

Termwise Syllabus (2019-20)

CLASS - III

SUBJECT- ENVIRONMENTAL STUDIES

Term - I (Upto September 2019)		
Content	Learning Outcomes	Activity
<p>Chapter 1: ‘Poonam’s Day Out’</p> <ol style="list-style-type: none"> 1. Things in our surroundings 2. Different types of animals-their size, sound, and body parts, etc. 3. Classification of animals on the basis of habitat, movement. 	<ul style="list-style-type: none"> • Identifies simple features (e.g. Movement, at places found/kept, eating habits, sounds) of animals and birds in the immediate surroundings. 	<ol style="list-style-type: none"> 1. Demonstration of different types of movements of animals. 2. Jigsaw puzzle. 3. Thumb and finger printing. 4. Organize a fancy dress competition showing animals.
<p>Chapter 2: ‘The Plant Fairy’</p> <ol style="list-style-type: none"> 1. Parts of plant and their uses. 2. Shapes and texture of different leaves. 3. Pattern of leaves and flowers. 4. Uses of plants. 	<ul style="list-style-type: none"> • Identifies simple observable features (e.g. shape, colour, texture, aroma of leaves, trunk and bark of plants in immediate surroundings. 	<ol style="list-style-type: none"> 1. Identification of leaves by their smell, shape and colour. 2. Making of painting with leaves. 3. Collect and classify different leaves. 4. Fun Experiments: - A leaf Skeleton.
<p>Chapter 3: Water O’ Water!</p> <ol style="list-style-type: none"> 1. Water- sources, forms, uses, importance, conservation 2. Containers used for storing water 3. Rain as a main source of water 	<ul style="list-style-type: none"> • Shows awareness of misuse/wastage of water in family and school. 	<ol style="list-style-type: none"> 1. Activities in the class for which water is needed. 2. Discuss the household works in which water is needed.
<p>Chapter 4: ‘Our First School’</p> <ol style="list-style-type: none"> 1. Members of family and their relationship 2. Children's sense of identity, family, and self - esteem. 3. Similarities between family members 4. Work done by different family members. 	<ul style="list-style-type: none"> • Identifies relationships with and among family members. • Describes in his/her own words roles of family members and need for living together through oral/written other ways. 	<ol style="list-style-type: none"> 1. Collect pictures of the members of your family and make a family tree. 2. Living Beautifully :- Good Manners
<p>Chapter 5 : Chhotu’s House</p> <ol style="list-style-type: none"> 1. Difference between a ‘house’ and a ‘home’. 2. Importance of family members. 3. Chhotu's house in pipe(Need of shelter) 4. Animals living in and around house (pet, domestic, uninvited animals). 5. Cleanliness and Uses of toilet. 6. Different ways of decorating a house. 	<ul style="list-style-type: none"> • Identifies objects and sign at home/school/ neighborhood. • Understands the importance of house. • Identifies different organisms living in the house. • Understands the importance of cleanliness. 	<ol style="list-style-type: none"> 1. Recite poem ‘Home Sweet Home’ in group 2. Draw a picture of house. 3. Discussion about parts of a home. 4. Living Beautifully: - Personal Hygiene.

<p>Chapter 6 ‘Foods We Eat’</p> <ol style="list-style-type: none"> Variation in food habits on the basis of place of living and age etc. Likes and Dislikes Food: Source, Healthy vs unhealthy food. Food eaten as raw, cooked and both. 	<ul style="list-style-type: none"> Describes in his/her own words, need of food for people of different age groups, animals/ birds, availability of food and water. 	<ol style="list-style-type: none"> What did you eat yesterday? Write on a slip Knowledge Booster: - Our Food.
<p>Chapter 7: Saying without Speaking.</p> <ol style="list-style-type: none"> Discussion about different abilities- their needs. Use of sign language. Sensitizing about person with different abilities. Different facial expressions. Dance Mudras. Do's and Don'ts with differently abled children. 	<ul style="list-style-type: none"> Describes in his/ her own words, roles of family members and need for living together through oral/written/other ways. Identifies relationship with and among family members. 	<ol style="list-style-type: none"> Identification of mudras and facial expressions. Picture story (make your own picture story). Make new words using figure spelled. Living Beautifully: - Taking care of our sense organs and our body parts.
<p>Chapter 8 Flying High</p> <ol style="list-style-type: none"> Discussion about different birds their voices, beaks, feathers, claws and place of living, movement etc. 	<ul style="list-style-type: none"> Identifies simple observable features of different birds in surroundings Ex: shape, colour, feather, sound eatables etc. 	<ol style="list-style-type: none"> Collection of feathers of different birds. Make a cock with origami sheet. List various birds and divide them among groups / various categories. Write names of different birds from chapter. Make a bird bath.
<p>Chapter 9 : It’s Raining</p> <ol style="list-style-type: none"> Good and bad effects of rain. Rainbow and its colours. Water cycle and conservation of water 	<ul style="list-style-type: none"> Shows awareness of misuse/wastage of water in family and school. 	<ol style="list-style-type: none"> Draw a rainy scene. Make a paper boat and paste in your note book. <p>NOTE: The Chapter 9: “It’s Raining” is for Learning Enrichment only, not for Assessment.</p>
<p>Chapter 10: What is cooking</p> <ol style="list-style-type: none"> Cooking: Methods, Different types of utensils, cooking devices, Safety measures while cooking Discussion about raw and cooked food. Different types of fuel. 	<ul style="list-style-type: none"> Differentiates between objects and activities of cooking present and past. 	<ol style="list-style-type: none"> Prepare a Sandwich. Discussion on safety measures while cooking. Living Beautifully: - Healthy Hands.
<p>Revision And Mid Term Examination</p>		

TERM-II (October 2019 to March 2020)

<p>Chapter 11 : From Here to There</p> <ol style="list-style-type: none"> 1. Safety rules. 2. Means of transport (no. of vehicles, driven by humans or animals, landforms etc.) 3. Emergency services: use of vehicles. 4. Sign boards. 5. Different fuels used in vehicles. 	<ul style="list-style-type: none"> • Identifies objects, signs (means of communication transport, signboards) at home, school and neighborhood. 	<ol style="list-style-type: none"> 1. Paste pictures of vehicles along with emergency vehicles and their phone numbers. 2. Making Sound of vehicles. 3. Picture and puzzles. 4. Play with moving disc. 5. Make a train using empty match boxes. 6. Knowledge Booster: - Traffic Signal.
<p>Chapter 12: Work We Do</p> <ol style="list-style-type: none"> 1. Different kind of work 2. Knowing about use of clock 3. Our helpers. 4. Names of places where work is done like hospitals, banks, schools etc. 	<ul style="list-style-type: none"> • Describe in his/her own words roles of family members and need for living together through oral/written /other ways. 	<ol style="list-style-type: none"> 1. Dramatization of our helpers and their works 2. Discuss what your family members do. 3. Make a table of people and their work e.g. Mechanic – repair of vehicles.
<p>Chapter 13 : Sharing Our Feelings</p> <ol style="list-style-type: none"> 1. Different kind of work. 2. Sensitivity towards old and physically challenged. 3. Introduction to Braille. 4. Sense organs and their role in day to day life. 5. Problems of old age people. 	<ul style="list-style-type: none"> • Shows sensitivity for the elderly, differently-abled and diverse family set ups in surroundings. • Groups object activities according to differences/similarities using different senses. • Identifies relationships with and among family members. 	<ol style="list-style-type: none"> 1. Blind fold game. 2. Fun Experiments: - Sugandhit Potli . 3. Leaving Beautifully : - We respect and care.
<p>Chapter 14 : The Story of Food</p> <ol style="list-style-type: none"> 1. Sources of food 2. Things we get from plants and animals. 3. Different eating practices in the family. 4. Eatable parts of plant. 5. Medicinal values of plants. 6. Eating together. 	<ul style="list-style-type: none"> • Describes in his/her own words, roles of family members and need for living together through oral/written/other ways. • Shows awareness of good/bad touch, stereotypes for tasks/ play/food in family w.r.t gender, misuse/wastage of food and water in family and school. 	<ol style="list-style-type: none"> 1. Draw a picture of fruit. 2. Discussion on work done in house. 3. Matching food items with their names. <p>NOTE: The Chapter 14 “The Story of Food” is for Learning Enrichment only, not for Assessment.</p>
<p>Chapter 15 : Making Pots</p> <ol style="list-style-type: none"> 1. Pot making 2. Uses of clay 3. Need and uses of a Pot 4. Uses of Trowel. 5. Working of Potter. 6. Things needed for making a Pot. 	<ul style="list-style-type: none"> • Creates drawings, designs, motifs, models, top. front, side views of objects, simple maps (of classroom, sections of home/ school etc.) and slogans, poems, etc. 	<ol style="list-style-type: none"> 1. Enacting story through role play. 2. Make a bowl and pot with clay. 3. Draw pots of various shapes in your copy. <p>NOTE: The Chapter 15 “Making Pots” is for Learning Enrichment only, not for Assessment.</p>

<p>Chapter 16: Games We Play</p> <ol style="list-style-type: none"> 1. Games: Local ,Indoor-outdoor, Rules, Different personalities etc. 2. Board games. 3. Games played in past and present. 	<ul style="list-style-type: none"> • Observes rules in games (local, indoor, outdoor) and other collective tasks. • Differentiates between objects and activities of present and past (e.g. games played) 	<ol style="list-style-type: none"> 1. Paste the picture of games played indoor-outdoor and famous sports personalities. 2. Make a Board Game.
<p>Chapter 17:Here comes a Letter</p> <ol style="list-style-type: none"> 1. Variety of letters 2. Different means of communication- letters, Telephone etc. 3. How to write a letter. 4. Journey of a letter. 5. Different types of stamps. 6. Post office and its working. 	<ul style="list-style-type: none"> • Identifies objects, signs (means of communication, transport, Signboards), and records observations, experiences, information on objects/ activities/places visited in different ways. • Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps and slogans, poems, etc. 	<ol style="list-style-type: none"> 1. Enact a journey of letter (Step by Step) 2. Collect different types of stamps 3. Paste inland letter. 4. Make your own telephone. 5. Making of letter box.
<p>Chapter 18: A House Like This</p> <ol style="list-style-type: none"> 1. Diversity in houses according to weather conditions. 2. Material used in making a house. 3. Qualities of good house 	<ul style="list-style-type: none"> • Identifies types of houses/shelters. • Records observations, experiences, information on objects/ activities/places visited in different ways. • Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/ school. etc.) and slogans, poems, etc. 	<ol style="list-style-type: none"> 1. Make bricks using match box and clay and then make a model of house using these small bricks.
<p>Chapter 19 : Our Friends- Animals</p> <ol style="list-style-type: none"> 1. List of animals and their food 2. Difference between wild animals and pet animals. 3. Animals, their food and their houses. 4. Things we get from animals. 5. Sounds of animals. 6. Feelings of animals. 	<ul style="list-style-type: none"> • Identifies simple features (e.g. movement, at places found / kept, eating habits, sounds) of animals and birds in the immediate surroundings. • Groups objects, birds, animals, features, activities according to differences/ similarities using different senses, (e.g. appearance/place of living/ food/ movement/ likes dislikes/ any other features) • Shows sensitivity for plants and animals in surroundings. 	<ol style="list-style-type: none"> 1. Paste pictures of pet animals and birds. 2. Discuss importance of animals in nature. 3. Mask making of animals.
<p>Chapter 20 : Drop by Drop</p> <ol style="list-style-type: none"> 1. Methods of collecting water 2. Reuse of water 3. Different ways of saving water. 4. Rain water Harvesting – its importance and process. 	<ul style="list-style-type: none"> • Estimate quantity of materials/activities in daily life and verifies using symbols/ non-standard units (hand spans, spoon/mugs). • Records observations, experiences, information on objects/ activities • Shows awareness of misuse/wastage of 	<ol style="list-style-type: none"> 1. Taking suggestions of children on different ways of saving water. 2. Draw a picture of water harvesting tank. 3. Fun Experiments: - Properties of Water. <p>NOTE: The Chapter 20 “Drop by Drop” is for Learning Enrichment only, not for</p>

	water in family and school.	Assessment.
Chapter 21: Families can be Different <ol style="list-style-type: none"> 1. Importance of family 2. Blood relations 3. Diversity in families at different places 4. Effects of migration. 5. Change that happens in a family overtime. 6. Family as a support system. 	<ul style="list-style-type: none"> • Shows sensitivity for the elderly, differently-abled and diverse family set ups in surroundings. • Identifies simple features (e.g. movement, at places found/ kept, eating habits, sounds) of animals and birds in the immediate surroundings. 	<ol style="list-style-type: none"> 1. A brief introduction of inheritance. 2. Sensitization towards homeless children and their adoption. 3. Make family trees of characters given in the chapter.
Chapter 22: Left - Right <ol style="list-style-type: none"> 1. Symbols in maps and meaning of those symbols. 2. Direction sense. 3. Simple Route Maps. 	<ul style="list-style-type: none"> • Identifies objects, signs (means of communication, signboards etc.) and places (bus stand, petrol pump etc.). • Identifies directions, location of objects/places in simple maps (of home, classroom/ school) using signs/symbols. • Creates drawings, models, top, front, side views of objects, simple maps etc. 	<ol style="list-style-type: none"> 1. Make your own symbols and prepare a map. 2. Fun Experiments: - Making of a Wind Vane.
Chapter 23: A Beautiful Cloth <ol style="list-style-type: none"> 1. Different types of clothes and fibers. 2. Different prints and patterns on cloth. 3. Traditional art of Weaving/ Printing and Embroidery. 	<ul style="list-style-type: none"> • Records observations, experiences, information on objects/activities/places visited in different ways. • Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps and slogans, poems, etc. 	<ol style="list-style-type: none"> 1. Vegetable printing on paper or cloth. 2. Weaving paper. 3. Knowledge Booster: - Traditional Dresses. <p>NOTE: Chapter 23: "A Beautiful Cloth" is for Learning Enrichment only, not for Assessment</p>
Chapter 24: Web of Life <ol style="list-style-type: none"> 1. Things in the environment 2. Interdependence among living beings. 3. Importance of food chain. 4. Basic need for survival. 	<ul style="list-style-type: none"> • Shows sensitivity for plants and animals in surroundings. 	<ol style="list-style-type: none"> 1. Make a food chain 2. Make your own web from different objects. 3. Leaving Beautifully: - We care for our Earth. <p>NOTE: Chapter 24: "Web of Life" is for Learning Enrichment only, not for Assessment</p>
<p>NOTE: Chapters 9, 14, 15, 20, 23 & 24 are for Learning Enrichment only, not for Assessment. However, their related activities can be done in the class.</p>		
<p>REVISION AND COMMON ANNUAL EXAMINATION</p>		