



**Cambridge International School**  
**Curriculum**  
**Subject: English**  
**Grade-III(2025-26)Term-II**

**Recommended Books**—New Pathways, Grammar fest., English plus

<b>Topic literature</b>	<b>Sub-topic</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning outcomes</b>	<b>Methodology</b>	<b>Months</b>	<b>Evaluation</b>
<b>A detective is born</b>	<b>1.Prompts used to describe the meaning of Detective.</b> <b>2.Reading &amp; Comprehension</b> <b>3.Characters &amp; Dialogue</b> <b>4.Vocabulary Building</b> <b>5.Values &amp; Themes</b>	<b>CG-1</b> Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.  <b>CG-2</b> Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.  <b>CG3</b> Develops the ability to write simple and	<b>C1.1</b> converses fluently and meaningfully in different contexts.  <b>C1.2</b> Summarizes core ideas from material read out in class.  <b>C 2.1</b> Applies varied comprehension strategies(inferring, predicting, visualizing)to understand different texts.  <b>C2.2</b> Understands main ideas and draws essential conclusions from the material read.  <b>C 3.2</b> Writes clear and coherent paragraphs that convey their understanding of a given	<b>To enable students to</b> <b>Familiarize</b> the student by reading the story with correct pronunciation and intonation.  <b>Understand</b> the plot and characters of the story by answering textual questions.  <b>Discuss:</b> The story encourages children to be curious, observant, and to think critically—key qualities of a good detective. It shows how asking questions, paying attention to details, and using logic can help solve	<b>Group Discussion/Read aloud</b> Read the extract aloud with expressions and comprehend its central idea  Learn new words with its meaning  <b>1.Digital content</b> <b>2.Interactivity</b>  <b>Riddle Time</b>  Share short detective riddles related to the story's theme.  <b>3.Make sentences</b> <b>4.Vocabulary</b> <b>5.C.W/H.W</b> <b>6.HOTS</b>	Oct-Nov	to be included in exams

		<p>compound sentence structures to express their understanding and experiences.</p> <p><b>CG-4</b> Acquires a more comprehensive range of words in various contexts (of home and school experience.) through different sources.</p>	<p>topic/concept or on a reading of a text.</p> <p><b>C3.4</b> Uses appropriate grammar and structure in their writing.</p> <p><b>C4.1</b> Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.</p> <p><b>C4.2</b> Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.</p>	<p>problems.</p> <p><b>Identify</b> and analyze the relationship between characters and events in the story.</p>		
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
The Young Dandelion	<p><b>1.Poem Recitation.</b></p> <p><b>2.Theme &amp; Message</b></p> <p><b>3.Vocabulary from Poem</b></p> <p><b>4.Nature &amp; Science Link</b></p> <p><b>5.Poetic Devices</b></p>	<p><b>CG-2</b> Develops the ability to read with comprehension by gaining a basic understanding of different forms</p>	<p><b>C 2.1</b> <b>Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts.</b></p> <p><b>C2.2</b> Understands main ideas and draws essential</p>	<p>To enable students to Recite the poem with correct rhythm, expression, and pronunciation.</p> <p><b>Understand</b> the theme of Growth, and</p>	<p>Group Discussion/Read aloud</p> <p>Read the stanza aloud with expressions and comprehend its central idea</p> <p>Learn new words with</p>	Oct-Nov	to be included in exams

		of familiar and unfamiliar texts.	conclusions from the material read.	Letting Go.  <b>Discuss</b> the theme of the poem as a result children will feel encouraged to express their own experiences with nature.  <b>Identify</b> the imagery used in the poem.( <b>rhymes and imagery</b> )	its meaning  • <b>Digital content</b>  • <b>Interactivity</b> Draw /paste some common weeds  • <b>Vocabulary</b> • <b>Rhyming words</b> C.W/H.W HOTS  • <b>Activity</b> Play an audio version or sing the poem. - Students close eyes and visualize scenes. • <b>Draw a</b> Dandelion in the notebooks.		
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Topic literature	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Tooth Troubles	1.Reading & Comprehension 2.Characters & Emotions 3.Vocabulary Building 4.Health & Hygiene Link	CG-1 Develops oral language skills using complex sentence structures to understand and communicate	C1.1- converses fluently and meaningfully in different contexts.  C 2.1 Applies varied comprehension strategies(inferring,predicting,visualizing)to understand different texts.	<b>Read</b> the text fluently and with expression. <b>Understand</b> the story's main events and characters. <b>Understand</b> basic dental care and why it's important.	<b>Group Discussion/ Read aloud</b>  Read the extract aloud with expressions and comprehend its central idea.	Oct- Nov	To be included in the exams

		<p>ideas coherently.</p> <p><b>CG-2</b> Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.</p> <p><b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.</p> <p><b>CG-4</b> Acquires a more comprehensive range of words in various contexts (of home and school experience.) through different sources.</p>	<p><b>C2.2</b> Understands main ideas and draws essential conclusions from the material read.</p> <p><b>C3.4</b> Uses appropriate grammar and structure in their writing.</p> <p><b>C4.1</b> Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.</p> <p><b>C4.2</b> Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.</p>	<p><b>Discusses</b> the theme of the story-Facing Small Fears &amp; Taking Care of Our Health.</p> <p>Class talk on brushing, flossing and taking care of your teeth in the early stage.</p>	<p>Learn new words with its meaning</p> <ul style="list-style-type: none"> <li>• <b>Digital content</b></li> <li>• <b>Interactivity</b> guessing the types of teeth different animals have.</li> <li>• <b>Activity :</b> “Tooth Tale” circle: Students share their own loose tooth or dentist visit story.</li> </ul>		
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<b>Topic grammar</b>	<b>Sub-topic</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning outcomes</b>	<b>Methodology</b>	<b>Months</b>	<b>Evaluation</b>
<b>Prepositions</b>	1. Introduction to Prepositions.  2. Prepositions of	<b>CG3</b> Develops the ability to write simple and	<b>C3.4</b> Uses appropriate grammar and structure in their writing.	<b>To enable students to Familiarize</b> the usage of preposition in a	Practice exercise in form of blank fillings.  Object placement game with toys or classroom	Oct-Nov	to be included in exams

	Place and Time. 3. Grammar Integration 4. Speaking and Writing Practice	compound sentence structures to express their understanding and experiences.		sentence. <b>Understand</b> what a preposition is and why it's used. <b>Identify</b> prepositions with nouns, verbs, and adjectives. - Use prepositions correctly while speaking and writing.	items. Draw and label pictures using prepositions. Relevant topic practice in the prescribed grammar book. <b>Worksheet:</b> Choose the correct preposition.		
Topic grammar	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Articles	1. Introduction to Articles 2. Indefinite Articles – a / an 3. Definite Article – the 4. Speaking Practice and Writing Practice	<b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	<b>C3.4</b> Uses appropriate grammar and structure in their writing.	To enable students to <b>Familiarize</b> the usage of noun in a sentence. <b>Understand</b> what articles are and their role in a sentence. <b>Identify</b> when to use <b>a</b> (before consonant sounds) and <b>an</b> (before vowel sounds). Use articles correctly in oral communication and writing task.	Practice exercise in form of blank fillings. Relevant topic practice in the prescribed grammar book. explanation using simple objects (e.g., “a ball”, “an apple”, “the sun”). Guided writing activity with a word bank.	Oct-Nov	to be included in exams
Topic Writing	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Story Sequencing	1. Introduction to Story Sequencing 2. Identifying Story Elements 3. Rearranging Events 4. Using Sequence Words 5. Picture-Based	<b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	<b>C3.2</b> Writes clear and coherent paragraphs that convey their understanding of a given topic or on a reading of a text.  <b>C3.4</b> Uses appropriate grammar and structure in their writing.	To enable students to <b>Understand</b> what sequencing means (beginning, middle, end).  <b>Identify key parts of a story:</b> characters, setting, events.	Teacher-led explanation using a simple 3-part story. - Use daily routines as real-life examples.  <b>Read a short story and highlight the beginning, middle, and end.</b>  <b>Cut-and-paste activity</b> using jumbled story	Oct-Nov	to be included in exams

	Sequencing			<b>Recognize</b> and use sequencing words (first, next, then, after that, finally). Use <b>visuals</b> to understand and order a story.	strips.		
<b>Topic Writing</b>	Sub-topic	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning outcomes</b>	<b>Methodology</b>	<b>Months</b>	Evaluation
<b>Dialogue Completion</b>	1.Introduction to Dialogue 2.Format of a Dialogue 3.Understanding Tone and Context 4.Real-Life Conversations	<b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	<b>C3.2</b> Writes clear and coherent paragraphs that convey their understanding of a given topic or on a reading of a text.  <b>C3.4</b> Uses appropriate grammar and structure in their writing.	<b>To enable students to</b> <b>Understand</b> what dialogue is and how it is used in stories or conversations.  <b>Learn</b> how to write dialogue with proper punctuation (quotation marks, commas, etc.).  <b>Identify</b> appropriate responses based on the situation or tone (happy, sad, angry, etc.). Use dialogues in practical everyday situations (e.g., at the shop, with a friend).	Read short story excerpts with dialogue.  Discuss how characters speak to each other.  Fill-in-the-blanks with dialogue verbs.  Dialogue completion worksheets.	Oct-Nov	to be included in exams
<b>Topic literature</b>	<b>Sub-topic</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning outcomes</b>	<b>Methodology</b>	<b>Months</b>	Evaluation
<b>Nek Chand builds a dreamland</b>	1.Reading & Comprehension 2.About Nek Chand 3.Theme & Message	<b>CG-1</b> Develops oral language skills using complex sentence structures to understand and	<b>C1.1-</b> converses fluently and meaningfully in different contexts.  <b>C 2.1</b> Applies varied	<b>To enable students to</b> Read aloud with correct pronunciation and intonation.  <b>Understand</b> key events in the story. <b>Familiarize</b> who Nek	<b>Group Discussion/Read aloud</b> Read the extract aloud with expressions and comprehend its central idea	Dec-Jan	to be included in exams

4.Vocabulary Building	<p>communicate ideas coherently.</p> <p><b>CG-2</b> Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.</p> <p><b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.</p> <p><b>CG-4</b> Acquires a more comprehensive range of words in various contexts(of home and school experience.)through different sources.</p>	<p>comprehension strategies(inferring,predicting,visualising)to understand different texts.</p> <p><b>C2.2</b> Understands main ideas and draws essential conclusions from the material read.</p> <p><b>C3.4</b> Uses appropriate grammar and structure in their writing.</p> <p><b>C4.1</b> Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.</p> <p><b>C4.2</b> Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.</p>	<p>Chand was and what he created.</p> <p>- Learn about the Rock Garden.</p> <p><b>Understand</b> values like creativity, perseverance, and recycling.</p> <p>Learn new words (e.g., sculpture, garden, broken, waste, dreamland</p>	<p>Learn new words with its meaning</p> <p>Guided reading in class.</p> <p>- Q&amp;A discussion.</p> <p>- Story retelling in own words.</p> <p><b>Digital content(video)</b></p> <ul style="list-style-type: none"> <li>• <b>Interactivity</b></li> <li>• <b>Find out examples of other art inspired by nek chand</b></li> <li>• Vocabulary</li> <li>• C.W/H.W</li> <li>• HOTS</li> <li>• Activity</li> </ul> <p>Miniature Garden(pg:123)</p>	
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Topic literature	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
We saved a whale	1.Reading & Comprehension 2.Theme & Message 3.Vocabulary Building 4.Value Education Link	<b>CG-1</b> Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.  <b>CG-2</b> Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.  <b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.  <b>CG-4</b> Acquires a more comprehensive range of words in various contexts(of home and school experience.)through different sources.	<b>C1.1-</b> converses fluently and meaningfully in different contexts.  <b>C1.2-</b> Summarizes core ideas from material read out in class.  <b>C 2.1</b> Applies varied comprehension strategies(inferring, predicting, visualizing)to understand different texts.  <b>C2.2</b> Understands main ideas and draws essential conclusions from the material read.  <b>C 3.2</b> Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text.  <b>C3.4</b> Uses appropriate grammar and structure in their writing.  <b>C4.1</b> Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.  <b>C4.1</b>	<b>Read the story with fluency and correct pronunciation.</b>  <b>Familiarize</b> the student with valuable life lessons about taking responsibility for our actions  <b>Understand</b> key events and characters..  <b>Discussthe</b> mes of teamwork, empathy, and animal care.  <b>Identifyand</b> <b>Learn new words</b> (e.g., rescue, shore, stranded, teamwork, gentle).	<b>Guided reading</b> in class.  <b>Group reading</b> with roles.  <b>Comprehension</b> Q&A.   <b>Digital content</b> (video)  <b>Cross curricular content: Label the parts of a whale</b>  <b>Vocabulary/ C.W/H.W</b>  <b>HOTS Activity</b> <b>Make a "Save the Ocean" poster.</b>	Dec-Jan	to be included in exams

			Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.				
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
The Tree (poem)	1.Recitation & Rhythm 2.Understanding the Poem 3.Vocabulary Building 4.Theme & Message	<b>CG-2</b> Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.  <b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	<b>C 2.1</b> Applies varied comprehension strategies(inferring, predicting, visualizing )to understand different texts.  <b>C2.2</b> Understands main ideas and draws essential conclusions from the material read.  <b>C 3.3</b> Creates posters, invites, simple poems, stories and dialogues with appropriate information and purpose.	<b>Recite the poem</b> with correct rhythm, intonation, and expression.  <b>Understand</b> the meaning of each stanza.  <b>Discussthe</b> theme of the poem's message of nature's generosity and the importance of trees.	Choral recitation. - Line-by-line repetition after teacher. - Clap-to-the-beat activity.  Learn new words with its meaning  <b>Digital content</b>  <b>Vocabulary C.W/H.W</b>  <b>HOTS</b>  <b>Activity</b>  <b>Students draw and write about</b>	Dec-Jan	to be included in exams

					a tree near their home/school.		
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Something from Nothing	1.Reading & Comprehension 2.Theme & Message 3.Character Analysis 4.Vocabulary Building	<b>CG-1</b> Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.  <b>CG-2</b> Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts.  <b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding	<b>C1.1-</b> converses fluently and meaningfully in different contexts.  <b>C1.3</b> Makes oral presentations (show and tell,short welcome notes,anchoring of small events,shortspeeches,class debates)  <b>C 2.1</b> Applies varied comprehension strategies(inferring,predicting,visualising)to understand different texts.  <b>C2.2</b> Understands main ideas and draws essential conclusions from the material read.  <b>C3.1</b> Uses writing strategies,such as sequencing,identifying headings/sub headings,the beginning and ending and forming paragraphs.  <b>C 3.2</b> Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text.	<b>To enable students to</b>  <b>Read the story with fluency and correct pronunciation.</b>  <b>Understand key events and characters.</b>  <b>Understand</b> the plot and characters of the story by answering textual questions and predict content using picture cues.  <b>Discuss</b> the themes of <b>love, resourcefulness, and recycling.</b> ,	Guided reading in class. - Group reading with roles.  Comprehension Q&A. Asking the students to look at the picture cues to create meaning  Group Discussion/Read aloud Read the extract aloud with expressions and comprehend its central idea	Dec-Jan	NOT to be included in exams

		<p>and experiences.</p> <p><b>CG-4</b> Acquires a more comprehensive range of words in various contexts (of home and school experience.) through different sources.</p>	<p><b>C3.4</b> Uses appropriate grammar and structure in their writing.</p> <p><b>C4.1</b> Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts</p>		<p>Learn new words with its meaning</p> <p>Digital content</p> <p>Role play</p> <p>Vocabulary</p> <p>Activity ("Things we throw away but could use."</p>		
Topic Writing	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Letter Writing	1.What is a Letter? 2.Types of Letters 3.Parts of an Informal Letter 4.Format of Informal Letter 5.Greetings and Closings	<b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	<p><b>C3.1</b> Uses writing strategies, such as sequencing, identifying heading/sub-headings, the beginning and ending and ending and forming paragraphs.</p> <p><b>C3.2</b> Writes clear and coherent paragraphs that convey their understanding of a given topic or on a reading of a text.</p> <p><b>C3.4</b> Uses appropriate grammar and structure in their writing.</p>	<p>To enable students to understand the purpose of letter writing.</p> <ul style="list-style-type: none"> <li>- Recognize the difference between formal and informal letters.</li> </ul> <p>Know the difference between <b>formal</b> and <b>informal</b> letters.</p> <p><b>Identify</b> Identify and label parts: Address, Date, Greeting, Body, Closing, Name.</p> <p>Use appropriate openings (<i>Dear Riya</i>) and endings (<i>Yours lovingly, Best wishes</i>).</p>	<p><b>Class discussion on when and why we write letters.</b></p> <ul style="list-style-type: none"> <li>- <b>Compare email vs. letter format.</b></li> </ul> <p><b>models writing a letter on board.</b></p> <ul style="list-style-type: none"> <li>- <b>Provide letter-writing template to students.</b></li> </ul> <p><b>Guided</b></p>	July-Aug	to be included in exams

					writing: “Write a letter to your friend about your school picnic.”		
Topic Grammar	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Tenses	1.Introduction to Present Continuous 2.Usage 3.Speaking and writing practice	<b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	<b>C3.4</b> Uses appropriate grammar and structure in their writing.	<b>Recognize</b> the structure: <i>is/am/are + verb + ing..</i> <b>Understand</b> when to use present continuous: actions happening <b>now</b> <b>Speaking Practice</b> - Use the tense in daily conversations and descriptions.	Practice exercise in form of blank fillings.  Relevant topic practice in the prescribed grammar book.  Worksheets in the notebook  <b>Use real-time classroom actions:</b> "I am teaching."	Dec-Jan	to be included in exams
Topic Grammar	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Conjunctions	1.Introduction to Conjunctions 2.Speaking and Writing Practice	<b>CG3</b> Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	<b>C3.4</b> Uses appropriate grammar and structure in their writing.	<b>To enable students to</b> <b>Understand</b> what conjunctions are and why they are used  Use conjunctions while speaking in short conversations .	Introduction with simple sentence pairs. - Use real-life examples (e.g., "I like cats and dogs.")  Practice exercise in	Dec-Jan	to be included in exams

				<b>Identify and use basic conjunctions: and, but, or, because, so.</b>	form of blank fillings.  Relevant topic practice in the prescribed grammar book and Assignment Plus		
Topic Writing	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Email writing	1.What is an Email?  2.Email Format (Informal)  3.Greetings & Closings	<b>CG3</b>  Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	<b>C3.1</b>  Uses writing strategies, such as sequencing, identifying heading/sub-headings, the beginning and ending and ending and forming paragraphs.  <b>C3.2</b>  Writes clear and coherent paragraphs that convey their understanding of a given topic or on a reading of a text.  <b>C3.4</b>  Uses appropriate grammar and structure in their writing.	Understand what an email is and why we use it. - Know the difference between email and letter.  Identify basic parts: To, Subject, Greeting, Body, Closing.  <b>Use correct format and polite tone in informal emails.</b>  <b>Use correct greetings (e.g., <i>Hi, Dear</i>) and closings (e.g., <i>Best wishes, Love</i>).</b>	explanation with examples. - Show a sample email on screen or board.  Display format on screen/board To → Subject → Greeting → Body → Closing  Dos and Don'ts of Email	Dec-Jan	to be included in exams



International School Award  
2018-2021





## Cambridge International School

### Curriculum

#### Subject: Science

**Grade-III (2025-26)**

**Recommended Books**— SCIENTIFICA- Learning –by –doing Pedagogy/ science booster/ steam ahead with science

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
CH- 1 Living and non-living things	Living and non-living things Breathe Need food and water Move on their own Produce young ones Grow Feel changes  Differences between living and non-living things  How do living beings help one another?	CG-1 To explore the natural and social environment in their surroundings	C1.1 Observe and identify the natural (plants) components in their immediate environment.  C1.2 Describes relationships in the family and community.  C1.3 Asks question and makes predictions about simple patterns (season change, food chain, rituals, celebrations) observed in the immediate environment.	<b>To enable students to</b>  <b>Explain</b> different organs for breathing in insects, humans and plants  <b>Defines</b> and list the differences between living and non-living things  <b>Explain</b> reproduction, growth and feel changes  <b>Describe</b> how do living beings help one another?	Discussion  Demonstration of living and non-living things in the class.  Explanation of PPT and videos  Making a <b>collage</b> of different types of living and non-living things	October	Internal assessment 2

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch: 2 Air and Water	Air Importance of air	CG-4 Develops sensitivity towards social and natural environment	C-4.1 Observes and describes diversity among plants	<b>Recognize</b> that air surrounds us	<b>LAB ACTIVITY</b>  <b>Demonstration</b> of condensation, evaporation, melting.  <b>Demonstration of ACTIVITY</b>  <b>Students</b> will draw water cycle on ivory sheet with cotton.	October	<b>Internal assessment 2 And Final examination</b>
	Uses of air		C4.3 Describes usage of natural resources in their immediate environment	<b>Know</b> the uses of air and what makes the air unclean			
	What makes the air unclean		C4.4 Identifies needs of plants, birds and animals and how they can be supported(water, soil, food and care)	<b>Understands</b> the ways to keep the air clean			
	Ways to keep air clean			<b>Differentiate</b> between different processes of freezing and melting, evaporation and condensation			
	Water			<b>Describe</b> water cycle			
	Forms of water						
	Freezing and melting						
	Evaporation and condensation						
	Water cycle						
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch: 3 Our planet: Earth	A) the planet Earth <ul style="list-style-type: none"><li>• Shape of the Earth</li><li>• Movement of the Earth</li><li>• Rotation of</li></ul>	CG-1 Explores the natural environment in their surroundings	C1.1 Observe and identify the natural components such as Sun, Moon and planets	<b>Describe</b> the things that supports life on the Earth	<b>Discussion</b> through ppt  <b>Draw</b> diagrams of rotation and revolution  <b>Lab activity:</b>	November	<b>Final exam</b>

	<p>the Earth</p> <ul style="list-style-type: none"> <li>• Revolution of the Earth</li> </ul> <p>B) Sharing the Earth</p> <p>C) Caring for the Earth</p>	<p><b>CG-2:</b> Understands the interdependence in their environment through observation and experiences</p>	<p><b>C-2.1:</b> Identifies natural systems that supports their lives (Water, air and soil)</p>	<p><b>Explain</b> the shape of Earth</p> <p><b>Describe</b> the movements of Earth</p> <p><b>Understanding</b> the sharing and caring for the Earth.</p>	<p><b>Create a poster on “Caring for the Earth”</b></p>		
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
CH- 4 Measurement (only activity)	a) measurement b) measuring length c) measuring tools of length d) measuring mass e) measuring tools of mass f) measuring capacity g) measuring tools of capacity h) measuring time i) measuring time	<p><b>CG-6</b> Use data and information from various sources to investigate questions related to their immediate environment.</p> <p><b>CG-7</b> Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering.</p>	<p><b>C-6.1:</b>Performs simple inquiry related to specific questions independently or in groups.</p> <p><b>C-7.2:</b> Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering ,technology and applications of science, which reflect the content that will be learned across subject areas in later grades</p>	<p><b>Identify</b> what is measurement</p> <p><b>Explain</b> how to measure length, mass, capacity and temperature</p> <p><b>Demonstrating</b> different measuring tools</p>	Make different animals of different measurements with origami sheets.	November	Only activity

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch: 5 Soil	<ul style="list-style-type: none"> <li>a) Importance of soil</li> <li>b) Formation of soil</li> <li>c) Components of soil</li> <li>d) Mineral particles</li> <li>e) Organic matter</li> <li>f) Air</li> <li>g) water</li> </ul>	<p><b>CG-1:</b> Explores and engages with the natural and socio – cultural environment in their surroundings.</p> <p><b>CG-4</b> Develops sensitivity towards social and natural environment</p>	<p><b>C1.1:</b>Observes and identifies the natural components such as rocks and soils in their immediate environment</p> <p><b>C-4.1</b> Observes and describes diversity among plants</p> <p><b>C4.3</b> Describes usage of natural resources in their immediate environment</p> <p><b>C4.4</b> Demonstrates how natural resources such as rocks and soils can be conserved.</p>	<p><b>Recall</b> the importance of soil for living beings</p> <p><b>Understands</b> the formation of soil</p> <p><b>Analyze</b> the components of soil</p> <p><b>Understanding</b> mineral particles and organic matter</p>	<p><b>Explanation</b> through ppt</p> <p><b>Draw a diagram</b> of formation of soil</p> <p><b>Making</b> model of layers of soil (soil profile)</p>	December	Final exams
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch: 6 Birds	<ul style="list-style-type: none"> <li>a) body parts of birds</li> <li>b) feathers</li> <li>c) wings</li> <li>d) beaks</li> </ul>	<p><b>CG-4</b> Develops sensitivity towards social and natural environment</p>	<p><b>C-4.1</b> Observes and describes diversity among plants</p> <p><b>C4.3</b> Describes usage of natural resources in their immediate environment</p>	<p><b>Describes</b> different body parts of birds</p> <p><b>Explain</b> how birds fly</p>	<p>Group discussion,</p> <p>Diagram of different feet and claws</p> <p><b>ACTIVITY</b></p> <p><b>Pasting</b> different types of</p>	December	Final exams

	e) feet and claws  f) nest of birds	<b>CG-6:</b> Uses data and information from various sources to investigate questions related to their immediate environment	<b>C-4.5</b> Identifies needs of plants, birds and animals, and how they are supported (Water, soil, food, care)  <b>C-6.1:</b> Performs simple inquiry related to specific questions independently or in groups	<b>Understanding</b> how birds make their nest	feathers		
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch: 7 <b>Light, sound and force</b>	a) light b) luminous objects c) non luminous objects d) shadow e) sound f) types of sounds g) noise h) force	<b>CG-6:</b> Uses data and information from various sources to investigate questions related to their immediate environment  <b>CG-7</b> Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering.	<b>C-6.1:</b> Performs simple inquiry related to specific questions independently or in groups  <b>C-7.2:</b> Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology and applications of science, which reflect the content that will be learned across subject areas in later grades	<b>Explain</b> what is light  <b>Identify</b> luminous and non luminous objects  <b>Discussion</b> on what is shadow and types of sounds  <b>Discussion</b> on noise and its types  <b>Evaluate</b> the importance of force	<b>Explanation</b> through ppt  <b>Draw</b> a flow chart of luminous and non luminous objects with examples  <b>Flow chat</b> to show types of sound  <b>ACTIVITY:</b> making different objects and shapes with clay enabling them to understand force	January	<b>Final exams</b>

## Chapters to be included in Final term Examination

1. Living Beings and Non-Living Things
2. Birds
3. Soil
4. Our Planet: Earth
5. Light , Sound and Force



International School Award  
2018-2021







**Cambridge International School**

**Curriculum**

**Subject: MATH**

**Grade-III (2025-26)**

**Recommended Books— MATHS ZEST**

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
DIVISION	1.Equal grouping and equal sharing 2. Division as repeated subtraction 3.Division facts and by10,100 and1000. 4Relation between .Division &multiplication 5.Divide by1 and2 digit number and check	CG-1 Understand numbers and carries out the four basic operation with whole number and discover and recognize dividend, divisor, quotient and remainder.  CG-4 Develops problem solving skills and developing computational thinking	C1.3- Understand and visualizes arithmetic operation and the relationship among them, apply the four basic operations on whole number to solve daily life problem.  C4.1- Solve puzzles and daily life problems involving one or more operations on whole number including word puzzle	<b>To enable students to</b>  <b>Understand the equal sharing and equal grouping. Repeated subtraction, division facts</b>  Analyse and create the relationship between multiplication and division.	<b>Group Discussion</b> with understanding  <b>Students will understand equal sharing and equal grouping by dividing 12 pencils equally among 4 students and by making group of 3 pencils in each group.</b>  <b>Students will understand relationship between multiplication and division activity method using art.</b>	October	Class test  IA2  Final term exam  worksheet

	<p>6.Developing table of 2 digit number till 25.</p> <p>7 Application of Division in daily life</p> <p>8. Mental math of division.'</p>		<p>C-4.3- Select appropriate method for computing with whole number such as mental computation or paper pencil calculation.</p>	<p>To apply the concept in real life to solve daily life problems.</p> <p>To be able to apply the concept of division to solve mental math using critical thinking.</p>	<p><b>Using concrete objects</b></p> <p><b>By board and discussion method, visualization</b></p> <p><b>Smart board and notebook</b></p> <p><b>Audio -visual aid.</b></p>		
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
FRACTION	<p>1Concept of fraction Visualization by drawing figures and writing fraction</p> <p>2.Concept of numerator &amp;denominator</p> <p>3.Concept of writing fraction in word.</p> <p>4. Types of fraction</p> <p>5. Fraction of shaded and unshaded parts.</p> <p>6.Comparison and ordering of like fractions</p>	<p>CG-1 Understand numbers and represent whole number using the Indian place value system, understand and carries out the four basics operations with whole numbers.</p>	<p>C1.2-Represent and compares fractions in daily life as part of whole.</p>	<p><b>To enable students to Understand concept of fraction , writing fraction number name and in figure</b></p> <p><b>To be able to understand numerator and denominator of a fraction .</b></p> <p><b>To be able to recognize different type of fractions.</b></p> <p><b>To be able to understand type of fraction, fraction of shaded and unshaded parts using art.</b></p> <p><b>To be able to analyze and compare like fraction.</b></p>	<p>Students will made understand one half, one third, one fourth by paper folding activity of origami sheets.</p> <p>Concept of numerator and denominator and number name of fraction using audio - visual aid and by note book practice</p> <p>Students will made understand types of fraction and equivalent fraction using <b>art integration method</b>, audio visual aid and notebook practice</p> <p>Concept of shaded and unshaded part by coloring few parts of given figure and write their fraction of shaded and unshaded parts also using audio-visual aid.</p> <p>Students will made understand comparison of like fraction by colouring parts equal to numerator of two rectangle divided into strips of equal size.</p>	<p>October and november</p>	<p>Class test</p> <p>IA2</p> <p>Final term exam</p>

	7.Additions and subtraction of like fractions			<b>To be able to perform addition and subtraction operation on like fraction.</b>	Students will made understand addition and subtraction of like fraction by colouring activity.	
	8. Concept of “of”			<b>To be able to perform “of” concept in fraction.</b>	Students will draw 12 objects and then divide into group of 2, group of 3 and group of 4. Colour them according to one half, one third or one fourth.	
	9. story sums and mental math	CG-4 Develops problem solving skill to solve mathematical puzzle as well as daily life problem and developing computational thinking.	C-4.1 Solve puzzles and daily life problems involving one or more operations on whole number including word puzzle	<b>To be able to apply fraction concept in real life.</b>  <b>To able to sole mental math of fraction.</b>	By giving real life example and facilitate them to create word problem themselves	

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
MEASUREMENT	1. Concept of length, weight and capacity  2. Conversion of bigger unit to smaller unit  3. Addition, subtraction and multiplication on measurement	CG-3  Understands measurable attributes of objects and the units, systems and process of such measurement, including those related to distance, length, weight using standard units.  CG-4  Develops problem solving skill to solve mathematical puzzle as well as daily life problem and developing computational thinking.	C3.2 -Uses an appropriate unit and tool for the attribute being measured.  C-3.3-Carries out simple unit conversions within a system of measurement.  C- 3.5- Devises strategies for estimating the distance, length, weight and volume and verifies the same using standard unit.  C-3.7- Solve daily life problem related using length, weight and volume	To enable students to understand concept of length, weight and capacity and their unit.  To enable the students to understand estimation of cm, m, km in weight estimation of g and kg in capacity estimation of l and ml.  To enable them to convert bigger unit to smaller unit .  To enable them to perform addition, subtraction and multiplication on measurement.  To apply the concept of measurement in real life.  To enable the students to solve mental math using critical thinking.	Students will make estimation of different unit of length, weight and capacity using metre scale, weighing machine and jars of different capacity.  Students will draw circle of 1L disc into two 500ml parts and four 250ml parts to understand relation between l and ml.  Teacher will demonstrate and then facilitate them to perform different operation on measurement.	November	Class test  Final term exam  worksheet

	4. Story sums on measurement		C-4.3 Select appropriate method and tool for mental computation and estimation.	.	To facilitate students to apply the concept of measurement in real life by giving them real life example.  Using concrete objects  By example method  Smart board and note book  By board and discussion method	
	5. Mental math on measurement					

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
TIME	1. concept of time 2. Drawing of clock showing, quarter past, half past quarter to and time upto 5 minutes. 3. reading of clock 4. conversion of different unit of time 5. before and after time concept 6. a.m and p.m	CG-3 Understands measurable attributes of objects and the units, systems and process of such measurement, including those related to distance, length, weight ,volume and time using standard units.  CG-4 Develops problem solving skill to solve mathematical puzzle as well as daily life problem and developing computational thinking.	C3.2 -Uses an appropriate unit and tool for the attribute being measured.  C-3.3-Carries out simple unit conversions within a system of measurement.  C-4.1 Solve puzzles and daily life problems including word puzzle  C-4.3 Select appropriate method for computing mental math	<b>To enable students to Understand reading and drawing of clock showing quarter past, half past ,quarter to and time upto 5 minutes.</b>  To enable them to understand conversion of different unit of time.  To be able to find the before and after time.  To be able to understand the concept of a.m and p.m  To apply concept of time in daily life and enable them to use critical thinking to solve the mental math.	<b>Students will draw clock and colour parts to show quarter past, half past and quarter to time.</b>  <b>Students will made understand the reading of clock using real clock.</b>  Teacher will demonstrate and then facilitate them to do conversion of different unit of time  <b>Teacher will made before and after time using wooden clock. One student will set time on clock and other will set before and after time on another wooden clock.</b>  <b>Students will be made understand</b>	JULY	Class test  Worksheet  Peer checking  Half yearly exam

	7.Word problem and mental math				<p><b>a.m and p.m using number line.</b></p> <p>To facilitate students to apply the concept of time in real life by giving them real life example.</p> <p><b>Using concrete objects</b></p> <p><b>By example method</b></p> <p><b>Smart board and note book</b></p> <p><b>By board and discussion method</b></p>	
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
<b>DATA HANDLING</b>	1. Concept of data handling  2. tally marks  3. Reading and drawing of pictograph  4. reading of bar graph  5. mental math of data handling	CG-4  Develops problem solving skill to solve mathematical puzzle as well as daily life problem and developing computational thinking.	C-4.3  Select appropriate method for computing with whole number such as mental math, estimation.	<b>To enable students to Understand analyze and organize data</b>  <b>analyze the data and represent it in tabular form in tally marks.</b>  <b>To arrange the data using picture and key in pictograph .</b>  <b>To enable them to understand reading of bargraph.</b>  <b>To enable them to understand mental math of datahandling.</b>	<b>Group Discussion</b>  Teacher will demonstrate and then facilitate them to understand concept of tally marks, bar graph and pictograph.  <b>Using concrete objects</b>  <b>By example method</b>  <b>Smart board and note book</b>  <b>By board and discussion method</b>	JANUARY	Class test  Worksheet  Peer checking  Half yearly exam

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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
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<b>SHAPES AND PATTERN</b>	Point, line, line segment	CG-2 Analyses the characteristics and properties of two and three dimensional geometric shapes, recognizes and creates shapes that have symmetry	C1.3- Understand and visualizes arithmetic operations and apply basic operation on whole numbers to solve daily life problems.	<b>To enable students to</b>  <b>Understand multiplication of 3-digit and 2- digit numbers by 1-digit and 2-digit number and apply concept in real life .</b>	<b>Group Discussion</b> with understanding  <b>Using concrete objects</b>  <b>By example method</b>  <b>Smart board and note book</b>  <b>By board and discussion method</b>	JULY	Class test  Half yearly exam
	Ray, intersecting lines, parallel lines						
	Two-dimensional figure						
	Solid shapes	CG-4 Develops problem solving skill to solve mathematical puzzle as well as daily life problem and developing computational thinking.					
	Symmetry Series		C-4.1 Solve puzzles and daily life problems including word puzzle  C-4.3 Select appropriate method for computing mental math				



**Cambridge International School**

**Final Term Curriculum**

**Subject: Social Science**

**Grade-III (2025-26)**

**Recommended Books— Time Tales Social Studies**

<b>Topic</b>	<b>Sub-topic</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning outcomes</b>	<b>Methodology</b>	<b>Month</b>	<b>Evaluation</b>
Ch – 20 Early humans	Introduction of early life  Invention of tools  Beginning of farming  Early settlements  Invention of wheel	CG – 5 Uses data and information from various sources to investigate questions related to their immediate environment	C 5.1 performs simple inquiry related to specific questions independently or in groups.  C 5.2 presents observation and findings through different creative modes of (drawing, diagram, poem, play, skit, oral and written expression)	The learner will be able to:  explain how early humans lived as hunters using illustrations.  evaluate the impact that the use of fire had on early humans.  access how the beginning of farming changed the lives of early humans.  learn collaboration and teamwork from early humans.	Group Discussion with understanding  Smart board  Visual explanation  PPt  <b>Discussion on Invention of wheel and fire</b>	October	Internal assessment - 2  Final Term Worksheet
Ch -13 Festivals of India	Introduction  National festivals  Religious festivals	CG-1 Explores and engages with the natural and socio-cultural environment in their surroundings.  CG-5 Uses data and information from various sources to	<u>C-1.1 Describes the relationship between humans and nature and traditions in the family and community.</u>  CG-5.1 Performs simple inquiry related to specific	The learners will be able to:  Learn about the three national festivals of India.  Understand the significance of the festivals celebrated by people of different religions.	Group Discussion with understanding  Smart board  Visual explanation  Flowchart	October	Internal assessment-2  Final Term Worksheet

	Harvest festivals  Other festivals	investigate questions related to their immediate environment.	questions independently or in groups.  C.G 5.2 Presents observation and findings through different creative modes like drawing, diagrams and expressions	Know about the popular harvest festivals of India.	Stories related to different festivals		
Ch- 14 Means of transport	Introduction  Different means of transport  Land transport  Water transport  Air transport	CG-5 Uses data and information from various sources to investigate questions related to their immediate environment.	C5.1- performs simple inquiry related to specific questions independently or in groups.  .C5.2- presents observation and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression)	The learner-  will recall the different means of transport used by them in day to day life.  identify the different means of transport used in modern times namely land, air and water.  understand the need for road safety and recall the norms while walking on the road.	Group Discussion with understanding  Smart board  Visual explanation  Flow chart of different means of transport  Riddles	Novem ber	Final Term Worksheet
Ch – 3 Physical features of India	Introduction  Northern Mountains  Northern plains  Peninsular plateau	CG -1 Explores and engages with the natural and socio-cultural environment in their surroundings  CG-4 Develops the ability to read and interpret simple maps	C1.1Describe relationships (Including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community.  C4.3 Reads simple maps of city, state and country	The learner be able to:  Understand the different landforms of India  Know about what is special about each landforms.  Recognize the regions along with their features	Group Discussion with understanding  Smart board  Map  Visual explanation  Flowchart	Novem ber	Final Term Worksheet

	Great Indian Desert  Coastal plains and islands	CG-5 Uses data and information from various sources to investigate questions related to their immediate environment	to identify natural and human made features.  C5.2 Presents observation and findings through different creative modes.				
Ch –11 Our Clothes	Introduction  Clothes we wear  Clothes according to regions  Clothes of women and men  Clothes in different seasons  Special Clothes and uniform	CG-5 Uses data and information from various sources to investigate questions related to their immediate environment.	C-5.1 Performs simple inquiry related to specific questions independently or in groups.  C 5.2 Presents observation and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression)	The learner will be able to:  Describe the clothes worn by people in different parts of our country.  Learn the use of different fabrics according to the season  Explore about the special clothes worn on special occasions	Group Discussion with understanding  Smart board  Visual explanation  Flowchart	Decem ber	Final Term Worksheet
Ch – 12 Dances and music of India	Introduction  Classical dance forms of India  Folk dance forms of India  Music of India	CG-1Explores and engages with the natural and socio-cultural environment in their surroundings.  CG.5 Uses data and information from various sources to investigate questions related to their	C-1.1 Describes relationship with between humans and animals and traditions (art forms, celebrations and festivals)  C.G 5.2 Presents observation and findings through different creative modes (drawing, play, oral and written expressions).	The learners will be able to:  List the various traditional and Folk dance forms of India  Appraise Classical and Folk music and various musical instruments	Group Discussion with understanding  Smart board  Role play  Visual explanation  Flowchart	Decem ber	Final Term Worksheet

		immediate environment					
Ch –7 and 8 Kolkata and Chennai	Introduction Location and climate Culture and traditions Transport Places of tourist attractions Industries and Government offices	CG-4 Develops the ability to read and interpret simple maps.  CG-5 Uses data and information from various sources to investigate questions related to their immediate environment.	C-4.3 Reads simple maps of city, state and country to identify natural and humanmade features with reference to symbols and directions  C-5.1 Performs simple inquiry related to specific questions independently or in groups.  C5.2:Presents observations and findings through different creative modes.	The learners will be able to:  Analyse the climate, history, places of interest and people of the cities  Outline the culture of the cities.	Group Discussion with understanding  Smart board  Visual explanation  Flowchart  PPT  Comparative table	Decem ber	Final Term Worksheet
Ch – 4 States of India	Introduction States and union territories Government	CG- 4 develops the ability to read and interpret simple maps.	C-4.3 Reads map of city, state and country to identify natural and humanmade features with reference to symbols and directions.	The learners will be able to:  Know about the names of states  Importance of role of government	Group Discussion with understanding  Smart board  Visual explanation Flowchart	January	Final term Worksheet
Ch – Sources of history	Introduction What is history? Periods in history Sources of history Importance of history	CG – 5 Uses data and information from various sources to investigate questions related to their immediate environment.	C5.1 – performs simple enquiry related to specific questions independently or in groups  C5.2- presents observation and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression)	The learners will be able to:  Analysis the role of understanding history  Know about the different periods of history	Group Discussion with understanding  Smart board  Visual explanation	January	Subject enrichment activity

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## ਕੈਂਬਰਿੰਗ ਇੰਟਰਨੈਸ਼ਨਲ ਸਕੂਲ

### ਪਾਠਕ੍ਰਮ

#### ਵਿਸ਼ਾ: ਪੰਜਾਬੀ

ਜਮਾਤ-ਤੀਜੀ(2025-26)

ਨਿਰਧਾਰਿਤ ਕਿਤਾਬਾਂ-ਪਰਵਾਜ਼ (ਪਾਠ-ਪੁਸਤਕ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨਜ਼)

ਵਿਸ਼ਾ	ਪਾਠਕ੍ਰਮ ਉਦੇਸ਼	ਯੋਗਤਾਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਪ੍ਰਤੀਕਰਨ	ਮਹੀਨਾ	ਮੁਲਾਂਕਣ ਅਤੇ ਮਾਪਦੰਡ
* ਪਾਠ-9 ਦੇ ਚਿੜੀਆਂ	*ਚਿੜੀਆਂ ਅਤੇ ਬੋਟ ਦੇ ਆਪਸੀ ਪਿਆਰ ਬਾਰੇ ਦੱਸਣਾ।	*ਪਾਠ ਦੀ ਵਿਆਖਿਆ ਅਤੇ ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਾਉਣੇ।	* ਪਾਠ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰ ਸਕਣਗੇ।	*ਸੁਣਨ,ਪੜ੍ਹਨ,ਉਚਾਰਨ, ਲਿਖਣ ਕੌਸ਼ਲ	ਅਪਰੈਲ-ਮਈ	<u>ਆਈ.ਏ-2</u> <u>ਮੌਖਿਕ ਪ੍ਰੀਖਿਆ</u> <u>ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ</u> <u>ਆਈ .ਏ 2ਸਲੇਬਸ</u>
* ਪਾਠ-10 ਚਾਚਾ ਜੀ ਦਾ ਫਾਰਮ ਹਾਊਸ	*ਕਵਿਤਾ ਦਾ ਲੈਅ-ਮਈ ਉਚਾਰਨ ਸਿਖਾਉਂਦੇ ਹੋਏ।	* ਨਰ ਅਤੇ ਮਾਦਾ ਸ਼ਬਦਾਂ ਵਿੱਚ ਅੰਤਰ ਸਪੱਸ਼ਟ ਕਰਦੇ ਹੋਏ ਲਿੰਗ ਬਦਲੋ ਕਰਨੇ ਸਿਖਾਉਣੇ।	*ਕਦਰਾਂ-ਕੀਮਤਾਂ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇ ਸਕਣਗੇ।	*ਵਿਆਖਿਆ ਵਿਧੀ		<u>ਪਾਠ ਪੁਸਤਕ</u>
*ਪਾਠ-11 ਮੀਂਹ (ਗਤੀਵਿਧੀ)			*ਬਹੁ-ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ ਹੱਲ ਕਰ ਸਕਣਗੇ।			
*ਲਿੰਗ ਬਦਲੋ(ਧੋਬੀ ਤੋਂ ਬੱਚਾ)						
*ਵਚਨ ਬਦਲੋ(ਬੋਤਲ ਤੋਂ ਮਾਲਾ)	*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।	*ਇੱਕ ਅਤੇ ਇੱਕ ਤੋਂ ਵੱਧ ਚੀਜ਼ਾਂ ਦਾ ਗਿਆਨ ਦਿੰਦੇ ਹੋਏ ਵਚਨ ਬਦਲੋ ਕਰਨੇ ਸਿਖਾਉਣੇ।	*ਪਾਠ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ ਤੇ ਪ੍ਰ /ਉੱਤਰ ਕਰਵਾਉਣੇ।	*ਵਿਦਿਆਰਥੀਆਂ ਦੁਆਰਾ ਪਠਨ		<u>* ਪਾਠ-9 ਦੇ ਚਿੜੀਆਂ</u>
*ਵਿਰੋਧੀ ਸ਼ਬਦ (ਚੰਗਾ ਤੋਂ ਉੱਚਾ)				*ਅਧਿਆਪਕ		<u>* ਪਾਠ-10 ਚਾਚਾ ਜੀ ਦਾ ਫਾਰਮ ਹਾਊਸ</u>
*ਅਣਡਿੱਠਾ ਪੈਰੂ	*ਸ਼ਬਦ ਭੰਡਾਰ ਵਿਚ ਵਾਧਾ ਕਰਨਾ।	*ਪੈਰੂ 'ਦੇ ਅਧਾਰ' ਤੇ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਹਾਸਲ ਕਰਦੇ ਹੋਏ।	* ਵਿਸ਼ੇ ਪੁਤੀ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਜਾਣੂ ਕਰਵਾਉਂਦੇ ਹੋਏ।	*ਅਧਿਆਪਕ		<u>*ਵਿਰੋਧੀ ਸ਼ਬਦ (ਚੰਗਾ ਤੋਂ ਉੱਚਾ)</u>
* ਲੇਖ- ਮੇਰਾ ਸਕੂਲ	*ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।	*ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਵਿਚਾਰਾਂ ਨੂੰ ਪ੍ਰਗਟਾਉਂਦੇ ਹੋਏ।	*ਲੇਖ ਰਚਨਾ-ਲੇਖ ਲਿਖਣ ਦੇ ਕਾਬਿਲ ਬਣ ਸਕਣਗੇ।	*ਲੇਖ ਰਾਹੀਂ+ਵੱਖ-ਵੱਖ ਸਜੀਵ-ਨਿਰਜੀਵ ਵਸਤੂਆਂ ਦੀਆਂ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ।		<u>*ਗਤੀਵਿਧੀ-ਜਮਾਤ</u>
* ਪਾਠ-13 ਲੁਕਣ-ਮੀਟੀ	* ਬਾਲ-ਬੇਡਾਂ,ਤੇ ਅਧਾਰਤ ਜਾਨਵਰਾਂ ਦੀ ਕਹਾਣੀ ਸਮਝਾਉਣਾ।	*ਕਹਾਣੀ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ।	* ਪਾਠ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ ਤੇ ਪ੍ਰ /ਉੱਤਰ ਕਰਵਾਉਣੇ।	*ਘਰ ਦਾ ਕੰਮ-ਲਿੰਗ ਬਦਲੋ ਅਤੇ ਵਚਨ (ਕਾਰਜ ਪੱਤਰਿਕਾ) + ਯਾਦ		<u>ਮੀਂਹ- ਵਿਦਿਆਰਥੀ</u> <u>ਮੀਂਹ ਦਾ ਦਿੱਤੀ A4</u> <u>SHEET ਤੇ ਬਣਾ ਕੇ</u>

* ਬਿਮਾਰੀ ਦੀ ਛੁੱਟੀ ਲਈ ਬਿਨੈ ਪੱਤਰ	* ਪੱਤਰ ਨੂੰ ਤਿੰਨ ਭਾਗਾਂ ਵਿੱਚ ਵੰਡ ਕੇ ਲਿਖਣ ਦਾ ਢੰਗ ਸਿਖਾਉਣਾ।	* ਬਿਨੈ ਪੱਤਰ ਦੀ ਰੂਪ ਰੇਖਾ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਦੇਣਾ।		ਕਰਨਾ।	* ਕਾਤ ਵਿੱਚ (ਮੀਂਹ) ਕਵਿਤਾ ਦੀਆਂ 10 ਸਤਰਾਂ ਸੁਣਾਉਣਗੇ।  2. (ਵਿਅਕਤੀਗਤ ਗਤੀਵਿਧੀ)ਪਾਠ- 15 ਇੱਕ ਸੀ ਸ਼ੇਖਚਿਲੀ (ਸੁਣਨ ਕੌਸ਼ਲ) ਜਮਾਤ ਵਿੱਚ ਕਹਾਣੀ ਸੁਣਾ ਕੇ ਪ੍ਰਸ਼ਨੋਤਤੀ ਰਾਹੀਂ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇਗਾ। <u>ਸਾਲਾਨਾਪ੍ਰੀਕਿਆ</u> (ਪਾਠ -ਮਾਲਾ)
* ਪਾਠ-14 ਰਾਤਿਂ ਮੈਨੂੰ ਸੁਪਨਾ ਆਇਆ (ਕਵਿਤਾ)	*ਵਿਦਿ: ਨੂੰ ਚੰਗੀਆਂ ਆਦਿਤਾਂ ਬਾਰੇ ਉਜਾਗਰ ਕਰਨਾ।	*ਕਵਿਤਾ ਦਾ ਲੈਅ-ਮਈ ਉਚਾਰਨ ਸਿਖਾਉਂਦੇ ਹੋਏ।	*ਕਵਿਤਾ ਦਾ ਉਚਾਰਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਅਰਥ ਸਪੱਸ਼ਟ ਕਰਨੇ।	* ਪਾਠ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ ਤੇ ਪ੍ਰ / ਉ ਕਰਵਾਉਣੇ।	*ਵਿਦਿ: ਦੁਆਰਾ ਪਠਨ, ਅਧਿ:ਦੁਆਰਾ ਚਰਚਾ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਦੱਸਣਾ।
* ਪਾਠ -15 ਇੱਕ ਸੀ ਸ਼ੇਖਚਿਲੀ (ਗਤੀਵਿਧੀ)		* ਜੁਬਾਨੀ ਅਤੇ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਉਲਟ ਭਾਵੀ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਦੱਸਦੇ ਹੋਏ।	* ਕਹਾਣੀ ਦਾ ਵਾਚਨ ਕਰਵਾਉਂਦੇ ਹੋਏ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ।	*ਉਲਟ ਭਾਵੀ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਦੱਸਦੇ ਹੋਏ। ਜੁਬਾਨੀ ਅਤੇ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ।	* ਸਫੇਦ ਤਖਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ। ਨੂੰ *ਵਿਰੋਧੀ ਸ਼ਬਦ ਨੂੰ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ। * ਵਚਨ ਬਦਲੋ ਅਤੇ ਲਿੰਗ ਬਦਲੋ ਨੂੰ ਲਿਖਤੀ ਕਾਰਜ ਕਰਵਾਉਣਾ।
*ਵਿਰੋਧੀ ਸ਼ਬਦ (ਚੰਗਾ ਤੋਂ ਉੱਚਾ)		*ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ ਅਤੇ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।	*ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ	*ਬੋਰਡ ਰਾਹੀਂ ਚਿੱਤਰ ਸਪੱਸ਼ਟ ਕਰਵਾਉਣਾ।	*ਵਿਦਿ. ਨੂੰ ਅਣਡਿੱਠੇ ਪੈਰ੍ਹੇ ਅਤੇ ਅਣਡਿੱਠੇ ਕਾਵਿ-ਟੋਟੇ 'ਚੋਂ ਪ੍ਰਸ਼ਨ ਦੇ ਕੇ ਉਹਨਾਂ ਦੇ ਉੱਤਰ ਹੱਲ ਕਰਵਾਉਣਾ।
*ਚਿੱਤਰ ਵਰਨਣ					
*ਵਚਨ ਬਦਲੋ(ਬੋਤਲ ਤੋਂ ਮਾਲਾ )					
*ਲਿੰਗ ਬਦਲੋ(ਯੋਥੀ ਤੋਂ ਬੱਚਾ)					
*8.ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ	*ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।				
*ਲੇਖ-ਮੋਰ	*ਲੇਖ ਦੀ ਰੂਪ ਰੇਖਾ ਬਾਰੇ ਦੱਸਣਾ।	* ਲੇਖ : ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ। *ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।  *ਲਿਖਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।	*PPT ਰਾਹੀਂ+ਵੱਖ-ਵੱਖ ਸਜੀਵ-ਨਿਰਜੀਵ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਕੇ। *ਬੋਰਡ+ਵੱਖ ਵੱਖ ਉਦਾਹਰਨਾਂ ਰਾਹੀਂ ਵਿਸ਼ਾ ਸਪੱਸ਼ਟ ਕਰਨਾ।	* ਸਫੇਦ ਤਖਤੇ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿ। ਨੂੰ ਲੇਖ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਕਰਵਾਉਣਾ।	n. 42 ਧੋਬੀ ਤੋਂ ਬੱਚਾ ਤੱਕ) *ਵਚਨ ਬਦਲੋ(ਪੰਨਾ ਨੰ: 46 ਬੋਤਲ ਤੋਂ ਮਾਲਾ ਤੱਕ *ਵਿਰੋਧੀ ਸ਼ਬਦ(ਪੰਨਾ ਨੰ.50 ਚੰਗਾ ਤੋਂ ਉੱਚਾ ਤੱਕ) *ਲੇਖ ਰਚਨਾ- ਮੇਰਾ ਸਕੂਲ ਅਤੇ ਮੋਰ *ਬਿਨੈ-ਪੱਤਰ (ਬਿਮਾਰੀ ਦੀ ਛੁੱਟੀ ਲਈ)
					*ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ *ਚਿੱਤਰ ਵਰਨਣ

ਆਈ. ਏ.2- ਗਤੀਵਿਧੀ 1.(ਉਚਾਰਨ ਕੌਸ਼ਲ)ਪਾਠ-11 ਮੀਂਹ- ਵਿਦਿਆਰਥੀ ਮੀਂਹ ਦਾ ਦ੍ਰਿਸ਼ A4 SHEET ਤੇ ਬਣਾ ਕੇ ਜਮਾਤ ਵਿੱਚ (ਮੀਂਹ) ਕਵਿਤਾ ਦੀਆਂ 10 ਸਤਰਾਂ ਪੜ੍ਹ ਕੇ ਸੁਣਾਉਣਗੇ।

2. (ਵਿਅਕਤੀਗਤ ਗਤੀਵਿਧੀ)ਪਾਠ- 15 ਇੱਕ ਸੀ ਸ਼ੇਖਚਿਲੀ (ਸੁਣਨ ਕੌਸ਼ਲ) ਜਮਾਤ ਵਿੱਚ ਕਹਾਣੀ ਸੁਣਾ ਕੇ ਪ੍ਰਸ਼ਨੋਤਤਰੀ ਰਾਹੀਂ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇਗਾ।



**हिन्दी पाठ्यक्रम 2 सत्र - 2025-26**

**कक्षा ४ तीन**

**विषय - हिन्दी**

**पुस्तकें हिन्दी-3 (पाठ्यपुस्तक)**

**सुगंध-3 (हिन्दी व्याकरण)**

विषय	उप-विषय	शैक्षणिक लक्ष्य	दक्षताएं	शैक्षणिक उद्देश्य	शिक्षण विधियाँ	महीना	मूल्यांकन - 2
कहानी	बया का घर	CG- 9 छात्रों में रोज़मरा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 पक्षियों की सुरक्षा और उनके प्राकृतिक आवास की महत्ता को समझना।	पक्षियों द्वारा घर बनाए जाने और घर के महत्व के बारे में समझाना। लेखन कौशल का विकास करना।	बया का घोंसला का चित्र बनाना। पठित गद्यांश लघु व मूल्याधारित प्रश्नोत्तर।	अक्तूबर	<ul style="list-style-type: none"> <li>❖ तो क्या होता (कविता)</li> <li>❖ बया का घर</li> <li>❖ वचन</li> <li>❖ कैलेंडर और त्योहार</li> <li>❖ अपठित पद्यांश</li> <li>❖ अपठित गद्यांश</li> </ul>
व्याकरण	कैलेंडर और त्योहार (महीनों के नाम)	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहित विकसित करना।	C- 9.7 प्रभावी ढंग से रोज़मरा की बातचीत करने के लिए महीनों की जानकारी व उनका इस्तेमाल करना।	महीनों के नाम याद करना। अपने परिवार के लोगों के जन्मदिवस की तिथि और महीना याद करना। हमारे त्योहारों का महीनों के साथ संबंध हेतु जानकारी देना।	प्रोजैक्टर की सहायता से विषय की जानकारी व रिक्त स्थानों की सहायता से कार्यपत्रिका।	अक्तूबर	मौखिक प्रश्न/उत्तर (लिखित कक्षा परीक्षा)

कविता	तो क्या होता	CG- 11 छात्रों द्वारा भाषा पढ़ने और लिखने की समझ का विकास करना ।	C- 11.2 कविता में प्रयोग होने वाले अक्षरों को पहचानना और ज्ञान का प्रयोग सरल शब्दों व वाक्यों को पढ़ने-लिखने में करना ।	छात्रों को कविता के सम्बर वाचन योग्य बनाना । प्राकृतिक चीजों के प्रति संहे व आदर की भावना जागृत करना । और समर्पण की भावना ग्रहण करना । श्रवण व लेखन कौशल का विकास ।	प्रोजेक्टर की सहायता से कविता गायन । कविता का साम्बर वाचन व भाव समझाना । किसी एक प्राकृतिक दृश्य का चित्र बनवाना । पठित पद्यांश लघु व मूल्याधारित प्रश्नोत्तर ।	अक्तूबर	मौखिक प्रश्न/उत्तर (लिखित कक्षा परीक्षा)
व्याकरण	वचन	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.2 एक वचन और बहुवचन को पहचानना और वचन का वाक्य में सही प्रयोग करने में सक्षम बनाना ।	वचन परिवर्तन करना सीखना एवम् व्याकरण की बुनियादी समझ विकसित करना ।	एकवचन और बहुवचन से संबंधित चीजों को दर्शकर और छोटे-छोटे वाक्यांश की सहायता से वचन समझाना ।	अक्तूबर	वाक्य में प्रयुक्त शब्द को बदल कर वचन का उचित स्वप लिखना ।
कहानी	चलना ही ज़िंदगी है	CG- 9 छात्रों में रोज़मरा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 जीवन में चलते रहने के महत्व को समझना अर्थात जीवन में गतिशीलता बनाए रखना ।	पाठ के आधार पे बेकार चीजों और काम न करने वालों की बेकदरी बताना । लेखन कौशल का विकास करना ।	घड़ी का चित्र बनाना । पठित गद्यांश लघु व मूल्याधारित प्रश्नोत्तर ।	अक्तूबर	मौखिक प्रश्न/उत्तर (लिखित कक्षा परीक्षा)
व्याकरण	क्रिया	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 9.7 प्रभावी ढंग से रोज़मरा की बातचीत करने के लिए किसी काम को किए	रोज़मरा की ज़िंदगी में किए जाने वाले कार्यों की सहायता से विषय संबंधी जानकारी	प्रोजेक्टर की सहायता से विषय की जानकारी व रिक्त स्थानों की सहायता से	नवंबर	चित्र देखकर क्रिया लिखना ।

			जाने की जानकारी व उनका प्रयोग करना ।	देना । अपने आसपास हो रहे और स्वयं द्वारा किए जा रहे कार्यों में से किया शब्दों को पहचानना ।	कार्यपत्रिका ।		
कहानी	घमंडी हाथी	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.5 कहानी पढ़कर लेखक क्या कहना चाहता है, इसकी पहचान करवाना और घमंड या अहंकार से दूर रहने की प्रेरणा देना ।	कहानी के द्वारा छात्रों को घमंड न करना और आज्ञा पालन के लिए प्रेरित करना । पठन और लेखन कौशल का विकास ।	हाथी दाँत से बनने वाली वस्तुओं के नाम लिखवाना ।  पठित गदयांश लघु व मूल्याधारित प्रश्नोत्तर	नवंबर	लिखित कक्षा परीक्षा द्वारा
लेखन	अनुच्छेद	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	अपने अनुभवों और भावों को व्यक्त करने के लिए लेखन कौशल का विकास प्रोजेक्टर की सहायता से विषय को समझकर अनुच्छेद लेखन ।	प्रोजेक्टर की सहायता से अनुच्छेद पठन व लेखन ।	नवंबर	लिखित कक्षा परीक्षा द्वारा
कहानी	“रामू के सपने”	CG- 10 छात्रों में भाषा पढ़ने और समझने में धाराप्रवाहिता विकसित करना ।	C- 10.5 अपने जीवन में आशाएँ रखना और अपना लक्ष्य निर्धारित करना की समझ शक्ति का विकास करना ।	कहानी के आधार पर अपने जीवन को लेकर देखे हुए सपने के बारे में बताना ।	भावात्मक शक्ति का विकास ।	दिसंबर	मौखिक परीक्षास

व्याकरण	मुहावरे	CG- 9 छात्रों में रोज़मर्ग की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 प्रभावी ढंग से रोज़मर्ग की बातचीत करने के लिए शब्दों की जानकारी व उनका इस्तेमाल करना ।	स्त्रीलिंग व पुल्लिंग शब्दों में भेद व परिवर्तन करने के नियम	प्रोजैक्टर की सहायता से विषय की जानकारी व चित्रों की सहायता से कार्य पत्रिका ।	दिसंबर	लिखित कक्षा परीक्षा द्वारा
लेखन	अनुच्छेद	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए अनुच्छेद लिखना	अपने अनुभवों और भावों को व्यक्त करने के लिए लेखन कौशल का विकास प्रोजैक्टर की सहायता से विषय को समझकर अनुच्छेद लेखन ।	प्रोजैक्टर की सहायता से अनुच्छेद पठन व लेखन ।	नवंबर	लिखित कक्षा परीक्षा द्वारा
कविता	चौंद का कुर्ता (कविता	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.1 ध्वनि जागरूकता विकसित कर तुकबंदी वाले शब्दों की पहचान ।	छात्रों को कविता के सख्त वाचन योग्य बनाना । चौंद के महत्व के बारे में जानकारी देना और अमावस्या एवम् पूर्णिमा के अंतर को समझाना लेखन कौशल का विकास ।	पूर्णिमा के चौंद का चित्र बनाना और वाक्य लिखना ।  पठित पदयांश लघु व मूल्याधारित प्रश्नोत्तर	दिसंबर	लिखित कक्षा परीक्षा द्वारा
व्याकरण	विशेषण	CG- 9 छात्रों में रोज़मर्ग की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.7 प्रभावी ढंग से रोज़मर्ग की बातचीत करने के लिए शब्दों की जानकारी व उनका इस्तेमाल करना	विशेषण शब्दों की पहचान ।	प्रोजैक्टर की सहायता से विषय की जानकारी व चित्र देकर विशेषण शब्द लिखवाना ।	दिसंबर	लिखित परीक्षा द्वारा

कहानी	सुनहरी चिड़िया	CG- 9 छात्रों में रोज़मर्ग की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करना	C- 9.5 कहानी पढ़कर अच्छे व्यवहार के बारे में बताना एवं दूसरों को दोस्त बनाकर रहने की प्रेरणा देना ।	श्रवण एवं लेखन कौशल का विकास	अपने मनपसंद स्वतंत्रता सैनानी का चित्र कापी में बनाकर या चिपकाकर उसका नाम लिखना । पठित गदयांश लघु व मूल्याधारित प्रश्नोत्तर	जनवरी	मौखिक प्रश्नोत्तर
व्याकरण	कैलेंडर और त्योहार (सप्ताह के दिनों के नाम)	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 9.7 प्रभावी ढंग से रोज़मर्ग की बातचीत करने के लिए दिनों की जानकारी व उनका इस्तेमाल करना ।	सप्ताह के नाम याद करना । हमें सप्ताह के किस दिन छुट्टी होती है और कौन सा दिन किसके बाद आता है आदि की जानकारी देना ।	प्रोजैक्टर की सहायता से विषय की जानकारी व रिक्त स्थानों की सहायता से कार्यपत्रिका ।	जनवरी	(लिखित कक्षा परीक्षा)
व्याकरण	चित्र वर्णन	C- 9.7 कुछ समान्य और परिवित वस्तुओं और चित्रों के अनुभवों के लिए उपयुक्त शब्दावली का इस्तेमाल किया जाएगा ।	C- 9.7 प्रभावी ढंग से चित्रों की बातचीत करने के लिए शब्दों की जानकारी व उनका इस्तेमाल करना ।	लेखन कौशल का विकास	वाक्यांश की सहायता से कॉपी पर चित्र वर्णन ।	जनवरी	मौखिक रूप से
कहानी	होली	CG- 10 छात्रों द्वारा भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना ।	C- 10.9 बच्चों को रंगों के महत्व के बारे में बताना और होली के त्योहार का हमारे जीवन के साथ क्या संबंध है इस विषय पर जानकारी देना ।	लेखन कौशल का विकास ।	प्रोजैक्टर की सहायता से विषय सम्बंधी कहानी दिखाना । पाठ के आधार पर चित्र बनवाना । लघु व मूल्याधारित प्रश्नोत्तर	जनवरी	श्रवण व लेखन द्वारा

लेखन	पत्र औपचारिक	CG- 10 छात्रों में भाषा पढ़ने और लिखने में धाराप्रवाहिता विकसित करना।	C- 10.8 अपनी समझ व अनुभव को व्यक्त करने के लिए पत्र लिखना	लेखन कौशल का विकास।	पत्र का प्रारूप समझाकर पत्र लेखन।	जनवरी	पठन द्वारा
	वार्षिक परीक्षा	<u>पाठ्य पुस्तक</u> ➤ चाँद का कुर्ता (कविता) ➤ चलना ही ज़िंदगी है। ➤ घमंडी हाथी ➤ सुनहरी चिड़िया	<u>व्याकरण</u> ➤ क्रिया ➤ विशेषण ➤ मुहावरे ➤ कैलेंडर और त्योहार (दिनों के नाम)	<u>रचनात्मक लेखन</u> ➤ अनुच्छेद लेखन ➤ चित्र वर्णन ➤ औपचारिक पत्र			



International School Award  
2018-2021





**CAMBRIDGE INTERNATIONAL SCHOOL**

**CURRICULUM**

**SUBJECT: ICT**

**GRADE-III (2025-26)**

**Recommended Books– CODEGPT 4.0 by Orange Education**

<b>Topic</b>	<b>Sub-topic</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning outcomes</b>	<b>Methodology</b>	<b>Months</b>	<b>Evaluation</b>
Ch-6 Internet	<ul style="list-style-type: none"><li>• Internet</li><li>• Uses of internet</li><li>• Requirement of internet</li><li>• Internet Terms</li><li>• Disadvantages of internet</li><li>• Internet Etiquettes</li></ul>	CG-7: Children make sense of world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Understand term internet</li><li>• Identify the uses of internet in different fields</li><li>• Requirements for internet connection</li><li>• Learn Internet terms<ul style="list-style-type: none"><li>◦ Websites</li><li>◦ Webpage</li><li>◦ World wide web</li><li>◦ Web browser</li><li>◦ Homepage</li><li>◦ Downloading</li><li>◦ Uploading</li><li>◦ Hyperlink</li></ul></li><li>• Disadvantages of internet</li><li>• Creating a list of Internet Etiquettes</li></ul>	<p>Discussion method will be used to explain the topic with the help of books, pictures.</p> <p><b>Art Integrated Learning Activity:</b> Drawing and colouring icons of different web browser</p>	Oct-Nov	Class test  IA2  Art Integrated Learning Activity

Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch-7 Stepwise Thinking	<ul style="list-style-type: none"> <li>• Simple Instructions</li> <li>• Decision Making</li> <li>• Loops</li> <li>• Understanding Programs</li> </ul>	CG-7: Children make sense of world around through observation and logical thinking	C-7.3:  Uses appropriate tools and technology in daily life situations and for learning	<p>Students will be able to understand how to do :</p> <ul style="list-style-type: none"> <li>• Stepwise thinking.</li> <li>• Decision making</li> <li>• Use of Loops</li> <li>• Problem solving</li> </ul>	Demonstration and Discussion method will be used to explain the topic with the help of books and computer.	Oct-Nov	Class test IA2 Final Exams
<b>SYLLABUS OF INTERNAL ASSESSMENT 2</b>	<b>FORMAT</b> 1. Short Q/Ans 2. Application Based Questions 3. One Word 4. Correct the statement 5. Multiple Choice Questions						
Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch-8 Let's Learn Scratch	<ul style="list-style-type: none"> <li>• Components of scratch</li> <li>• Blocks</li> <li>• Adding a sprite</li> <li>• Changing the backdrop</li> <li>• Changing Appearance of the sprite</li> <li>• Saving a project</li> <li>• Opening a project</li> <li>• Exiting Scratch</li> </ul>	CG-7: Children make sense of world around through observation and logical thinking	C-7.3:  Uses appropriate tools and technology in daily life situations and for learning	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Understand how to start scratch</li> <li>• Learn about components of scratch window</li> <li>• Applying various blocks in program</li> <li>• List the Steps to create new project, saving, opening and exit from scratch</li> </ul>	Demonstration and Discussion method will be used to explain the topic with the help of books and computer.  <b>Subject Enrichment</b> <b>Activity:</b> Drawing different pictures showing loops in real life.  <b>Practical:</b> Creating a scratch project	Oct-Nov	<ul style="list-style-type: none"> <li>• Class test</li> <li>• IA2</li> <li>• Final Exams</li> <li>• Subject Enrichment</li> <li>• Activity</li> <li>• Practical</li> </ul>

					<ol style="list-style-type: none"> <li>1. To change the backdrop</li> <li>2. To change the appearance</li> <li>3. Creating a short story while adding           <ul style="list-style-type: none"> <li>• Speech bubble</li> <li>• Making the sprite talk</li> <li>• Making the sprite move</li> </ul> </li> </ol> <p>Making the sprite turn</p>		
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Topic	Sub-topic	Curricular Goals	Competencies	Learning outcomes	Methodology	Months	Evaluation
Ch-10 AI Enabled Device	<ul style="list-style-type: none"> <li>• Smartphones</li> <li>• Chatbot</li> <li>• Smart Doorbells</li> <li>• Smart Speakers</li> <li>• Smart watches</li> <li>• Smart TVs</li> <li>• Driverless Cars</li> </ul>	CG-7: Children make sense of world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand various AI devices that they are using in their daily life</li> </ul>	Demonstration and Discussion method will be used to explain the topic with the help of books and computer.	December	Class test Final exam

SYLLABUS OF FINAL EXAMS	FORMAT	SYLLABUS FOR ICT PRACTICAL
<ul style="list-style-type: none"> <li>• Ch-7 Srepwise Thinking</li> <li>• Ch-8 Let's Learn Scratch</li> <li>• Ch-10 AI enabled device</li> </ul>	<p><b>FORMAT</b></p> <ol style="list-style-type: none"> <li>1. Short Q/Ans</li> <li>2. Application Based Questions</li> <li>3. One Word</li> <li>4. Correct the statement</li> <li>5. Multiple Choice Questions</li> </ol>	<p><b>Practical:</b></p> <p>Creating a scratch project      To change the backdrop      To change the appearance      Creating a short story while adding       <ul style="list-style-type: none"> <li>• Speech bubble</li> <li>• Making the sprite talk</li> <li>• Making the sprite move</li> <li>• Making the sprite turn</li> </ul> <p><b>Viva will be conducted from chapter 8 only. Short questions will be given to students from chapter 8.</b></p> </p>