. No. 58 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 60, 61, 62
December 25 days	C.W. : Pg. No. 66, 67, 70, 72, 73, 74 H.W. : Pg. No. 71 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 68, 69, 75
January 23 days	C.W. : Pg. No. 76, 77, 78, 79, 81 Current Affairs and Newspaper Discussions	H.W. : Pg. No. 80
Feb.+ March 21+22 = 43 days	Quiz yourself 3 (Pg. No. 84) and Quiz yourself 4 (Pg. No. 85) Current Affairs and Newspaper Discussions	

Important Dates of Calendar	
Dates	Events
16 th October	World Food Day
14 th November	Children's Day
11 th December	UNICEF Day
8 th January	Earth's Rotation Day
4 th February	World Cancer Day


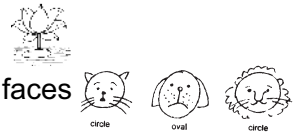
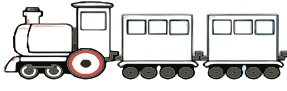
Drawing & Craft



Book:- My Colourful World


Drawing Note Book-(subjected to corrections)

Traditional Art Form : Engaging children in traditional art form will instill a sense of pride in our rich cultural heritage and promote creativity and artistic skills. Children will be doing few art forms given in the book and few on the sheet provided by the school.

HALF YEARLY

Month	CONTENTS
April+ May 23+09 =32 days	<u>My Colourful World</u> Book Work : C.W. - Pg. 7, 9 & 12 H.W. - Pg. 8 & 10 <u>Note Book Work</u> Free Hand Drawing: C.W. - Scenery (Draw & Colour) Piet Mondrian Inspired Art : Artist - Piet Mondrian- (Sheet to be provided by school) 
June + July 5+27=32 days	<u>My Colourful World</u> Book Work : C.W. - Pg. 13, 14 & 15 (Explanation), 19 H.W. -Pg. 16 & 18 <u>Note Book Work</u> Free Hand Drawing: C.W. - Lotus (Draw & Color) *Language Building Through Art Activity –Animal faces Aim - Facial features & their appearance. Materials required - Drawing copy, marker Procedure - Draw the different shapes. Make facial features of animals. Discuss about the animal and its mood, body features, favourite food. Many more questions can be asked according to the response of the class. Language usage- Children will be expected to answer simple questions while doing the activity like: <ul style="list-style-type: none"> • The faces of which animals frighten you ? • The faces of which animals you find as cute ? • Which animal has a mane around it ? • Which two animals would you like to keep as pets? 
August 24 days	<u>My Colourful World</u> Book Work : C.W. – Pg –20 & 22 (Explanation followed by notebook work) H.W. - Pg. 21 <u>Note Book Work</u> Free Hand Drawing: C.W. - Train (Pencil Shading) Traditional Art : Bhil Art - (Sheet to be provided by school) 

September 22 days	<u>My Colourful World</u> Book Work : C.W. - Pg. 24 H.W. Pg. 25 Revision
	<i>Summer Holiday Homework - Pgs. 11, 17, 26</i>
	ANNUAL TERM
October 18 days	<u>My Colourful World</u> Book Work : C.W. - Pg – 28 H.W. - Pg. 29 <u>Note Book Work</u> Free Hand Drawing: C.W. - Tree (Draw & Color) 
November 24 days	<u>My Colourful World</u> Book Work : C.W. – Pg – 33 & 35 (Artist - Pablo Picasso) H.W. - Pg. 30 <u>Note Book Work</u> Free Hand Drawing : C.W. - Aquarium (Draw & Color)  <p>*Language Building Through Art Activity –Printing vegetable poems.</p> <p>Aim - To learn about printing, making patterns & responding to them.</p> <p>Materials required - Carrots, potatoes (different shapes of stencils should be made) & A4 size sheets.</p> <p>Procedure - Ask children to draw different patterns using vegetable dice.</p> <p>Ask them to write a poem on it.</p> <p>Language usage- Ask children to rhyme the following sentences using names of vegetables.</p> <p style="text-align: center;">Example - Vegetable Rhyme</p> <p style="text-align: center;">Carrot, spinach and peas Can you pass them to me please I love potato, pumpkin, raddish, brinjal And I also love tomato, beans and lady finger Salad time is for turnip, beetroot, onion with cucumber, capsicum and lemon</p>

December 25 days	<u>My Colourful World</u> Book Work : C.W. – 44 & 45 H.W. - Pg. 38 <u>Note Book Work</u> Free Hand Drawing: C.W. - Bird (Pencil Shading) 
January 23 days	<u>My Colourful World</u> Book Work : C.W. - Traditional Art - Madhubani Pg. 47
February+ March 21+22= 43 days	<u>My Colourful World</u> Book Work : C.W. - Traditional Art - Patachitra Pg. (48 & 49), 50, 51 & 52 (Explanation) Revision
	Winter Holiday Home work 32, 34, 40, 41, 46

Music (III)

Music curriculum has been designed by Padma Bhushan Pt. Rajan Mishra & Padma Bhushan Pt. Sajan Mishra, eminent classical vocalists of India.

'Music gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything.'

Note : To inculcate an aesthetic feeling in the children, the English songs will be taught during the morning assembly / dispersal assembly and the songs marked with '*' प्रार्थना गीत, प्रेरणा गीत, देशभक्ति गीत will be taught in the music class.

The print outs of the lyrics of the songs will be given to students to be pasted in the Almanac since we want students to avoid carrying heavy bags. Students are requested not to bring the song book to school everyday.

Half Yearly

Month	Contents
April + May 23 + 9 = 32 days	1. English Song -Hooray – Hooray it's a Holi Holiday (to be sung in assembly) 2. प्रेरणा गीत – ऐ मालिक तेरे बन्दे हम (to be sung in music class) 3. अलंकार – सारेग, रेगम, गमप, मपध (to be sung in music class)
June+July 05 + 27 = 32 days	1. English Song -Yellow River (to be sung in assembly) 2. प्रेरणा गीत-इतनी शक्ति हमें देना दाता ;to be sung in music class) 3. स्वर किसे कहते है (स्वरों की पहचान (to be done in music class) 4. अलंकार – सारेग, रेगम, गमप, मपध (पुनरावृत्ति (to be sung in music class) 5. हमको मन की शक्ति देना
August 24 days	1. English Song -Rain Drops (to be sung in assembly) 2. देशभक्ति गीत – उठो जवान देश की (to be sung in music class) 3. संगीत किसे कहते है ? (to be done in music class)
September 22 days	Revision

Month	Contents
Annual	
October 18 days	1. English Song -Roar (Katy Perry) (to be sung in assembly) 2. *प्रेरणा गीत - सहारा मुझको चाहि, (to be sung in music class) 3. अलंकार-सारेगम, रेगमप, गमपध, मपधनि (to be sung in music class) 4. सारे जहाँ से अच्छा
November 24 days	1. English Song -Smile (to be sung in assembly) 2. *देशभक्ति गीत - जय जन भारत जन-मन अभिमत (to be sung in music class) 3. आरोह-अवरोह की परिभाषा, स्वरों को गाना (to be done in music class)
December 25 days	1. English Song -Silent Night (to be sung in assembly) 2. *भजन - मेरा जीवन है तेरे हवाले (to be sung in music class) 3. अलंकार - सारेगम, रेगमप, गमपध, मपधनि (पुनरावृत्ति (to be sung in music class)
January 23 days	1. English Song -Ten Guitars (to be sung in assembly) 2. *देशभक्ति गीत - यह देश मेरा (to be sung in music class)
February + March 21 + 22 = 43 days	Revision
ROAR - Song of the Month October	
I used to bite my tongue and hold my breath Scared to rock the boat and make a mess So I sat quietly, agreed politely I guess that I forgot I had a choice I let you push me past the breaking point I stood for nothing, so I fell for everything You held me down, but I got up (hey) Already brushing off the dust You hear my voice, you hear that sound Like thunder, gonna shake the ground You held me down, but I got up (hey) Get ready 'cause I've had enough I see it all, I see it now I got the eye of the tiger, a fighter Dancing through the fire 'Cause I am a champion, and you're gonna hear me roar Louder, louder than a lion 'Cause I am a champion, and you're gonna hear me roar Oh-oh-oh-oh-oh – 3 times You're gonna hear me roar	Now I'm floatin' like a butterfly Stinging like a bee, I earned my stripes I went from zero, to my own hero You held me down, but I got up (hey) Already brushing off the dust You hear my voice, you hear that sound Like thunder, gonna shake the ground You held me down, but I got up (hey) Get ready 'cause I've had enough I see it all, I see it now I got the eye of the tiger, a fighter Dancing through the fire 'Cause I am a champion, and you're gonna hear me roar Louder, louder than a lion 'Cause I am a champion, and you're gonna hear me roar Oh-oh-oh-oh-oh – 3 times You're gonna hear me roar <div style="border-left: 1px solid black; border-right: 1px solid black; height: 100px; width: 100px; margin-left: 10px; position: relative;"> <div style="position: absolute; top: 0; right: 0; width: 100%; height: 100%; text-align: center; vertical-align: middle;">4 times</div> </div>

Song on the Band 2025-26

Branch	15 th Aug	26 th Jan
Annapurna	Sare jahan se achcha	Mere desh ki dharti
Lahartara & Knowledge Partners	Mera mulk mera desh	Yeh desh hai veer jawano ka
Varuna	Watan ki raah pe watan ke naujawan shahid ho	Taqat watan ki humse hai
Sarnath	Watan ki raah pe watan ke naujawan shahid ho	Mera desh rangila
Suncity	Maa Tujhe Salaam	Aye mere watan ke logon
Bhagwanpur	Bharat Humko Jaan Se Pyara Hai	Kadam kadam badhaye ja
Indiranagar	Chhoro kal ki baatein	Hum sab bhartiya hain

Drill Syllabus 2025-26

	Anp	Lht/ Knowledge Partners	Vrn	Bgn	Snt	Sct	Ing
KG	Karate & Sticks	Karate & Tambourine	Karate & PEC	Karate & Tambourine	Karate & POMPOM	Karate & Ball	Karate & PEC
I-V	Elastic	Rhythmic stick	Umbrella	Cloth Panel	Hula Hoops	Skipping Rope	Half Rings
VI-VIII	Half Rings	Hula Hoops	Ribbon Wand	Parachute	Basket Ball	Parachute	Elastic
Support Staff	Cloth Panel	Basket Ball	Maypole	Handkerchief	Parachute	Cones	Hula Hoops

Note: These drills must be performed on 26th January and have to be practiced in the mass drill period.

- * Karate classes to be conducted throughout the session and it is necessary for students to perform on Republic Day.
- * Both male and female support staff must be part of the support staff drill on 26th January.

Dance Syllabus

Month	Contents
(I - Term)	
April+May (23+09=32 Days)	<ul style="list-style-type: none"> • Warming up • Aerobics • Namaskar / Bhoomi Pranam
June + July (05+27=32 Days)	<ul style="list-style-type: none"> • Warming up • Body Movements • Rasa (Shringar, Veer & Raudra)
August (24 Days)	<ul style="list-style-type: none"> • Aerobics • Mudras - 10 Types Patakah to Katkamukhah • Western Dance (Free style on any popular song)
September (22 Days)	Revision
(II - Term)	
October + November (18 + 24 = 42)	<ul style="list-style-type: none"> • Warming up • Aerobics • Folk Dance (Punjabi)
December (25 Days)	<ul style="list-style-type: none"> • Warming up • Aerobics • Folk Dance (Punjabi)
January (23 Days)	<ul style="list-style-type: none"> • Warming up • Aerobics • Que. & Ans. related to Punjabi Folk Dance
Feb. + March (21+22=43 Days)	Revision

Month & No. of working Days	Content												
	<p style="text-align: center;"><u>LIFE SKILLS</u></p> <p>Book : School Cinema - My Cinema Book - Class 3 Edu Media India Pvt. Ltd.</p> <p>The major purpose of including life skill is to help the student lead the right way of life. Also to promote human values, appreciating and understanding the need for positive attitudes. My Cinema Book is the most innovative approach to arise, awaken and inculcate the right values of life in an individual.</p> <p>Note : 1. There will be no written examination in Life Skills. 2. Regular assessment of life skills during teaching learning process will take place on the basis of that, grades will be given. 3. Teachers will check the workbook and write 'seen' to ensure that the students complete the exercises of the work book.</p> <p>The School Cinema Programme Comprises of :</p> <ol style="list-style-type: none"> 1. Films : School Cinema for class-III comprises of 12 films * 10 films for students, * 1 film for teachers, * 1 film for parents (a film which is mandatory for parents to watch) 2. My Cinema Book - (Workbook) My Cinema Book enables interaction at 3 levels - self, peer and teacher. 3. Stickers - Self stickers : to be given by the students themselves, Friends stickers : to be given by the friends, Pop marks (cards) : to be given by the teachers. <p style="text-align: center;"><u>HALF YEARLY</u></p> <table border="1"> <thead> <tr> <th>S.No.</th><th>Name of the Chapter</th></tr> </thead> <tbody> <tr> <td>1</td><td>With or Without Medals</td></tr> <tr> <td>2</td><td>In the Name of the Law</td></tr> <tr> <td>3</td><td>It's Not My Fault</td></tr> <tr> <td>4</td><td>Spot The Mistake</td></tr> <tr> <td>5</td><td>Jealously</td></tr> </tbody> </table> <p>Introductory Pages : Pgs. 3,4,5,6,7 Pg. 8 (Mily and Me)</p>	S.No.	Name of the Chapter	1	With or Without Medals	2	In the Name of the Law	3	It's Not My Fault	4	Spot The Mistake	5	Jealously
S.No.	Name of the Chapter												
1	With or Without Medals												
2	In the Name of the Law												
3	It's Not My Fault												
4	Spot The Mistake												
5	Jealously												
APR+ MAY 23+09 = 32 Days	<p><u>CH.1: WITH OR WITHOUT MEDALS</u></p> <p>Value : Commitment Attitudes : Self-Acceptance, Optimism Life Skills : Self-Awareness, Critical Thinking, Coping with Stress Film : With or Without Medals (to be shown in the school) Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. What letter was Mily waiting for ? 2. What did Mily decide once she read the letter ? 												

Month & No. of working Days	Content
	<p>3. Was Luke helpful with the advice he gave Mily ? Was Maceo helpful ? Was Juliet helpful ?</p> <p>4. What did Mily realise when she met Hugo juggling in the park ?</p> <p>5. Why did Mily decide to continue practice swimming ?</p> <p>Workbook : C.W. - Pg. 9, 10, 11,12,13,15,16 H.W. - Pg. 14</p> <p>Topics of Discussion : (to be discussed in class)</p> <p>1. What is your aim of participating in a competition?</p> <p>2. Do you enjoy :</p> <ul style="list-style-type: none"> • Participating • Competing • Winning • All mentioned above <p>3. Why is friendly competition important?</p> <p>4. How important is encouragement and motivation from others?</p> <p>5. Whether you win or lose, you can learn from the experience, do you agree ?</p>
	<p><u>CH.2: IN THE NAME OF THE LAW</u></p> <p>Value : Understanding</p> <p>Attitudes : Discipline, Self control</p> <p>Life Skills: Decision making, Critical Thinking, Interpersonal, Problem solving</p> <p>Film : In the Name of the Law (to be shown in the school)</p> <p>Oral questions based on the film will be asked :</p> <p>1. What did Mily think of the rules she had to follow ?</p> <p>2. Why did Maceo and Leo not want to play with Mily ?</p> <p>3. Why was Penelope upset with Pop ?</p> <p>4. What did Dan explain to Mily ? What would happen to the country if there were no laws ?</p> <p>5. Why did Mily decide to abide by the rules set by her mother and father?</p> <p>Workbook : C.W. - Pg. 17, 18, 19,20,22 H.W. - Pg. 21,23,24, 25, 26</p> <p>Topics of Discussion : (to be discussed in class)</p> <p>1. How do you differentiate between rules and laws?</p> <p>2. Why is it important to follow rules and laws?</p> <p>3. What happens if you don't obey the rules set for you ?</p> <p>4. Discuss examples where rules at home or school differ from law.</p>

Month & No. of working Days	Content
JUNE & JULY 5+27= 32 Days	<p>CH.3: IT'S NOT MY FAULT</p> <p>Value : Responsibility</p> <p>Attitudes : Maturity, Accountability</p> <p>Life Skills : Decision Making, Critical Thinking, Coping With Stress, Coping With Emotions</p> <p>Film : It's Not My Fault (to be shown in the school)</p> <p>Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. Why was Mily irritated that Lola was forgiven very easily for cutting their mother's dress ? 2. Why did Luke have to accompany Mily to the park ? 3. How would you describe Mily and Juliet's behaviour while trying to be little ? 4. What do you think Mily and her friends would have to consider while filling up the questionnaire that the park keeper gave them ? 5. What did Luke, Juliet and Mily do when Lucile came to the restaurant ? <p>Workbook : C.W. - Pg.27, 28, 29,30,32,33,34 H.W. - Pg. 31,35,36</p> <p>Topics of Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. What do you mean by responsibility? 2. Age and responsibility – how are they related? 3. What are the benefits of being responsible? 4. Have you taken any responsibility recently? 5. Have you ever been questioned for irresponsible behaviour? What were the consequences ? <p>CH.4: SPOT THE MISTAKE</p> <p>Value : Non-Judgmental</p> <p>Attitudes : Acceptance, Open-minded</p> <p>Life Skills : Critical Thinking, Coping With Emotions, Empathy, Communication, Problem Solving</p> <p>Film : Spot The Mistake (to be shown in the school)</p> <p>Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. What happened to Mily's kite ? 2. How did Juliet feel when Mily blamed her ? 3. What made Mily realise that it was not Juliet's fault ? 4. Mily's dad gave her advice. How did it help her think in a calm manner? 5. How did Mily make things right ?

Month & No. of working Days	Content
	<p>Workbook : C.W. -Pg. 37,38,39,40,41,44,45 H.W. - Pg. 42,43,46</p> <p>Topics of Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. What do you understand by assumptions and misunderstandings? 2. Why do you think two people understand the same situation differently? (Give a situation) 3. Do you think it is important to apologise? Share an instance when you apologised after making a mistake.
AUGUST 24 Days	<p>CH.5: JEALOUSLY</p> <p>Value : Individuality</p> <p>Attitudes : Contentment, Uniqueness</p> <p>Life Skills : Self Awareness, Coping With Emotions, Interpersonal</p> <p>Film : Jealously (to be shown in the school)</p> <p>Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. What led to Mily becoming jealous of Luke ? 2. Why did Mily pour juice over the lucky box ? 3. How did Luke feel when he couldn't play at the festival ? 4. Why did Luke forgive Mily ? 5. What did Mily realise at the end ? <p>Workbook : C.W. -Pg. 47, 48, 49,50,54,55 H.W. - Pg. 51,52,53,56</p> <p>Topics of Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Have you ever felt jealous? How did you react to it? 2. What do you think causes jealousy and what does jealousy lead to? 3. How important is forgiveness? Is it okay to always forgive a person? 4. What are the ways to overcome jealousy?
SEPT. 22 Days	Revision of all the values done during the term

Month & No. of working Days	Content												
	<p style="text-align: center;">ANNUAL TERM</p> <table border="1"> <thead> <tr> <th>S.No.</th><th>Name of the Chapter</th></tr> </thead> <tbody> <tr> <td>1</td><td>Make Peace</td></tr> <tr> <td>2</td><td>Believe in Yourself</td></tr> <tr> <td>3</td><td>The Big Competition</td></tr> <tr> <td>4</td><td>Jump To It</td></tr> <tr> <td>5</td><td>The Tomboy</td></tr> </tbody> </table>	S.No.	Name of the Chapter	1	Make Peace	2	Believe in Yourself	3	The Big Competition	4	Jump To It	5	The Tomboy
S.No.	Name of the Chapter												
1	Make Peace												
2	Believe in Yourself												
3	The Big Competition												
4	Jump To It												
5	The Tomboy												
OCT. 18 Days	<p><u>CH.6: MAKE PEACE</u></p> <p>Values : Forgiveness Attitudes : Love, Sensitivity Life Skills : Empathy, Communication, Coping With Emotions, Problem Solving, Film : Make Peace (to be shown in the school) Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. Why did Mily and Lola fight ? 2. Why was Mily upset with Lola ? 3. Why did Mily hide Lola's doll ? 4. What made Mily forgive Lola ? 5. Why were Mily and Lola glad that they had put the fight behind them ? <p>Workbook : C.W. - Pg. 57, 58, 59,60,62,63 H.W. - Pg. 61,64</p> <p>Topics of Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Can fights ruin relationships ? How ? 2. The harm 'not forgiving and forgetting' does to yourself 												
NOV. 24 Days	<p><u>CH.7: BELIEVE IN YOURSELF</u></p> <p>Value : Self Attitudes : Confidence, Perseverance, Optimism Life Skills : Self Awareness, Creative Thinking, Decision Making, Coping With Emotions Film : Believe in Yourself (to be shown in the school) Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. Why was Mily not confident of being a captain ? 2. How did Mily's dad try to build her confidence ? 3. How did Mily and her team manage to win ? 4. What did Mily learn ? 5. Did Maceo learn anything ? What was it ? 												

Month & No. of working Days	Content
	<p>Workbook : C.W. - Pg. 65, 66, 67,68,69,72 H.W. - Pg. 70,71</p> <p>Topics of Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. What does believing in yourself and being confident mean ? 2. Why do people lose their confidence ? <hr/> <p>CH.8: THE BIG COMPETITION</p> <p>Value : Self-Assurance</p> <p>Attitudes : Stage Presence, Public Speaking, Composure, Assertiveness</p> <p>Life Skills : Interpersonal, Communication, Coping With Emotions, Creative Thinking</p> <p>Film : The Big Competition (to be shown in the school)</p> <p>Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. What did Mily's dad invite Mily and her friends to participate in ? 2. What did each of them draw ? How did they get those ideas ? 3. Why did Mily's dad muddle up names ? 4. Why did Mily forget what to say when she was at the lectern ? 5. What did Mily realise when Bob spoke to her ? <p>Workbook : C.W. - Pg. 73, 74, 75,76,77,79 H.W. - Pg. 78,80</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Is it normal to feel shy on stage ? 2. How can you have better stage presence ?
DEC. 25 Days	<p>CH.9: JUMP TO IT</p> <p>Values : Patience</p> <p>Attitudes : Self Control, Calmness, maturity</p> <p>Life Skills : Coping with Emotion, Communication</p> <p>Film : Jump To It (to be shown in the school)</p> <p>Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. What was Mily waiting for ? 2. What did she plan to do with the binoculars ? 3. Why was she unable to click a good photograph of the ladybird ? 4. What did they learn from the park keeper ? 5. Who do you think showed the most patience (from Mily and her friends) ? Why ?

Month & No. of working Days	Content
	<p>Workbook : C.W. -Pg. 81, 82, 83, 84, 85, 88 H.W. - Pg. 86, 87</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Benefits of being patient 2. 'Haste makes waste' - what does it mean ?
<p>JAN. 23 Days</p>	<p>CH.10: THE TOMBOY</p> <p>Value : Equality</p> <p>Attitude : Fairness, Open-mindedness, Acceptance</p> <p>Life Skills : Critical Thinking, Interpersonal, Empathy, Problem Solving</p> <p>Film : The Tomboy (to be shown in the school)</p> <p>Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. Why did Maceo call Juliet a tomboy ? 2. Why did Juliet and Mily disagree with Maceo ? 3. Hugo was good at ballet as well as hip-hop. What did this teach Maceo ? 4. What did Dan explain to Mily and Juliet ? 5. How are Mily and Juliet going to create a change ? <p>Workbook : C.W. - Pg. 89, 90, 91, 92, 93, 95, 96, 97 H.W. - Pg. 94, 98</p> <p>Topics for Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Gender discrimination and its forms. 2. Examples of inequality at home and society.
<p>FEB+ MARCH 21+22 = 43 Days</p>	<p>Revision of all the values done during the term</p>

GROOMING ETIQUETTES

The objective of introducing grooming etiquettes to students is to help them develop essential habits of personal hygiene, social skills and manners. These etiquettes foster respect, consideration and good communication, preparing students to navigate various social situations with ease and courtesy throughout their lives. It prepares them for adulthood.

Grooming etiquettes discussion will be conducted by teachers. To ensure that parents are well-informed and can support their child's learning journey, the school will be sending slides of **Grooming Etiquettes** prior to the discussions in school. These slides will cover the topics to be discussed in class, allowing parents to help their child consolidate the learning at home. Regular revision and reminders at home on etiquettes will enable the child to evolve as a well groomed child.

Month & No. of working Days	Content
April+ May 23+09 =32 Days	CLASSROOM ETIQUETTES <ol style="list-style-type: none"> 1. Handle the school furniture carefully. 2. Prepare for every day with required items. Set your bag according to the time table. 3. Treat others with respect all the time. 4. Switch off the lights and fans when not is use. 5. Ask for help when you need it.
June+July 5+27 =32 Days	SOCIAL ETIQUETTES <ol style="list-style-type: none"> 1. Practice good posture i.e chest out , shoulders back and head up. 2. Do not point or stare at other people. 3. Make eye contact while speaking. 4. Stand up when you meet someone. 5. Give a warm smile. PARTY ETIQUETTES <ol style="list-style-type: none"> 1. Do not wave cutleries in the air. 2. Be a good guest, behave nicely with other guests. 3. Do not argue for a seat. 4. Do not spill the food. 5. Do not overfill your plate.
August 24 Days	DINING ETIQUETTES <ol style="list-style-type: none"> 1. Do not blow your food to cool it. 2. Do not play with your food or your utensils. 3. Loud eating noises, such as slurping and burping are very impolite. 4. Eat at leisurely pace. 5. Unfold your napkin and place it on your lap.
Oct.+Nov 18+24 Days	Revision of all etiquettes covered in Term-I.

	<u>PHYSICAL EDUCATION</u>	
	General Instructions –	
	1. Size of the ball to be used by the students and the sports teachers during games/LTA period, keeping in mind the safety of the child.	
	Basketball	
	Classes	Boys
	I - II	Size - No. 3
	III - VI	Size - No. 5
	VII - VIII	Size - No. 6
	IX and above	Size - No. 7
	Handball	
	Classes	Boys
	I - IV	Size - No. 1
	V - VII	Size - No. 2
	VIII and above	Size - No. 3
	Football	
	Classes	Boys
	I - II	Size - No. 3
	III - V	Size - No. 4
	VI and above	Size - No. 5

PEC

	HALF YEARLY
April+May 23+9= 32 days	1. Physical Drill Skipping 2. PEC Card – II Chasing Games
June & July 05+27 = 32 days	1. Physical Drill 2. PEC Card – V -Domes and dishes
August 24 days	1. Physical Drill -Surya Namaskar 2. PEC Card – VI -Scatter ball 3. PEC Card – VII -Circle Dodge Ball
September 24 days	Revision
	ANNUAL
October 18 days	1. Physical drill Surya Namaskar 2. PEC Card – VII -Hitting & Kicking
November 24 days	1. Physical drill 2. PEC Card – IX, X & XVIII - Scoring Goals and Dribble & Shoot
December 25 days	1. Physical drill 2. PEC Card – XI -Passing and Shooting
January 23 days	1. Physical drill 2. PEC Card – XII -Standing Kho - Kho
Feb. + March 21+22=43 days	Revision

Half Yearly Term

- Physical Drill • Skipping • Surya Namaskar
- Physical Education Cards (PEC) Class- III

Card-II Chasing Games

Card-V Domes and dishes

Card-VI Scatter ball

Card-VII Circle Dodge Ball

- Introduction to Cricket (for information and knowledge of students only)

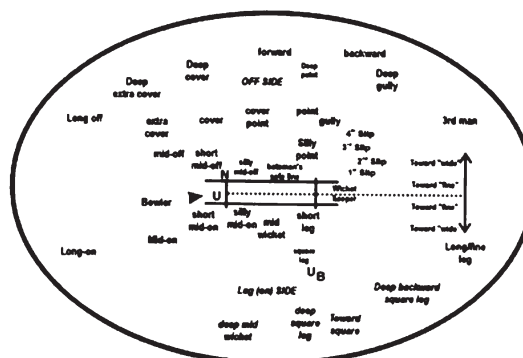
Cricket

Cricket gear-

Pad, Batting gloves, Wicket keeping gloves, Arm guard, Shin guard, helmet

Cricket at a glance

Total players in team	: 16 (11+5 extra)
Number of umpires	: 2+1 (third umpire)
Weight of ball	: 156 gm
Circumference of the ball	: 22.5 cm
Colour of ball	: Red/white (leather made)
Length of cricket bat	: 96.5 cm
Widest part of bat	: 10.8 cm
The breadth of pitch	: 2.4 m
Distance between stumps	: 20.12 m
Height of stumps	: 71.1 cm
Breadth of stumps	: 22.8 cm
Size of bails	: 11 cm
Inner circle of crickets	: 27.4 m
Outer circle of cricket	: 68.5 m
Type of matches	: one day 20-20 Test matches



Field Setting:-

Annual Term

- **Physical Drill**
- **Physical Education Cards (PEC) Class- III**

Card- VII Hitting and Kicking

Card- IX, X & XVIII Scoring Goals and Dribble & Shoot

Card XI Passing and Shooting **Card XII** Standing Kho

Introduction to Football (for information and knowledge of students only)

Football

History: Football is most popular team sport in the world.

The modern version of game came from England in 1848. In 1904 the game's governing body (Federation International de Football Association (FIFA).

In India this game is controlled by the Indian Football Association (1878).

Fundamental Skills: Kicking, dribbling, heading, tackling throwing-in, off side, corner kick, free kick, penalty kick, goal kick.

Important Indian personalities: P.K. Banerjee, T. Balram, Baichung Bhutia

Important International personalities: Diego Maradona (Argentina), Michel Platini, Zinedine Zidane (France), Pele, Ronaldo (Brazil), David Beckham (England), Lionel Messi (Argentina).

Football at a glance

Ground Dimension	: length 91m - 110m x width 64m-73m
Officials of a match	: 1 referee, 2 asst. referee 1 commissioner, 1 injury time keeper
Weight of the football	: 425 gm. \pm 25gm.
Circumference of football	: 71.1 cm
Number of players	: 16 (11 playing and 5 extra)
Substitution allowed in match	: 3
Duration of match	: 2 halves of 45 minutes. (men) 40 minutes
Goal post dimension	: 7.3m x 2.44 m (5 inch thickness of post)
Centre circle	: 9.15m
Corner arc	: 9.1 cm
Height of flag	: 1.5 m
Penalty point	: 11 meters from goal line
Players equipments	: Studs (football shoes) shin guard, T- shirt and shorts with number
Warming	: Yellow card
Expulsion	: Red card

Career Awareness Careers related to Art And Creative Half Yearly	
June+July 5+27=32 days	Session : 1 <ul style="list-style-type: none"> • Introduction on – What is career ? Career is what people / relatives / family, friends do for their living. • Introduction to Graphic Design • Introduction to Photography • Introduction to Fashion Designing • Awareness about Graphic Designers, Photographers and Fashion Designers as Visual Story Tellers
August 24 days	Session : 2 Exploring Interests & follow up activity : <ul style="list-style-type: none"> • Encourage children to create simple drawings or take photos and share them with the class (display in Classroom). • DIY T-shirt design Activity- Give students blank paper templates of T-shirts. Let them draw and colour their unique designs, adding patterns, logos or slogans. • Discuss & organize class feedback session to praise each other's work, fostering enthusiasm for art and design. Sample Questions for Feedback Session : <ul style="list-style-type: none"> • What do you like most about this drawing? • Can you tell me about the colours used and how they contribute to the overall picture? • What aspect of this photo catches your attention first? • How does the drawing make you feel? • Is there anything you think could be improved or added to make it even better? • How would you promote your T-shirt design if you wanted to start a brand ?
Annuals	
October 18 days	Session : 3 <ul style="list-style-type: none"> • Skill Development & Career Exploration. • Skills Required to become a graphic designer, a photographer and a fashion designer (to be explained by teacher) Creativity, attention to details, developing an interest in visuals, sketching and designing, technical skill, patience and continuous learning skill. • the importance of learning and practising art and design in school. <p>H.W. : Students to take an interview of a Graphic Designer/Photographer/Fashion Designer with the help of the questions printed in the interview assignment (given in English Learner's Comate).</p>

Quality Circle Time (I Term)

Lesson Plan – 1

Theme for the lesson: Celebrating Diversity

SEL Competency for the lesson- Self Awareness (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard :- Identify one's emotions and their influence on one's behaviour, performance and decisions.

Learning outcome :- Recognise that one's emotional responses can be distinct from others' in the same situation

Learning objective :- Students will be able to describe situations that trigger various emotions through the circle time session.

- Revisit the five skills and ground rules for QCT. (Thinking, Looking, Listening, Speaking and Concentration.)
- **QCT Aids** – Speaking Object, Soothing log

Meeting Up:	Everyone gathers, and the teacher instructs students to select an object nearby or on their body that they can use as a metaphor to describe how they are similar to and different from it. For example, "I am like a watch because I have many parts and a purpose, but I'm also unique."
Warming up:	Instructions: <ul style="list-style-type: none"> - Simon gives commands starting with "Simon says." - Children practice selfawareness by following commands only if "Simon says" is mentioned. - E.g., "Simon says touch your nose" is valid; "Touch your toes" is not. <p>This fosters listening skills, body awareness, and selfawareness. Continue until one child remains, who becomes the next "Simon."</p>
Opening up :	<ul style="list-style-type: none"> - The teacher asks students to discuss on- How are we both different and similar to each other? - Teacher initiates a discussion on unity in diversity, highlighting the importance of appreciating differences. - Children present their views, fostering selfawareness as they reflect on their own uniqueness and similarities with others. - This activity encourages children to develop selfawareness by recognizing their individuality within a diverse group
Cheering up :	<p>I am proud of my country because ...</p> <p>(Expressing pride in one's country can promote selfawareness by prompting individuals to reflect on their values, beliefs, and personal identity within the context of their nationality.)</p>
Calming down :	Breathing Buddy for SelfAwareness Instructions:- <ul style="list-style-type: none"> ● Sit comfortably and close your eyes. ● Imagine a small, friendly creature sitting on your belly. ● Take a slow, deep breath in through your nose, feeling your belly rise. ● Hold your breath for a moment, noticing how it feels. ● Slowly exhale through your mouth, feeling your belly lower. ● Pay attention to the sensations in your body as you breathe. ● Repeat this breathing with your "Breathing Buddy" for a few moments, focusing on how it makes you feel. ● Open your eyes, feeling calm, centered, and more selfaware.

Lesson Plan – 2

Theme for the lesson: Team Work

SEL competency for the lesson - Self Management (The ability to express one's emotions appropriately; deal with personally upsetting situations in healthy and effective ways; identify sources of help and form a self-support system; set goals (personal, academic and career) and work towards them in an organized manner.)

Learning standard : - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome : - Manage stress and demonstrate positive behaviors.

Learning objective : - Students will be able to identify situations in which they feel stressed through the circle time session.

- Revisit the five skills and ground rules for QCT. (Thinking, Looking, Listening, Speaking and Concentration.)
- **QCT Aids** – Speaking Object, Soothing Log, Tambourine, Parachute, Soft Toy.

Meeting Up:	The sleeping spell The children sit in a circle. A child is chosen to be the detective and leaves the room. Another child is chosen to be the magician and the detective returns to stand in the center of the circle. Without being seen by the detective, the magician winks at any child, who then falls asleep. This continues until the detective correctly identifies the magician. Different children are then chosen to play the roles.
Warming up:	Musical Game : Moving to simple beats, e.g. drum or tambourine. Heavy steps, fast steps, light steps, slow steps – echoing appropriate beat. Instrument stops, then children stop.
Opening up :	Children speak on : <ul style="list-style-type: none">• How do you handle school work and work with others in group projects?
Cheering up :	Parachute Game – Put a toy and the group tries to keep the toy on the parachute while bouncing it for at least 2-3 minutes. Let children understand the importance of how their self management can lead to better adjustment with a group.
Calming down :	<ul style="list-style-type: none">• Close your eyes and listen to peaceful music or soothing sounds.• Think about times when you worked well in a team, and also moments where you manage yourself effectively.• Reflect on these situations and how you felt during them.• If you feel comfortable, share your thoughts with the group.• Listen to others share their experiences and thoughts.

Lesson Plan - 3

Theme for the lesson: Honesty

SEL competency for the lesson - Social Awareness (The ability to work and form positive relationships with people from diverse backgrounds (e.g. religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathize with and accept people and practices that are different from one's own; be sensitive to one's surroundings; have a perspective on various social problems and take the required action to counter them.)

Learning standard : - Recognize individual and group similarities and differences.

Learning outcome : - Identify how various social and cultural groups are different from each other and how they contribute to society.

Learning objective : - Students will be able to recognise the existence of diversity in the society that they are a part of through this circle time session.

- Introduce the five skills required for QCT with action: Listening, speaking, looking, thinking, concentrating.
- Set the ground rules for QCT.
- **QCT Aids** – Speaking Object, Soothing Log.

Meeting Up:	<ul style="list-style-type: none"> • Choose an adjective that reflects a positive social quality, like kindness or empathy. • Explain why you chose that adjective and how you practice it in your interactions. • Discuss the importance of these qualities in building strong communities. • Listen actively to others' introductions and appreciate their diverse qualities. • Emphasize treating others with empathy, respect, and kindness in all interactions. • For ex- i am empathetic Arpit.
Warming up:	<p>Setup: Pair up participants, designating one as the "Walker" and the other as the "Guide."</p> <p>Instructions:</p> <ul style="list-style-type: none"> • The Walker closes their eyes or wears a blindfold. • The Guide leads the Walker, offering verbal instructions and ensuring safety. <p>Activity:</p> <ul style="list-style-type: none"> • Partners take turns being the Walker and the Guide. • Walkers rely on senses other than sight while Guides provide supportive guidance. <p>Reflection:</p> <ul style="list-style-type: none"> • Pairs switch roles and discuss their experiences. • Share feelings of trust and empathy during the activity. <p>Group Discussion:</p> <ul style="list-style-type: none"> • Reflect on the importance of empathy and trust in relationships. • Discuss the role of honesty and communication in the activity.
Opening up :	<p>The teacher asks students – “what if ” questions. For ex- What if.....</p> <ul style="list-style-type: none"> • You don't feel comfortable with someone? • You see someone misbehaving with your friend?
Cheering up :	<p>Children complete the following statement.... Why do you think it's important to be honest, and how does it make our community better?</p>
Calming down :	<p>Lead the group in a brief guided relaxation exercise, focusing on honesty and social awareness:</p> <ul style="list-style-type: none"> • Inhale deeply and imagine breathing in honesty and truthfulness. • Exhale slowly, releasing any tension or negativity. • With each breath, think about how honesty can foster trust and connection among people. • Encourage participants to relax their bodies and minds, letting go of any worries or distractions. <p>After a few minutes of guided breathing, invite participants to reflect silently on the following questions: How can we practice honesty and social awareness in our daily interactions with others?</p>

Lesson Plan – 4

Theme for the lesson : Nurture nature.

SEL competency for the lesson - Relationship Management (The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues, etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.)

Learning standard : - Use communication and social skills to interact effectively with others.

Learning outcome : - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective : - Students will be able to examine how they respond to peer pressure through this circle time session.

- Revisit the five skills and ground rules for QCT. (Thinking, Looking, Listening, Speaking and Concentration.)

- **QCT Aids** – Speaking Object, Soothing Log.

Meeting Up:	<p>Let me introduce myself</p> <p>To become better acquainted.</p> <p>All the children sit in a circle facing inwards. A chosen child leaves her seat and walks across the circle to a child whom she doesn't usually play with. She introduces herself by saying, for example, 'Hello, I'm Arpit, it is good to meet you.' This child then takes the second child's seat, and the second child repeats the process. Encourage the children to introduce themselves to children other than their friends and to select a different child each time so that all the members of the circle have a turn.</p> <p>"By reaching out to different peers, we learn the value of inclusion and strengthen our community bonds."</p>
Warming up:	<p>The teacher initiates charades by miming activities representing various professions, emphasizing the importance of understanding diverse roles in society. As each child guesses, they not only explore the dynamics of communication and teamwork but also recognize the interconnectedness of individuals in shaping their environment, reflecting both the nurturing of relationships and the influence of inherent traits and learned behaviors.</p> <p>For ex- The teacher mimes a farmer, emphasizing the bond between humans and nature. Children guess, acknowledging how farming nurtures communities and connects them to their environment.</p>
Opening up :	<p>Children talk about</p> <ul style="list-style-type: none"> - How do trees and forests benefit our bond with nature and community well-being? - How does avoiding polythene strengthen our environmental connection ?
Cheering up :	<p>Students by turn thank nature :</p> <p>I thank nature because nature has gifted me</p>
Calming down :	<p>Visualize - Close your eyes, listen to calming music, and imagine walking along a sea coast. Feel the sand beneath your feet as you hop, run on tiptoes, or move your arms rapidly, fostering a sense of freedom and joy. Through this shared experience, children can develop a deeper connection with themselves and others, promoting empathy, understanding, and positive relationships within the group.</p>

Lesson Plan – 5

Theme for the lesson : Doing your best

SEL competency for the lesson - Responsible Decision Making (The ability to make constructive choices about personal behavior , health, relationships and career, considering existing social , ethics and safety norms; understand the rationale behind rules; examine consequences of one's actions; respect one's own and others rights; demonstrate responsible citizenship in the larger interest of the society).

Learning standard : - Consider ethical, safety and societal factors in making decisions.

Learning outcome : - Analyze the reasons for school and societal rules.

Learning objective : - Students will be able to examine the purpose of rules through this circle time session.

- Revisit the five skills and ground rules for QCT. (Thinking, Looking, Listening, Speaking and Concentration.)
- **QCT Aids – Speaking Object.**

Meeting Up:	Play this version of Simon says where Simon instructs making sounds rather than physical actions. For example, Simon says, "cough," "sneeze," "laugh," etc. Participants must decide whether to follow each sound instruction or not. For ex, if Simon says "cough," the participants who cough are out if Simon didn't say "Simon says" before the instruction. This promotes decision-making as participants must quickly determine if they should respond to each sound
Warming up:	In the Buzz Game, children stand in a circle and count sequentially, but instead of saying numbers divisible by 4, they say "buzz." For example, "1, 2, 3, buzz, 5, 6, 7, buzz." Anyone who says the wrong number or forgets to say "buzz" is out. This game promotes decision-making as participants must quickly determine which numbers to say and when to say "buzz" to avoid elimination.
Opening up :	Children talk about <ul style="list-style-type: none"> ● What stops them from giving their best ? ● List three goals that they want to achieve before the session ends. (Asking these questions encourages children to identify obstacles and set specific goals, fostering their decision-making skills in overcoming challenges and planning actions.)
Cheering up :	Children appreciate students from the group for something that they have achieved. I appreciate for I believe he/she is the best in The child named should say a thank you. The teacher should ensure Each child is appreciated. (By appreciating their peers for specific achievements or qualities, children are encouraged to make decisions about whom to recognize and why, fostering their ability to make thoughtful choices and express gratitude.)
Calming down :	children are invited to close their eyes, take deep breaths, and imagine themselves facing a challenge. They visualize making thoughtful decisions and putting forth their best effort to overcome the challenge. By focusing on this visualization, children reinforce the idea of doing their best and making positive choices in different situations.

Quality Circle Time (II Term)

Lesson Plan - 1

Theme for the term: Discipline

SEL Competency for the lesson- Self Awareness (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard :- Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome :- Recognise that one's emotional responses can be distinct from others' in the same situation

Learning objective :- Students will be able to describe situations that trigger various emotions through the circle time session.

- **Teaching Aids** : Speaking Object, Drum, Soft toy.
- Revisit the five skills required for QCT.

Meeting Up:	<p>'Follow the Leader' Game (using sound): Marching around circle – teacher uses a drum – One beat equals walk Two beats equals stop Three beats equals walking on the spot Teacher may allow a child to use the drum/clapping while he/she joins in. (This game promotes self-awareness as children listen to drum beats to guide their movements, heightening their awareness of their own actions and responses to auditory cues.)</p>
Warming up:	<p>Play 'The Feeling Activity Game' to develop drama skills. Introduce facial expression, body language and gesture to illustrate emotion and use to mime different activities e.g. getting up in the morning; eating dinner; skateboarding; doing homework; on the computer.</p> <ul style="list-style-type: none"> • (This game promotes self-awareness by encouraging children to express emotions through facial expressions and body language while miming different activities, fostering an understanding of their emotional responses and how they manifest physically.)
Opening up :	<p>Children speak about Discipline is necessary because..... (Discipline is necessary because it helps children learn boundaries and responsibility, promoting self-awareness as they understand the consequences of their actions and how they impact themselves and others.)</p>
Cheering up :	<p>For me discipline is important because</p> <p>The teacher tells the children - Discussing the importance of discipline prompts self-reflection, promotes awareness of personal habits and areas for improvement, ultimately leading to self-growth.</p>
Calming down :	<ul style="list-style-type: none"> • Pass the soft toy around the circle, allowing each child to hug or touch it. • Encourage children to pay attention to their own feelings and sensations as they interact with the toy. • Prompt children to reflect silently on how they feel while holding the toy and any thoughts that come to mind. • After everyone has had a turn, facilitate a brief discussion about the experience, encouraging children to share their observations and reflections. • Emphasize the importance of being aware of one's own emotions and sensations, highlighting how this can help them understand themselves better.

Lesson Plan - 2

Theme for the term: Discipline

SEL competency for the lesson - Self Management (The ability to express one's emotions appropriately; deal with personally upsetting situations in healthy and effective ways; identify sources of help and form a self-support system; set goals (personal, academic and career) and work towards them in an organized manner.)

Learning standard : - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome : - Manage stress and demonstrate positive behaviors.

Learning objective : - Students will be able to identify situations in which they feel stressed through the circle time session

- **Teaching Aids :** Speaking Object, Floor Dice, Bunch of keys, Soothing log.
- Revisit the five skills required for QCT.

Meeting Up:	Introduce circle time rules. Children will start saying A,B,C,D up til Z. While doing this activity if the first letter of the child's name is the same as the letter spoken by him then he is out of the game. (when children recite the alphabet and are eliminated if the first letter of their name matches the letter they say, this promotes self-management through attention, control, and cooperation.)
Warming up:	Teacher throws a big dice on the floor. If the no. on the dice shows 3 then Children clap 3 times & the game goes on. If ever they make a mistake, the game comes to an end. The game goes very fast. The teachers concludes the discussion by talking about - This game promotes discipline and self-management in children by requiring them to pay attention, follow rules, and make quick decisions while clapping the correct number of times indicated by the dice, with mistakes ending the game.
Opening up :	Children talk about - How do you feel about being disciplined? How do you manage yourself in different situations?
Cheering up :	Here's a situation: Imagine you're trying to finish a challenging puzzle. How would you feel when you finally solve it, and how might you cheer about your accomplishment? The teacher talks about how this situation can promote self-management as it requires the child to regulate their emotions, stay focused, and persevere through a challenging task. By successfully completing the puzzle and experiencing a sense of achievement, the child learns the importance of managing their time, attention, and emotions to reach their goals.
Calming down :	<ul style="list-style-type: none">• Begin by playing a piece of music while the children sit quietly with their eyes closed.• Instruct them to "Think of what you see in your mind's eye" as they listen to the music.• Encourage children to visualize different scenes or images that come to mind.• After a few minutes, ask the children to slowly raise their hands if they would like to share what they visualized.• Invite each child who raises their hand to describe their visualization experience.• Facilitate a brief discussion about the different images and scenes that were visualized.• Reflect on how the music influenced their visualizations and what they learned about their imagination and creativity.• Conclude the session by thanking the children for sharing and emphasizing the importance of self-management in focusing their thoughts and reflecting on their experiences.

Lesson Plan - 3

Theme for the term: Discipline

SEL competency for the lesson - Social Awareness (The ability to work and form positive relationships with people from diverse backgrounds (e.g. religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathize with and accept people and practices that are different from one's own; be sensitive to one's surroundings; have a perspective on various social problems and take the required action to counter them.)

Learning standard : - Recognize individual and group similarities and differences.

Learning outcome : - Identify how various social and cultural groups are different from each other and how they contribute to society.

Learning objective : - Students will be able to recognise the existence of diversity in the society that they are a part of through this circle time session.

- **Teaching Aids** : Speaking Object, Parachute, Soothing log, Ball.
- Revisit the five skills required for QCT.

Meeting Up:	I know your name. Children stand in an inward facing circle, calling out the name of a group member; they throw a small ball and sit down. The child whose name is called catches the ball, calls out a name, throws the ball and sits down. This continues till everyone has sat down. (This activity promotes social awareness and discipline by encouraging children to remember and call out their peers' names, take turns patiently, and work together as a team to ensure everyone participates.)
Warming up:	In this activity, children form groups of three, four, five, or six based on the number called by the teacher and move together across the circle. If necessary, those remaining join other groups. This promotes social awareness by encouraging cooperation and communication as children work together to form groups and move as a team. It also fosters discipline as they follow instructions, take turns, and adapt to different group sizes.
Opening up :	The teacher asks students – “what if ” questions. For ex- What if..... <ul style="list-style-type: none">• You are shopping with your mom and you get lost.• If you click on a website and you see something inappropriate. (This activity promotes social awareness and discipline by prompting students to consider hypothetical scenarios and think critically about their responses, fostering awareness of social issues and responsible decision-making).
Cheering up :	The children are made to stand holding the parachute. The teacher guides the children to use the parachute to replicate the wind on a rainy day. Start with a mild breeze, to when the clouds are starting to form to the start of the rain to a heavy thunderstorm. The children reverse the movements they have made so that it ends with the mild breeze. (This activity promotes discipline and social awareness by guiding children to coordinate movements with the group, observe environmental cues, and work together to create different weather scenarios using the parachute).
Calming down :	<ul style="list-style-type: none">• Have the children sit in a circle with their eyes closed, creating a relaxed atmosphere while remaining in an upright position.• Guide them through a fantasy journey, such as visiting a hill station or feeding deer at a zoo, encouraging them to imagine the sights, sounds, and sensations of the experience.• Encourage children to listen attentively to each other's imaginative experiences, fostering empathy and social awareness.• Remind them to maintain discipline by staying focused and participating respectfully throughout the activity.• When the journey concludes, instruct the children to slowly open their eyes and transition back to reality in an orderly manner.• Emphasize the importance of self-control and cooperation as they return to their regular activities.

Lesson Plan - 4

Theme for the term: Discipline

SEL competency for the lesson - Relationship Management (The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues, etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.)

Learning standard : - Use communication and social skills to interact effectively with others.

Learning outcome : - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective : - Students will be able to examine how they respond to peer pressure through this circle time session.

- **Teaching Aids :** Speaking Object
- Revisit the five skills required for QCT.

Meeting Up:	<ul style="list-style-type: none">• Gather the children in a circle or group.• Explain that each child will have a turn to share one thing they're excited about or looking forward to.• Encourage them to keep their sharing brief, just one sentence.• Start with one child and go around the circle until everyone has had a turn.• Remind the children to listen respectfully while others are sharing.• After everyone has shared, thank them for participating and move on to the next activity. <p>(This icebreaker promotes relationship management by giving a positive atmosphere where children share and listen to each other's excitement, building connections and communication skills.)</p>
Warming up:	<ul style="list-style-type: none">• All stand. The teacher calls Arpit's name and then switches places with him, taking his spot. Arpit then calls another child's name, switches places, and sits down. This continues until all the children are seated. <p>(This activity encourages discipline by instructing children to follow the teacher's directions and take turns calling names, instilling respect for rules and order. Additionally, it promotes relationship building as children interact and cooperate while exchanging places, fostering trust and cooperation within the group.)</p>
Opening up :	Relationship Management: How can we make sure everyone feels included in our group? Discipline: Can you share a time when you had to follow rules even if you didn't want to?
Cheering up :	Choose an article. Such as a chair or a shampoo bottle and encourage the children to use the object in diverse actions regardless of size e.g. use chair as vacuum cleaner, shopping bag, guitar etc. 9The teacher tells children- Using objects in diverse actions encourages discipline by prompting children to creatively follow instructions, and promotes relationship management as they collaborate to explore imaginative uses together.)
Calming down :	Children close their eyes and take turns naming objects of a specific color, such as blue. This promotes discipline as they follow the rule of waiting for their turn and focusing on the designated color. It also promotes relationship management as they listen attentively to each other's contributions, building cooperation and respect for one another's ideas.

Lesson Plan - 5

Theme for the term: Discipline

SEL competency for the lesson - Responsible Decision Making (The ability to make constructive choices about personal behavior, health, relationships and career, considering existing social, ethics and safety norms; understand the rationale behind rules; examine consequences of one's actions; respect one's own and others rights; demonstrate responsible citizenship in the larger interest of the society).

Learning standard : - Consider ethical, safety and societal factors in making decisions.

Learning outcome : - Analyze the reasons for school and societal rules.

Learning objective : - Students will be able to examine the purpose of rules through this circle time session.

- **Teaching Aids :** Ball.
- Revisit the five skills required for QCT.

Meeting Up:	All children stand in a circle and are given a task to mime, such as washing a car or hanging clothes, while music plays. When the music stops, they must freeze. If anyone moves, they are out and sit down. The teacher explains that this promotes discipline by requiring children to follow instructions and stay focused on their task, while also encouraging decision-making as they quickly decide how to position themselves when the music stops.
Warming up:	In the "Name Ball" game, children form small circles with one child in the center. The child in the center throws the ball in the air and calls out the name of one of the players. That child must try to catch the ball before it bounces more than once. If successful, they take the place of the child in the center. The teacher says this activity promotes discipline by requiring children to pay attention and be ready to react quickly when their name is called. It also encourages decision-making as they strategize on how to catch the ball effectively while considering its trajectory and speed.
Opening up :	All children are seated and express themselves by showing actions: Listening: Point to ears. Thinking: Point to head. Looking: Point to eyes. Concentrating: Hold arms. Then, each child shares why they are happy today.... (The teachers brief how to promote discipline as they take turns after waiting for their turn and decision-making as they choose what to share and how to express themselves).
Cheering up :	<ul style="list-style-type: none">• The students stand in a circle and decide on a number to say, such as 4. One student starts the game by counting from 1, the next says 2, and the third says 3.• The next student must clap instead of saying 4, and multiples of four and all numbers ending with four should be clapped instead.• The numbers should be called out quickly.• When a student gets out, they could change the number or continue with the same.• After the game, discuss the skills needed to play, such as looking, listening, speaking, thinking, and concentrating, promoting discipline and decision-making as students reflect on their performance and strategize for future rounds.
Calming down :	<ul style="list-style-type: none">• Ask the students to close their eyes and imagine they are sitting in a nest.• Ask them to visualize going on a journey and feeling the power in their wings lifting them out of the nest.• Encourage them to soar and swoop in the sky, imagining the things they can see below them.• Bring the students back to the present moment.• Engage in a soothing conversation with the children, discussing their imagined journey.• Encourage reflections on their experience and how it made them feel.• End the session with a final discussion, promoting discipline through focused visualization and decision-making as they navigate their imaginary flight.

ChetnaSyllabus (Class III)

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometime on their own or by seeking help from the right person at the right time.

Half Yearly

Month	Content	Resource Person
April	Session-1 (for parents in Parent's Orientation) Session on Developmental phase (IQ, EQ, SQ, HQ) Balancing the parental expectation	Counsellor
	Session-2 – (for students) (i) Introductory Activity – Let's learn to be safer and smarter (ii) Body Safety Rules (iii) Awareness about Body parts (iv) Going to washroom – Girl's washroom and boy's washroom (v) Komal Movie to be shown https://youtu.be/5cBQtZRbRJu (vi) Activity: My safe people and their phone numbers (Discussion followed by Worksheet – given in English Learner's Comate) (vii) Sharing of information – People who can be approached in school for help related to personal safety - Principal, Counsellor, Academic Head, Teachers & Pastoral Guides.	
June & July	Session-3 – (for students) Gadget De-addiction – Mind your screen time	Counsellor
	Session-4 – (for students) Setting boundaries and respecting privacy (teaching about when to say NO) followed by Worksheet Safety Rules (given in English Learner's Comate) The Irreplaceable Role of Parents in Our Lives	Class Teacher
	Session-5- (for students) 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher
August	Session-6- (for students) Child safety – physical, emotional, cyber, social and personal areas to be discussed. Activity – Our Feelings (Discussion followed by Worksheet – given in English Learner's Comate)	Counsellor

Annual Term

Month	Content	Resource Person
November	Session-1 (for students) (i) Revision of Half Yearly Syllabus (ii) Activity: Private Parts (Discussion followed by Worksheet – given in English Learner's Comate) (iii) Valuable Lessons in Conflict Resolution and Teamwork Through Inspiring short film. <ul style="list-style-type: none"> Conflict Management: Film Link The Power of Teamwork: Film Link 	Counsellor
December	Session-2 Discussion on HUMAN TRAFFICKING after showing the video clip and followed by the worksheet in English Learner's Comate . https://drive.google.com/file/d/1r3LOUAlcggvimB-vVw61fji1zv9PB6u/view?usp=sharing	Counsellor
	Session-3- (Revision) (for students) 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher
January	Session-4 Happiness habits – Cultivating a positive mindset from a young age	Counsellor

ROBOTICS CURRICULUM (Only for ANP, SIV, SNT & ING)

Robotics is an exciting, interdisciplinary field that draws on science, engineering, and technology to teach children essential problem-solving skills. With robotics, instruction kids can develop critical thinking abilities while staying actively engaged in interesting projects and activities.

The young minds get a chance to work with tools and equipment's of ROBOTICS to understand what, how and why aspects of STEM (Science, Technology, Engineering, and Math). This enables tinkering among students with embedded computers – computers that are embedded inside gadgets, everyday objects, instruments, cars, toys etc, to help make such devices perform better.



- Practical File to be maintained for all activities.
- Assignments will be done in Science Learner's Comate.

Months	Platform	Topics
April =24 Days	Introduction of Robotics and Electronics	Module 1: Basic Introduction <ul style="list-style-type: none"> • What is Robots • Classification of Robots • Application of Robots • Basic Components of Robot • Different Types of Robots ✓ PPT to be shown to students. ✓ Lab Visit. Assignment 1: Based on basic introduction of Robotics and their types. Module 2: conceptual Understanding of computational devices <ul style="list-style-type: none"> • Introduction of Electronics • Identification of Components • Use of components and their connectivity • Introduction of Breadboards
Components Used: Breadboard (Kit No. 1)		
May (10 Days)	Electronics (Basic Introduction of Led, Buzzer)	Module 2: (Continue.....) <ul style="list-style-type: none"> • Introductions to Terms (Circuit, Closed loop, Current, Voltage) • Do's and Don'ts of Electronics • Introduction of Led, Buzzer etc. ✓ Lab Activity 1: Build simple closed circuit of LED ON/OFF and Buzzer ON/OFF. Assignment 2: Based on Basic Electronics.
Components Used: Led, Buzzer (Kit No. 1)		
June + July (5+26) = 31 Days	Switches and Types of switches and Battery	Module 2: (Continue.....) <ul style="list-style-type: none"> • Introduction to Switch, Push Button and slide switch. • Introduction to Battery. ✓ Lab Activity 2: Build a circuit which shows the working of switch. Assignment 3: Based on SWITCHES and Battery.
Components Used: Switches, Battery (Electronic Kit)		

Aug. 24 days	Coding: Code.org	Module 3: Introduction of Coding <ul style="list-style-type: none"> • Introduction of Basic Block Code. • Path Visualization. • Creating Different Shapes using skills learnt ✓ Lab Activity 3: Students write programs for Chase Game. Assignment 4: Based on Block Coding of Code.org Link: https://studio.code.org/users/sign_in
Sep. 22 days	Revision Project	Challenge Task: <ul style="list-style-type: none"> • Attempt code.org challenge Task(Artist Lab)
Oct. 18 days	Scratch Programming	<ul style="list-style-type: none"> • Introduction of Scratch • Introduction to screen layout and identification of different blocks. • Programming a Sprite – Control, Motion, Looks and Sound ✓ Lab Activity 4: Make a project in Scratch-- Draw with your sprite Link: https://scratch.mit.edu/ Continue.....
Nov. 24 days	Scratch Programming	<ul style="list-style-type: none"> • Introduction of changing Background Block. • Introduction to how to change Looks & Costumes ✓ Lab Activity 5: Make a project in scratch for changing background. Assignment 5: Based on Basic of Scratch Programming, background block, Look and costumed of sprites. Link: https://scratch.mit.edu/
Dec. 25 days	3D Designing & Printing: 3D Pen	<ul style="list-style-type: none"> • Discuss difference between 2D & 3D • Introduction of 2D object & 3D Object • Discuss difference between 2D Image and 3D Image. • Introduction of 3D Pen. • Do's and Don'ts of 3D pen handling. • Discuss Materials Used for Printing ✓ Lab Activity 6: Show 3D pen and demonstrate loading and unloading of 3D PEN.
Components Used: 3D Pen		
Jan. 23 days	3D Designing & Printing: 3D Pen	<ul style="list-style-type: none"> • Importance and relevance of 3D Printing. • Introduce difference types of filaments. • Show different 3D printing machines and uses of 3D materials. ✓ Lab Activity 7: Create your Name by using 3D Pen. ✓ Assignment 6: Based on 3D Pen and their materials.
February + March 21 + 22 = 43 days	Revision Project	✓ Create a Greeting Card for New Year.
		✓ Make 3D object using 3D pen.

Holiday Home Work (Summer Vacation) Half Yearly Term

English

1. Read the book - Bookasura (Reading for Pleasure)
2. Read Books from suggested reading (pg.49 in precept) and write in Reading Log (any two).
3. Summer Verbal Reasoning Assignment to be done in Enrichment Booklet.

हिन्दी

१. गिनती १ से ४० तक के हिन्दी के अंकों का लिखित तथा मौखिक अभ्यास अपनी लर्नर्स कोमेट में करिए।
२. व्याकरण पुस्तक पृष्ठ संख्या २६ कला समेकन अभ्यास-१२
३. मेधा पाठ-६ तीन गुड़ियाँ पाठ पढ़ें।
४. Precept के अन्त में दिए गए सम्भावित पठनीय पुस्तकें पढ़ें।
५. पाठ-१ जगपति! हमको ऐसा वर दो (कविता) पृष्ठ सं० ११ लीक से हटकर प्र० सं० 'क' एवं 'ख' मौखिक रूप से करें।
६. परियोजना कार्य पाठ-४ आओ तमिलनाडु चलें ('जिज्ञासा' एवं 'लीक से हटकर' पुस्तक में करें।) (ग्रेड)

Math

* Prepare a thin notebook to complete your HHW.

- 1) Worksheet Pg. 27, 45 (Part-1) (Book work)
- 2) Project Pg. 16 & 17 (Part-1) (Notebook work)
- 3 Mental Maths Pg. 47 (Part-1) (Book work)
- 4) Logical Reasoning Enrichment Sheet to be done in the Enrichment Booklet.
- 5) Revise tables from 2-12

Science

- Pg. 11 Enrichment activity 1 (To be done in Science Notebook)
- Pg. 42 Enrichment Activity 2- Field trip. Visit local parks or riversides to watch birds. Ask adults for their names and use your home language. Listen to their sounds, take photos, and record them. Note each bird in your scrapbook with its location and activity.
- Pg 52 Enrichment activity - making chart
- Pg. 65 Enrichment Activity 3-Making a wind chime
- Pg. 120 Enrichment activity 2-Measuring Rain

Social Science

1. **Project Work (page 06) -**
Make a model of the solar system on a piece of cardboard.....
2. **Prepare info cards (page 19) -**
Research and find out about the continent Asia. Prepare.....
3. **Write a graphic story (Page 39)-** Imagine your are a vegetable. Write a graphic story

Computer Science :	Drawing Craft
Computational Thinking given on Pg. no. 97.	Pg. 11, 17 & 26

Holiday Home Work (Winter Vacation) Annual Term	
English	
1. Learn the new words of the chapters taught in II- Term. 2. Winter Verbal Reasoning Assignment to be done in Enrichment Booklet.	
Hindi	
१. गिनती - १ से ६० तक के हिन्दी के अंकों का लिखित तथा मौखिक अभ्यास अपनी लर्नर्स कोमेट में करिए। २. परियोजना कार्य - पाठ-४ माइकल फैराडे 'लीक से हटकर', पुस्तक पृष्ठ सं० ३३ पर करेंगे। (ग्रेड)	
Maths	
* Prepare a thin notebook to complete your H.H.W. Solve these sums in your notebook:- 1. Project on pg. 12 & 58 (Part-2) (Notebook Work) 2. Use your skills pg. 50, Q.1 to 5 (Part-2) (Book work) 3. Use your skills pg. 132 (Part-1) (Book work) 4. Chapter Check Up Pg. 61 Q.1 to 3 and 7 (Book work) Q.4 to 6 (Notebook work) (Part-2) 5. Keeping in touch pg. 61 (Part-2) 6. Steam Connect pg. 22 (Notebook work) 7. Try this pg. 66 (Notebook work) 8. Maths and Me (in Learner's Comate) 9. Revise tables from 2 – 12 (orals)	
Science	
<ul style="list-style-type: none"> Pg. 64 Enrichment Activity 2- Research Collect pictures of different kinds of clothes that people wear during festivals and weddings. Paste it on a chart paper and write few sentences about why these clothes are special. Pg. 83 Enrichment Activity 1 - Make a showpiece using different leftover materials such as fabrics, metals, stones and glass. Pg. 120 Enrichment activity 1- Making a wind vane 	
Social Science	
1. Research and Present (page 68 and 85) - Do the project on the history of any of the following: newspapers the telephone the radio or the internet. Present your findings in the form of a booklet. 2. Do the project on the Delhi Metro (Page 85)- Focus on the following points: (1) Why it was needed? (2) Process of growth (3) Benefits and challenges.	
Computer Science	Drawing Craft
National Cyber Assignment given in the book (Pg. no. 103)	Pg. 32, 34, 40, 41 & 46