

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2026-27**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS III**

**ENGLISH**

1. New Grammar Way – 3(Macmillan Education)
2. Beyond Words - 3 (English Press)

Pedagogies- Play Way Method, Educational Trips, Role Play, Quiz, Story Telling, Art Integrated, Experiential Learning Catering Life Skills, Dictionary Skills, ICT Technology etc.

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April'26	Lang. L-1 L-2  Lit. L -1 L-3 (Poem)	5 7  7  5  (24)	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Nouns: Common and Proper</li>   <li>• Ronnie, the Newsroom Mouse</li>   <li>• Message from Nature (Poem)</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>• Recognize nouns in sentences</li> <li>• Identify &amp; use proper nouns</li>   <li>• Identify the setting of a newsroom and how it differs from a typical mouse's habitat</li>   <li>• Recite with proper intonation and expression</li> <li>• Encourage to observe nature as a source of wisdom and inspiration</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• Apply capitalization rules</li> <li>• Distinguish between common and proper nouns</li>   <li>• Describe Ronnie's daily routine and the challenges he faces</li>   <li>• Identify which element of nature teaches which virtue.</li> <li>• Identify the rhyming words and enjoy coming to school</li> </ul>
May'26	Lang. L-3	3	<ul style="list-style-type: none"> <li>• Nouns: Singular and Plural</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>• Identify singular and plural nouns</li> <li>• Learn the rules in regard to change singular nouns to plural nouns</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• Enlist the singular and plural nouns</li> <li>• Learn the formation of plural nouns</li> </ul>

	L-5 Lit. L-5 Poem Paragraph Writing	4  3  1  (11)	<ul style="list-style-type: none"> <li>• Possessive Nouns</li> <li>• What is Pink?</li> </ul> <b>UPAAN – Activity 1 (Pg. 26)</b> <ul style="list-style-type: none"> <li>• My Favourite Colour</li> </ul> <b>NCERT 3- Page 6</b>	<ul style="list-style-type: none"> <li>• Recognize the concept of possession</li> <li>• Recite with proper intonation and expression</li> <li>• Foster a sense of wonder about diverse and colourful the world is</li> <li>• Share their favourite colour and reasons for liking it</li> </ul>	<ul style="list-style-type: none"> <li>• Form possessive nouns &amp; apply basic apostrophe rules correctly</li> <li>• Link specific colours to natural objects</li> <li>• Identify rhyming words</li> <li>• Compose a short and simple paragraph with grammatically correct sentences.</li> </ul>
June'26	Lang. L-6 L-8 Lit L-2  L-4	3  3  4  2  (12)	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Is, Am, Are</li> <li>• Krishna Rewards the Fruit seller</li> <li>• Dreams and Tales</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Identify and use pronouns in sentences</li> <li>• Recognize them as helping verbs as well as main verbs</li> <li>• Introduce the ancient system of trading goods without money</li> <li>• Recall the guidelines and write a creative paragraph with clues</li> <li>• Teach that sports are not just about physical strength but also about teamwork and discipline.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Categorize singular and plural pronouns</li> <li>• Differentiate between helping verbs and main verbs</li> <li>• Describe how people bought things before money existed</li> <li>• List three life lessons mentioned: discipline, teamwork, passion</li> </ul>
July'26	Lang. L-9  L-7	5  6	<ul style="list-style-type: none"> <li>• Was, Were</li> <li>• Verbs</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Recognize where was and were used correctly</li> <li>• Articulate verbs as actions, state of being and showing possession</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Apply correct form according to the subject</li> <li>• Differentiate types of verbs</li> </ul>

	L-29  Lit. L-6	5  7  (23)	<ul style="list-style-type: none"> <li>Word Power (Synonyms, Antonyms) <b>NCERT 3- Page83</b></li> <li>Traditional Games of India: GilliDanda <b>UPAAN – Activity 2 (Pg. 24)</b></li> </ul>	<ul style="list-style-type: none"> <li>Build vocabulary</li> <li>Introduce about traditional Indian games, equipment and rules</li> <li>Relate definite and indefinite articles in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Match words correctly and improve vocabulary skills</li> <li>Compare how GilliDanda shares similarities with modern games like cricket and basketbal</li> </ul>
Aug'26	Lang. L-10 L-11 Paragraph Writing	7 7 3 (17)	<ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> <li>Has, Have, Had</li> <li>My Dream</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>Identify regular and irregular verbs</li> <li>Learn that these words show possession</li> <li>Express and discuss about their dreams as they want to become</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Sort regular and irregular verbs into correct categories</li> <li>Apply basic subject-verb agreement</li> <li>Write simple, meaningful and grammatically correct sentences</li> </ul>
Sep'26	Lang. L-12 Lit. L-8  Comprehension	5 5 2 (12)	<ul style="list-style-type: none"> <li>Simple Present Tense</li> <li>Kheer on a Full Moon Night</li> <li>Comprehension</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>Learn the simplest form of a verb with singular and plural nouns</li> <li>Familiarize with specific festivals like Sharad Purnima, Deepawali etc</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Explain the concept, rules of formation of the verbs in simple present tense</li> <li>Differentiate between festivals celebrated on a full moon versus a moonless night.</li> </ul>
Oct'26	Lang. L-13  L-1	5 4	<ul style="list-style-type: none"> <li>Present Continuous Tense</li> <li>Simple Past</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>Identify and learn the structure of present continuous tense</li> <li>Identify past form of verbs</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Make correct sentences using is/am/are + verb+ing</li> <li>Recognize the rules of formation</li> </ul>

	<p>Lit. L – 9 (Poem)</p> <p>Paragraph Writing</p>	<p>4</p> <p>2</p> <p>(13)</p>	<ul style="list-style-type: none"> <li>• Pure Delight(Poem)</li> <li>• My Best Friend</li> </ul>	<ul style="list-style-type: none"> <li>• Rules of formation of verbs in past tense</li> <li>• Practice recitation with appropriate expression and rhythm</li> <li>• Encourage group discussion and learn about their peers</li> </ul>	<p>of verbs in past tense</p> <ul style="list-style-type: none"> <li>• Apply the correct form of the verbs in sentences</li> <li>• Share personal anecdotes about happy moments spent with their friends</li> <li>• Write short paragraph on his own with grammatically correct sentences</li> </ul>
Nov'26	<p>Lang. L-15 L – 17 L - 18 L - 19</p> <p>Lit. L -11 Poem</p>	<p>2</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>(09)</p>	<ul style="list-style-type: none"> <li>• Simple Future Tens</li> <li>• Articles <b>NCERT 3 -Page 62</b></li> <li>• Adjectives</li> <li>• Degrees of Comparison</li> <li>• A Letter (Poem)</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>• Use of will/shall with the base form of verbs</li> <li>• Relate definite and indefinite articles in sentences</li> <li>• Identify the adjectives in sentences</li> <li>• Learn the rules of three forms of degrees of comparison</li> <li>• Encourage learners to think how to communicate love and affection for their mother</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• Relate the correct usage of will/shall in sentences</li> <li>• Utilize definite and indefinite articles in sentences</li> <li>• Differentiate between noun and adjective</li> <li>• Compare and write positive, comparative and superlative degrees correctly.</li> <li>• Recite the poem with appropriate pauses, emotional tone and expressions and compose an acrostic poem</li> </ul>
Dec'26	<p>Lang. L-20 L-21</p>	<p>6</p> <p>6</p>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Prepositions</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>• Learn the kinds of adverbs and use them correctly in speaking and writing skills</li> <li>• Learn the uses of prepositions</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• Form adverbs from adjectives by adding ly/ily</li> <li>• Choose suitable prepositions in</li> </ul>

	Lit. L- 12  Paragraph Writing	6  3  (21)	<b>NCERT 3 - Page 62</b>  <ul style="list-style-type: none"> <li>• Pret in the House</li> <li>• My Favourite Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Indian folklore of Prets and their traditional habitats like peepul tree</li> <li>• Recognize and apply the hints to describe their favourite festival</li> </ul>	sentences  <ul style="list-style-type: none"> <li>• Use and recognize descriptive words like precariously, mischief etc.</li> <li>• Write about their favourite festival using grammatically correct sentences</li> </ul>
Jan'27	Lang. L-22  L – 23  L-24  Lit L- 14	6  4  5  6  (18)	<ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• The Sentence</li> <li>• Asking Questions</li> <li>• The Harvest Festival <b>UPAAN – Activity 3 (Pg.12)</b></li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Choose appropriate conjunctions to join words/sentences</li> <li>• Identify &amp; distinguish between statement and question sentences</li> <li>• Identify question structure</li> <li>• Introduce Wh– words</li> <li>• Recognize the significance of nature</li> <li>• Comprehend Onomatopoeic words</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Form sentences using conjunctions</li> <li>• Transform sentences from statement to question</li> <li>• Select appropriate Question words</li> <li>• Apply Wh words according to the categories (people/object etc)</li> <li>• Familiarize with traditional festival foods</li> <li>• Recognize the different sounds made by different animals</li> </ul>
Feb'27	Lang L - 29  Comprehension	4 4 3	<ul style="list-style-type: none"> <li>• Compound Words, Homophones</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Identify and form compound words</li> <li>• Use correct homophones in sentences</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Make and use compound words in speaking and writing skills</li> <li>• Differentiate between similar – sounding words.</li> </ul>

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हिंदी

व्याकरण वाटिका भाग -3(मधुबन)

पंखुड़ी हिंदी पाठमाला भाग -3(बेस्ट वे पब्लिकेशन )

• अधिगमकर्ता( शिक्षार्थियों )को उसकी योग्यता, क्षमता के अनुसार 21वीं सदी के कौशल के साथ विभिन्न शिक्षण विधियों की एवं खेल विधि द्वारा तैयार करना।

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April'26	<b>व्याकरण</b> पाठ -1	10	•भाषा	शिक्षार्थी के सहायता हेतु: •स्थानीय भाषा के साथ मेल जोल सीखाना।	शिक्षार्थी समझने में सक्षम होंगे: •सभी भाषाओं से परिचित होंगे तथा प्रेम पूर्ण व्यवहारउत्पन्न होगा।
	<b>पंखुड़ी</b> पाठ-1	5	•विनती	• देश प्रेम का महत्व बताना। • सकारात्मक सोच विकसित करना।	• देश के प्रति समर्पण की भावना विकसित होगी। • सकारात्मक सोचेंगे।
	<b>निबंध</b>	3	• नई कक्षा में मेरा पहला दिन <b>UPAAN Activity- 4</b> ( Pg- 12)	•अपनी शब्दावली, रचनात्मकता को अपने शब्दों में व्यक्त कर सके।	•संकेत बिंदु की सहायता से बच्चे स्वयं निबंध लिखने में सक्षम होंगे।
		(18)			

May'26	<b>व्याकरण</b> पाठ-2 <b>पंखुड़ी</b> पाठ -2	5  5  (10)	•वर्ण और शब्द  •निडर नेहा	शिक्षार्थी के सहायता हेतु: •स्वर, व्यंजन, संयुक्त व्यंजन की जानकारी देना।  •अंधविश्वास के प्रति जागरूक कराना। • आपसी सहयोग की भावना विकसित करना।	शिक्षार्थी समझने में सक्षम होंगे: •स्वर, व्यंजन, संयुक्त व्यंजन की पहचान में सक्षम होंगे।  • अंधविश्वास के प्रति सतर्क होंगे। • एक दूसरे की मदद करेंगे।
June'26	<b>व्याकरण</b> पाठ -3 <b>पंखुड़ी</b> पाठ -3  <b>निबंध</b>	5 4 1 (10)	•संज्ञा  •जंगल में पाठशाला <b>UPAAN ACTIVITY - 15 Page -17</b> •मैं और मेरा परिवार	शिक्षार्थी के सहायता हेतु: • पशु, पक्षियों, मनुष्यों, फूलों आदि के नामों की चर्चा करते हुए संज्ञा की जानकारी देना। • सभी के साथ मिलजुल कर रहना सीखाना।  •अपनी रचनात्मकता को अपने शब्दों में व्यक्त कर सके।	शिक्षार्थी समझने में सक्षम होंगे: • कक्षा में मौजूद वस्तुओं के नामों को बताने में सक्षम होंगे। • मिलजुलकर प्रेम पूर्वक रहना सीखेंगे।  •संकेत बिंदु की सहायता से स्वयं निबंध लिखने में सक्षम होंगे।
July'26	<b>व्याकरण</b> पाठ -3  <b>पंखुड़ी</b> पाठ -4	8  8  2	•लिंग  •वचन  •नन्हा पौधा पेड़ का चित्र बनाकर रंग भरो तथा अलग-अलग भाषाओं में उसका नाम लिखो।(NCERT) पृष्ठ संख्या 111	शिक्षार्थी के सहायता हेतु: •लिंग का परिचय और पहचान तथा लिंग परिवर्तन सीखाना। • वचन की पहचान तथा वचन परिवर्तन के नियम बताना। • प्रकृति के प्रति लगाव उत्पन्न कराना तथा पेड़ पौधों का महत्व बताना।	शिक्षार्थी समझने में सक्षम होंगे: • लिंग की पहचान में सक्षम होंगे।  वचन का वाक्य में प्रयोग करने में सक्षम होंगे।  • पेड़ पौधों की देखभाल करेंगे तथा विज्ञान से परिचित होंगे।

	पाठ -5	2 (18)	<b>UPAAN ACTIVITY - 9</b> <b>Pg - 14</b> • अनोखा दंड	• ईमानदारी का महत्व बताना।	• दया एवं करुणा की भावना जागृत होगी।
Aug '26	<b>व्याकरण</b> पाठ -4 <b>पंखुड़ी</b> पाठ -6 <b>निबंध</b>  <b>पत्र</b>	7 5 3 2 (17)	•सर्वनाम • क्या सूर्य जल्दी नष्ट हो जाएगा • रक्षाबंधन • अपने विद्यालय के बारे में बताते हुए मित्र को पत्र लिखो।	शिक्षार्थी के सहायता हेतु: • उदाहरण द्वारा सर्वनाम शब्दों से परिचित कराना। • सूर्य की जानकारी देते हुए सभी ग्रहों से परिचित कराना। • त्योहार का महत्व बताना। • पत्र के प्रारूप से परिचित कराना।	शिक्षार्थी समझने में सक्षम होंगे: अपने लिए दूसरों के लिए प्रयोग किए जाने वाले सर्वनाम शब्दों की पहचान में सक्षम होंगे। • सभी ग्रहों से परिचित होंगे। • संकेत बिंदु की सहायता से अपने शब्दों में निबंध लिखने में सक्षम हुए। • स्वयं पत्र लिखने में सक्षम होंगे।
Sept '26	<b>व्याकरण</b> पाठ - 5 <b>पंखुड़ी</b> पाठ - 7	4 3 (7)	•विशेषण •रवीन्द्र नाथ टैगोर का बचपन •पुनरावृत्ति	शिक्षार्थी के सहायता हेतु: • विशेषण शब्दों का परिचय और उनका प्रयोग करना सीखना। • पशु पक्षियों के प्रति प्रेम की भावना जागृत कराना।	शिक्षार्थी समझने में सक्षम होंगे: • विशेषता बताने वाले शब्दों की पहचान में सक्षम होंगे। • पशु पक्षियों के प्रति करुणा एवं दया की भावना उत्पन्न होंगी।
Oct '26	<b>व्याकरण</b> पाठ -6 <b>पंखुड़ी</b> पाठ -8	5 6 2	•क्रिया •सच्चा गहना विद्यालय का बगीचा	शिक्षार्थी के सहायता हेतु: •प्रमुख क्रिया शब्दों और चित्रों द्वारा क्रिया की पहचान कराना। • परिश्रम का महत्व बताना।	शिक्षार्थी समझने में सक्षम होंगे: •क्रिया शब्द से वाक्य निर्माण करेंगे। • मेहनत करते हुए आगे बढ़ेंगे।

	<b>निबंध</b>	(13)		<ul style="list-style-type: none"> <li>• अपनी शब्दावली से अपनी रचनात्मकता को व्यक्त कर सके।</li> </ul>	<ul style="list-style-type: none"> <li>• संकेत बिंदु की सहायता से निबंध लिखने में सफल होंगे।</li> </ul>
Nov'26	<b>व्याकरण</b> पाठ-7 <b>पंखुड़ी</b> पाठ -9 पाठ -10 <b>निबंध</b> <b>पत्र</b>	3 3 4 4 3 (17)	<ul style="list-style-type: none"> <li>• विराम चिन्ह</li> <li>• हम करके कुछ दिखलाएँगे</li> <li>• माँ ने पढ़ाया पाठ</li> <li>• प्रातः काल का भ्रमण</li> <li>• अपनी पसंदीदा खेल के बारे में बताते हुए बड़ी दीदी को पत्र लिखो</li> </ul>	<p>शिक्षार्थी के सहायता हेतु:</p> <ul style="list-style-type: none"> <li>• विराम चिन्ह का प्रयोग करना सीखाना।</li> <li>• दया, करुणा, समर्पण तथा सहानुभूति की भावना जागृत कराना</li> <li>• शिक्षा एवं परिश्रम का महत्व समझाना</li> <li>• स्वस्थ जीवन शैली को समझते हुए अपनी शब्दावली, रचनात्मकता को अपने शब्दों में व्यक्त कर सके</li> <li>• पत्र का प्रारूप से परिचित कराना।</li> </ul>	<p>शिक्षार्थी समझने में सक्षम होंगे:</p> <ul style="list-style-type: none"> <li>• सभी विराम चिन्हों की पहचान तथा बोलचाल में प्रयोग करने में सक्षम होंगे।</li> <li>• सभी के साथ मधुर व्यवहार करेंगे।</li> <li>• परिश्रमी तथा ईमानदार बनेंगे।</li> <li>• संकेत बिंदु की सहायता से निबंध लिखने में सक्षम होंगे।</li> <li>• स्वयं पत्र लिखने में सक्षम होंगे।</li> </ul>
Dec'26	<b>व्याकरण</b> पाठ -8  <b>पंखुड़ी</b>	3 2 3 3	<ul style="list-style-type: none"> <li>शब्द भंडार</li> <li>• पर्यायवाची शब्द</li> <li>• वाक्यांशों के लिए एक शब्द</li> <li>• विलोम शब्द</li> <li>• अनेकार्थी शब्द</li> </ul>	<p>शिक्षार्थी के सहायता हेतु:</p> <ul style="list-style-type: none"> <li>• समान अर्थ वाले शब्दों की जानकारी।</li> <li>• अनेक शब्दों के लिए एक शब्द का परिचय और उनका प्रयोग करना सीखना।</li> <li>• उल्टे अर्थ वाले शब्दों की पहचान कराना।</li> <li>• अनेकार्थी शब्दों की जानकारी देना।</li> </ul>	<p>शिक्षार्थी समझने में सक्षम होंगे:</p> <ul style="list-style-type: none"> <li>• अनुच्छेद द्वारा पर्यायवाची शब्दों का प्रयोग करने में सफल होंगे।</li> <li>• अनेक शब्दों के स्थान पर एक सार्थक शब्द का प्रयोग में सक्षम होंगे।</li> <li>• अःउपसर्ग लगाकर विलोम शब्द का निर्माण में सक्षम होंगे।</li> <li>• एक शब्द के अनेक अर्थ से परिचित होंगे।</li> </ul>

	पाठ -11 पाठ-13	2 2  (15)	<ul style="list-style-type: none"> <li>• असली शिक्षा</li> <li>• डा कलाम</li> </ul>	<ul style="list-style-type: none"> <li>• गुरु शिष्य का संबंध बताना।</li> <li>• सूझबूझ तथा बुद्धि का प्रयोग करना सीखाना।</li> </ul>	<ul style="list-style-type: none"> <li>• गुरु का आदर- सम्मान करेंगे।</li> <li>• बुद्धि तथा सूझबूझ से कार्य करेंगे।</li> </ul>
Jan '27	<b>व्याकरण</b> पाठ -9 पाठ -10 <b>पंखुड़ी</b> पाठ -14 पाठ -15  <b>निबंध</b>	4 4 4 4 4  2  (18)	<ul style="list-style-type: none"> <li>• योजक शब्द</li> <li>• वाक्य</li> <li>• सत्य की पुजारी: विवेकानंद</li> <li>• ओणम भारत में कृषि पर आधारित मनाए जाने वाले त्योहारों की सूची बनाएँ तथा किस महीने में बनाया जाता है क्रमानुसार लिखें। (NCERT) पृष्ठ संख्या 77</li> <li>• पुस्तक का महत्व</li> </ul>	<p>शिक्षार्थी के सहायता हेतु:</p> <ul style="list-style-type: none"> <li>• योजक शब्दों का वाक्य में प्रयोग करेंगे।</li> <li>• वाक्य में कर्ता, कर्म और क्रिया की पहचान कराना।</li> <li>• देश प्रेम, ईमानदारी तथा सत्य के रास्ते पर चलना सीखाना।</li> <li>• त्योहारों का महत्व बताना।</li> <li>• अपनी शब्दावली, रचनात्मकता को अपने शब्दों में व्यक्त कर सके।</li> </ul>	<p>शिक्षार्थी समझने में सक्षम होंगे:</p> <ul style="list-style-type: none"> <li>• योजक शब्दों का प्रयोग करते हुए वाक्य निर्माण में सक्षम होंगे।</li> <li>• सार्थक वाक्य निर्माण करने में सक्षम होंगे।</li> <li>• सत्य के रास्ते पर चलेंगे तथा ईमानदार बनेंगे।</li> <li>• भारत के सभी त्योहारों से परिचित होंगे।</li> <li>• स्वयं निबंध लिखने में सक्षम होंगे।</li> </ul>
Feb '27	<b>व्याकरण</b> पाठ -11 पाठ -12 <b>पंखुड़ी</b> पाठ -17	2 2 3	<ul style="list-style-type: none"> <li>• मुहावरे</li> <li>• अशुद्धि शोधन</li> <li>• जादुई ब्रश आप अपनी जादुई पिटारे</li> </ul>	<p>शिक्षार्थी के सहायता हेतु:</p> <ul style="list-style-type: none"> <li>• मुहावरे का अर्थ और वाक्य प्रयोग सीखाना।</li> <li>• अशुद्ध शब्दों को शुद्ध लिखना सीखाना।</li> <li>• ईमानदारी और ने काम के बारे में बताना।</li> </ul>	<p>शिक्षार्थी समझने में सक्षम होंगे:</p> <ul style="list-style-type: none"> <li>• मुहावरे का अर्थ और उनसे वाक्य बनाने में सक्षम होंगे।</li> <li>• शब्दों तथा वाक्य को शुद्ध शुद्ध लिखने में सक्षम होंगे।</li> <li>• ईमानदार और अच्छा काम करेंगे।</li> </ul>

		(7)	में क्या-क्या रखते हैं? नाम लिखें। (NCERT) पृष्ठ संख्या 97 •पनरावृत्ति		
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**MATHEMATICS**

Junior Maths - 3 ( Bharti Bhawan)

Pedagogies – Experiential Learning, Story-telling, Hands - On experiments, Project -method, Collaborative Learning, Art – Integrated Learning

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April' 26	L - 2	4	<ul style="list-style-type: none"> <li>4-digit number on Abacus</li> </ul>	To enable the Learners to <ul style="list-style-type: none"> <li>Develop thinking and problem-solving skills</li> <li>Analysing 4-digit numbers</li> <li>Differentiate between the place-value and face-value of different numbers</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Recognise the numbers by their place-value and face-value</li> <li>Identify the numbers collectively as the group of ones, tens and hundreds</li> <li>Develop own methods of performing operations on numbers in daily life</li> </ul>
	L- 3	4	<ul style="list-style-type: none"> <li>Place - value</li> <li>Successor and Predecessor</li> <li>Comparing and Ordering</li> <li>Forming the smallest and the largest 4-digit number</li> </ul> <p><b>NCERT – 3, Pg -75</b> <b>UPAAN (Pg. 25)</b> <b>COMPUTATIONAL THINKING:</b> House of Hundreds - I and II</p> <ul style="list-style-type: none"> <li>Roman Numerals</li> </ul>		
		(21)			





		(20)	<b>NCERT – 3, Pg -57 COMPUTATIONAL THINKING: Fun with shapes</b>		
Sept'26	L - 11 Revision	2 9 (11)	<ul style="list-style-type: none"> <li>ACTIVITY – (Tangram) Revision</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>Use tangram pieces to form different figures.</li> </ul> Revision	Learners will be able to <ul style="list-style-type: none"> <li>Enhance creative skill</li> </ul> Revision
Oct '26	L - 10  L – 12  L- 13	2 3 5  2  2 (14)	<ul style="list-style-type: none"> <li>Fraction</li> <li>Numerator and Denominator</li> <li>Real –life problems on Fractions</li> </ul> <b>COMPUTATIONAL THINKING: Fair Share</b> <ul style="list-style-type: none"> <li>Shapes and designs</li> <li>Patterns</li> </ul> <b>NCERT 3 ( Pg.63) UPAAN ( Pg. 21) COMPUTATIONAL THINKING: The Surajkund fair</b>	To enable the learners to <ul style="list-style-type: none"> <li>Recognize fractions as a part-whole and part-of-set</li> <li>Identify half , one-third and quarter</li> <li>Create designs and patterns using shapes and tiles</li> <li>Recognize the sequence of the given pattern</li> <li>Find or locate patterns in nature</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Find fractions in different situations</li> <li>Solve problems related to fraction</li> <li>Enhance creative skill</li> <li>Identify and complete patterns</li> <li>Form their own patterns using numbers, alphabets and shapes</li> </ul>
Nov'26	L – 16	1 2 2	<ul style="list-style-type: none"> <li>Measures of length</li> <li>Conversion of units of length</li> <li>+, - and <math>\times</math> of units</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>Identify length as a measure of distance</li> <li>Add and subtract length in the same unit</li> <li>Describe mass as how much matter an object has</li> <li>Choose and use units correctly</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Measure and record lengths accurately</li> <li>Choose suitable units for proper objects</li> </ul>

	L -17	1	of length <b>COMPUTATIONAL THINKING:</b> Fun at class party	<ul style="list-style-type: none"> <li>Add and subtract mass in the same unit</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple addition and subtraction problems related to mass</li> </ul>
	L- 18	2	<ul style="list-style-type: none"> <li>Measures of mass</li> <li>Conversion of units of mass</li> </ul>	<ul style="list-style-type: none"> <li>Define capacity as the amount a container holds</li> <li>Add and subtract capacities and solve daily life problems</li> </ul>	<ul style="list-style-type: none"> <li>Relate different units of capacity (L and ml )</li> <li>Solve real -life add/subtract problems</li> </ul>
	L- 19	2	<ul style="list-style-type: none"> <li>Measures of capacity</li> <li>Conversion of units of capacity</li> <li>+ , - and <math>\times</math> of units of capacity</li> <li>Word sums on measurements</li> </ul>	<ul style="list-style-type: none"> <li>Application of content in real world</li> </ul>	<ul style="list-style-type: none"> <li>Solve real life problems involving measurements of length, weight and capacity</li> </ul>
		(17)	<b>NCERT- 3, Pg - 174</b> <b>COMPUTATIONAL THINKING :</b> Filling and Lifting		
Dec '26	L- 14	4	<ul style="list-style-type: none"> <li>Changing rupees into paise and vice versa</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>Appraise money and its use</li> <li>Learn various denominations of money and coins used in India</li> <li>Enable them to count money</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Read and write money in figures and words</li> <li>Convert money from one unit to another</li> <li>Solve real life problems on money</li> <li>Read and understand bills</li> </ul>
		4	<ul style="list-style-type: none"> <li>+ , - and <math>\times</math> of money</li> </ul>		
		6	<ul style="list-style-type: none"> <li>Word problem related to money</li> </ul>		
			<b>NCERT-3 Pg- 159</b>		
		3	<ul style="list-style-type: none"> <li>Idea of space</li> </ul>	<ul style="list-style-type: none"> <li>Identify solid figures</li> </ul>	<ul style="list-style-type: none"> <li>Name solid figures present in the environment</li> </ul>
	L - 11	3	<ul style="list-style-type: none"> <li>Solid shapes</li> </ul>	<ul style="list-style-type: none"> <li>Name solid figures according to their properties</li> </ul>	
			<b>NCERT – 3, Pg-11</b> <b>COMPUTATIONA</b>		

		(20)	<b>L THINKING: Toy Joy</b>		
Jan'27	L- 15	4	<ul style="list-style-type: none"> <li>Telling the time to nearest minutes</li> <li>Drawing and reading of clock</li> </ul>	To enable the learners to	Learners will be able to
		4	<ul style="list-style-type: none"> <li>Conversion of Time</li> </ul>	<ul style="list-style-type: none"> <li>To become more organised by planning out their day and analysing the difference between AM and PM</li> <li>Read the time correct to the hour</li> <li>Read and analyse the calendar</li> </ul>	<ul style="list-style-type: none"> <li>Read and show the time to the nearest minute, quarter past and quarter to an hour</li> <li>Read dates, days , months and years on a calendar</li> </ul>
		3	<ul style="list-style-type: none"> <li>Calendar</li> </ul>		
		3	<b>COMPUTATIONAL THINKING: Time Goes On</b> <ul style="list-style-type: none"> <li>Recording data with tally marking</li> </ul>		
	L - 20	3	<ul style="list-style-type: none"> <li>Reading of Bar graph</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and interpret the data</li> <li>Organize the information</li> </ul>	<ul style="list-style-type: none"> <li>Collect data from daily life and analyze it</li> </ul>
		3 (20)			
Feb '27	L- 13	2	<ul style="list-style-type: none"> <li>Reading of Pictograph</li> </ul>	To enable the learners to	Learners will be able to
	Revision	7	Revision	<ul style="list-style-type: none"> <li>Ability to use symbols and notations</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and draw pictograph</li> </ul>
		(10)		Revision	Revision

## SCIENCE

### 1.Focus Science 3 (RatnaSagar)

Pedagogies: Hands - On experiments, collaborative learning, experiential learning, story- telling, role play, project method and digital content.

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	L-1	6	<ul style="list-style-type: none"> <li>Natural and human-made things.</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>Distinguish between natural and human-made things.</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>Recognize and enlist examples of natural and human-made things in their environment.</li> </ul>
		6	<ul style="list-style-type: none"> <li>Characteristics and differences of living and non-living things</li> </ul> <p><b>UPAAN- Activity 3 (Pg.10)</b></p>	<ul style="list-style-type: none"> <li>Identify the characteristics of living and non-living things.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key characteristics of living things and analyse the differences between living and non-living things and classify them.</li> </ul>
	L-2	4	<ul style="list-style-type: none"> <li>Difference between plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Identify various features of plants and animals in the immediate surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between plants and animals.</li> </ul>
		3	<ul style="list-style-type: none"> <li>Important life processes in plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend the basic behaviours exhibited by plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and analyse the difference in behaviours exhibited by plants and animals.</li> </ul>
		(19)			
May '26	L-2	9	<ul style="list-style-type: none"> <li>Interdependence of plants and animals</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>Relate the interdependence between plants and animals in ecosystems.</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>Evaluate and appreciate the importance of plants and animals for each other and develop an awareness of the importance of conserving and protecting plant and animal habitats.</li> </ul>
		(9)			
June '26	L-3	5	<ul style="list-style-type: none"> <li>Parts of a plant.</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>Identify and describe the main parts of a plant.</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>Recognize the different plant parts.</li> </ul>
		5	<ul style="list-style-type: none"> <li>Type, structure and function of plant parts.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the function of different plant parts.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of different plant parts.</li> </ul>
		5	<ul style="list-style-type: none"> <li>Germination of seed.</li> </ul> <p><b>NCERT 3-Activity 4 (Pg - 57)</b></p>	<ul style="list-style-type: none"> <li>Analyze the conditions required for seed germination.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their knowledge of plant parts and their function in real life scenarios.</li> </ul>
		(15)			



		(21)	<ul style="list-style-type: none"> <li>• <b>NCERT 3-Activity 1 (Pg - . 64)</b></li> </ul>		
Sept. '26	L-8	3 (3)	<ul style="list-style-type: none"> <li>• Animals in the soil.</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Analyze importance of soil for living organisms.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Observe the importance of soil in daily life.</li> </ul>
Oct. '26	L-9	3  3 2  3  3  (14)	<ul style="list-style-type: none"> <li>• What Air contains?</li> <li>• Properties of air.</li> <li>• Uses of Air</li> <li>• Forms of Water</li> <li>• Water cycle</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Describe the composition of air.</li> <li>• Demonstrate basic properties of air.</li> <li>• Explore the various uses of air.</li> <li>• Identify the different forms of water.</li> <li>• Enlist the steps involved in the process of water cycle</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the major components of air</li> <li>• Enlist and explain properties of air</li> <li>• Analyze the environmental importance of air.</li> <li>• Explain/Observe forms of water in daily activities.</li> <li>• Create drawing/models to represent water cycle in nature.</li> </ul>
Nov. '26	L-10       L-11	2  2  2 3  3  3  2	<ul style="list-style-type: none"> <li>• Types of weather</li> <li>• Effect of weather</li> <li>• Weather Forecast</li> <li>• Seasons</li> <li>• Natural and man-made sources of light, with real examples.</li> <li>• Formation of shadow</li> <li>• Types of Sounds citing examples from daily life.</li> </ul> <p><b>(UPAAN-Activity 4</b></p>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Identify and explain about different types of weather</li> <li>• Observe activities and food items enjoyed in different seasons.</li> <li>• Understand the concept of weather forecasting.</li> <li>• Enlist/Analyze main seasons and sub seasons.</li> <li>• Identification and tabulation of natural and man-made sources of light.</li> <li>• Explore how shadows are formed</li> <li>• Enlist types of sounds with examples</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic characteristics of different weather conditions.</li> <li>• Develop awareness on how to be safe during different weather conditions.</li> <li>• Gather information about weather forecast.</li> <li>• Give reasons in support of sudden change in weather.</li> <li>• Differentiate between natural and man-made sources of light.</li> <li>• Analyze shadow formation at different times of day.</li> <li>• Differentiate between pleasant and unpleasant sound.</li> </ul>

		(17)	<b>Pg.12)</b>		
Dec. '26	L-11  L-13	4  4 4 4	<ul style="list-style-type: none"> <li>• Force, work and energy.</li> <li>• Types of Pollution</li> <li>• 3R's</li> </ul> <b>NCERT 3-Activity 4 (Page 155)</b> <ul style="list-style-type: none"> <li>• Ways to keep Earth green and clean.</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>• Recognize and apply concepts of force, work and energy in everyday situations.</li> <li>• Enlist various types of pollution</li> <li>• Reuse things and recycle waste items in order to conserve nature</li> <li>• Plan ways to keep our Earth clean and green</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>• Demonstrate and observe various effects of force.</li> <li>• Describe the effects and causes of different types of pollution.</li> <li>• Implement ways to reduce pollution.</li> <li>• Analyze the need of conserving nature for future generation</li> </ul>
Jan. '27	L-7  L-12	3 3 3 2 3 4	<ul style="list-style-type: none"> <li>• Safety rules to be followed at different places</li> <li>• First Aid tips</li> <li>• Qualities of a good house and ways to keep it clean</li> </ul> <b>NCERT 3-Playing Safely (Page-117)</b> <ul style="list-style-type: none"> <li>• Solar System</li> <li>• Shape of the Earth</li> <li>• Movement of the Earth</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>• Recognize common dangers in different places.</li> <li>• Enlist necessary things to be kept in First Aid Box</li> <li>• Develop life skills and encourage children to keep their house clean.</li> <li>• Comprehend the concept of the solar system and Earth's position within it.</li> <li>• Describe the shape of the Earth.</li> <li>• Explain the movements of Earth.</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>• Practice strategies to enhance personal safety in a variety of situations</li> <li>• Identify common injuries and apply basic first aid steps.</li> <li>• Familiarity with various ways to keep their house neat and clean.</li> <li>• Explore our solar system and name the planets</li> <li>• Analyze and justify the various reasons that show Earth is round.</li> <li>• Differentiate between rotation and revolution.</li> </ul>
		(16)			
		(18)			

Feb. '27	L-12	2 3 (5)	<ul style="list-style-type: none"> <li>• Phases of the Moon</li> <li>• Constellation</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>• Identify and explain the different phases of moon.</li> <li>• Discover the various patterns of stars.</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>• Analyze/Observe different phases of moon happening in nature</li> <li>• Observe night sky and identify stars, satellites, constellations.</li> </ul>
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## SOCIAL SCIENCE

### 1.Social Studies Success 3 ( Goyal Brothers Prakashan )

Pedagogies- Activity Based Learning, Storytelling Approach, Experiential Learning, Inquiry Based Learning

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	L-1	3	<ul style="list-style-type: none"> <li>• Solar System</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>• Explain about the solar system and the planets</li> <li>• Describe planet earth, its shape and size.</li> <li>• Define the meanings of coast and horizon.</li> <li>• Explain the importance of the globe and map.</li> <li>• List out the names of seven continents, five oceans</li> </ul>	The learners will be able to: <ul style="list-style-type: none"> <li>• List the planets of the solar system</li> <li>• Compare the size of earth with other planets.</li> <li>• Differentiate between coast and horizon.</li> <li>• Distinguish between globe and map.</li> <li>• Identify the location of the continents and oceans on the world map.</li> </ul>
		3	<ul style="list-style-type: none"> <li>• Shape and size of the earth</li> </ul>		
	L-2	3	<ul style="list-style-type: none"> <li>• Sky, Horizon and Coast</li> </ul>		
		5	<ul style="list-style-type: none"> <li>• Globe and Map</li> </ul>		
	5	<ul style="list-style-type: none"> <li>• Continents and oceans</li> </ul> <p><b>UPAAN Activity - 2</b></p>			
May '26	L-3	5	<ul style="list-style-type: none"> <li>• Physical divisions of India</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>• Identify the different physical features of India and its impact on the life of the people.</li> </ul>	The learners will be able to: <ul style="list-style-type: none"> <li>• Locate the different physical divisions on India's map.</li> </ul>
		5	<ul style="list-style-type: none"> <li>• Our Climate</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the basic features of each landform and the climate of India.</li> </ul>	<ul style="list-style-type: none"> <li>• List the names of different landforms and differentiate between plains &amp; plateaus, desert &amp; coastal areas.</li> </ul>
June'26			<ul style="list-style-type: none"> <li>• Indian states</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>• Identify and list 28 states and 8 union</li> </ul>	The learners will be able to:

	L-4	5 3 (11)	<ul style="list-style-type: none"> <li>Central government and State government</li> </ul>	<p>territories.</p> <ul style="list-style-type: none"> <li>Describe the working of the central and state government of India.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the different states on India's map.</li> <li>Differentiate between central government and state government.</li> </ul>
July '26	L-5  L-6	6  5  5  6 (22)	<ul style="list-style-type: none"> <li>Food Grains</li> <li>Types of Food <b>NCERT 3 (Pg no- 103)</b> <b>UPAAN</b> <b>Activity-16</b></li> <li>Men Dresses</li> <li>Women Dresses</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>Explain the importance of eating food grains for healthy living.</li> <li>Classify different types of food that people eat in different regions.</li> <li>Identify the different types of food groups.</li> <li>Explain about traditional dresses worn by men and women in India.</li> <li>Explain about the primary functions of clothing.</li> </ul>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Outline the need for having different types of food i.e -veg and non-veg food.</li> <li>Explain why people in different regions eat different types of food.</li> <li>Differentiate between vegetarian and non-vegetarian food.</li> <li>List the names of traditional clothing worn by both men and women in different parts of India.</li> <li>Differentiate between clothings worn by men and women in different states.</li> </ul>
August '26	L-7  L-8	5  3  3  4	<ul style="list-style-type: none"> <li>National festivals</li> <li>Religious Festivals</li> <li>Harvest festivals <b>Rangoli</b> <b>NCERT 3 (Pg-40)</b> <b>UPAAN</b> <b>Activity-10</b></li> <li>Land Transport <b>(NCERT 3 Pg-36)</b></li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>Classify the main festivals of India and their significance in Indian culture.</li> <li>Explain the importance of harvest festivals for Indian farming.</li> <li>Explain about different modes of transport available and the types of</li> </ul>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Categorize different festivals into National, Religious and Harvest festivals.</li> <li>Evaluate the importance of different festivals celebrated in the families</li> <li>Describe the different modes of transport used for moving from one</li> </ul>

		4 (19)	<ul style="list-style-type: none"> <li>Water Transport</li> </ul>	vehicles that are used for each mode.	place to another.
Sept '26	L-8	4  7 (11)	<ul style="list-style-type: none"> <li>Air Transport</li> <li>Revision</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>Categorize the different types of air transport.</li> <li>Learn some important facts and topics studied in the past.</li> </ul>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Compare the examples of air transport with other modes of transport.</li> <li>Tell and write the correct answers.</li> </ul>
Oct'26	L-10   L-11	3  5  3  3 (14)	<ul style="list-style-type: none"> <li>Occupation</li> <li>Farming and Farm related occupations</li> <li>Mining</li> <li>Postman and Doctor</li> <li>Teacher and Policeman</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>Define meaning of occupation and profession</li> <li>Explain about farming, farm related occupations and mining.</li> <li>Describe the role of Postman and doctor.</li> <li>Explain the importance of teacher and policeman in the society.</li> </ul>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Categorize the different activities by which people make a living.</li> <li>List the farm and mining related occupations.</li> <li>Explain the role of Postman and doctor.</li> <li>Outline the importance of teacher and policeman in the society.</li> </ul>
Nov '26	L-12	4  2  2	<ul style="list-style-type: none"> <li>Delhi</li> <li>Famous buildings and places</li> <li>Climate and Industries</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>Locate the capital city of India, describe its climate, festivals and transportation.</li> <li>Identify the names of famous buildings and places of Delhi.</li> <li>Learn about the city of Mumbai, its climate and the major industries.</li> </ul>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Explain about the climate, transportation and festivals of Delhi</li> <li>Identify the different tourist places of Delhi.</li> <li>Describe the climate of and list the</li> </ul>

	L-13	4 5 (17)	<ul style="list-style-type: none"> <li>Famous buildings and places</li> </ul> <p><b>NCERT 3 (Pg no- 153)</b></p> <ul style="list-style-type: none"> <li>Food and language</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the importance of famous places and buildings of Mumbai.</li> <li>Name the popular food and most spoken language of Mumbai.</li> </ul>	<p>important industries of Mumbai</p> <ul style="list-style-type: none"> <li>List and name the major tourist attractions of Mumbai.</li> <li>List the popular food and languages spoken in Mumbai.</li> </ul>
Dec'26	L-14  L-15	4 4 4 4 (20)	<ul style="list-style-type: none"> <li>Location, Climate and Industries</li> <li>Life of people and Places to visit in Kolkata</li> <li>Location and Industry</li> <li>Famous buildings and Places</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>Identify the location, explain about the climate and industries.</li> <li>Describe the life of the people of Kolkata and list the places to visit in Kolkata</li> <li>Locate Chennai on India's map and list industries in Chennai.</li> <li>Summarize the importance of famous buildings and places of Chennai.</li> </ul>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Locate Kolkata on India's map and describe the climate of Kolkata</li> <li>Explain about the festival, dress, language and food of Kolkata..</li> <li>Identify the location of Chennai and name the major industries</li> <li>List the names of the major tourist attractions</li> </ul>
Jan'27	L-16  L-17	5 6 8 (19)	<ul style="list-style-type: none"> <li>Life of early humans and Learning to make fire.</li> <li>Learning the use of fire</li> <li>The Story of Wheels</li> <li>Early man learn farming</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>Explain about the discovery of fire.</li> <li>Recall the usefulness of fire.</li> <li>Explain about how early humans learnt farming and became farmers .</li> </ul>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Analyze the history behind how fire was discovered by early man.</li> <li>Compare and contrast how fire was used by early humans and how it is used by modern man.</li> <li>Analyze the story of man becoming food gatherer to food producer.</li> </ul>

Feb'27	L-17	5	<ul style="list-style-type: none"> <li>Invention of Wheel and Discovery of Metals</li> </ul>	To enable the learners to: <ul style="list-style-type: none"> <li>Explain about the invention of wheel and metals discovered.</li> </ul>	The learners will be able to: <ul style="list-style-type: none"> <li>Assess the importance of discovery of wheel and metal and its impact on the development of early man.</li> </ul>
		8	<p><b>NCERT 3 (Pg no- 138)</b></p> <p><b>UPAAN</b></p> <p><b>Activity-18</b></p> <ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Learn some important facts and understand the topics studied in the chapters.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the chapters and memorize the answers.</li> </ul>
		(13)			

**COMPUTER SCIENCE**  
TECH NEXT- 3 (Avartan)

Competency based activity, through hands-on cooling challenges, collaborative problem-solving activities, critical thinking and digital literacy.

Month	Chapter	No. of prds.	TOPICS	LEARNING OBJECTIVE	LEARNING OUTCOME
April '26	L- 1	2 2 (4)	<ul style="list-style-type: none"> <li>Rules for computer lab.</li> <li>Introduction</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>Demonstrate the rules of computer lab.</li> <li>Enhance the sense of responsibility for computer hardware, proper handling, avoiding misuse and report any issues.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Perform well and handle the system independently .</li> <li>Keep their lab clean and organised and behave respectfully towards lab.</li> </ul>
May'26	L-1	4 (4)	<ul style="list-style-type: none"> <li>Introduction to IPO</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>Explain the IPO cycle and relate it to daily life situations, developing analytical and observation skills.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>Students identify input, process, and output stages in real-life examples and demonstrate logical thinking while explaining computer working.</li> </ul>

June'26	L-2	4  (4)	<ul style="list-style-type: none"> <li>• Computer Hardware and software</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Differentiate hardware and software, enhancing observations and categorization skills.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Differentiate types of devices and software with examples, showing conceptual clarity and technical awareness skills.</li> </ul>
July'26	L-3	4  (4)	<ul style="list-style-type: none"> <li>• Keyboard and Mouse</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Demonstrate the use of keyboard keys and mouse actions, enhancing motor and coordination skills.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Perform typing and mouse operations accurately, showing control, coordination, and practical application skills.</li> </ul>
Aug'26	L-3	4  (4)	<ul style="list-style-type: none"> <li>• Keyboard and Mouse</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Identify keys and mouse actions and practice their correct usage, developing hand-eye coordination and operational skills.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Perform accuracy, speed and confidence in using keyboard and mouse.</li> </ul>
Sep'26	L-1,2,3	2  (2)	<ul style="list-style-type: none"> <li>• Types of devices</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Practice differentiating between various devices and their roles within a computer system.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Apply their knowledge of devices to analyze and solve basic computing problems.</li> </ul>
Oct'26	L-4	3  (3)	<ul style="list-style-type: none"> <li>• Operating System</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Describe the functions of an operating system and perform basic desktop operations, promoting digital literacy and application skills.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Perform desktop features independently and apply their knowledge to manage files and applications efficiently.</li> </ul>
Nov'26	L-4	4	<ul style="list-style-type: none"> <li>• Operating System</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Allow to explore different types of Operating System.</li> </ul>	Learners will be able to <ul style="list-style-type: none"> <li>• Demonstrate their skills through Quiz.</li> </ul>

		(4)			
Dec'26	L-5	3 (3)	<ul style="list-style-type: none"> <li>• Introduction to MS Word</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>• Use MS Word tools to create and format documents, fostering creativity and digital skills.</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• Design well-formatted documents and apply formatting tools effectively with accuracy and creativity.</li> </ul>
Jan'27	L-5	4 (4)	<ul style="list-style-type: none"> <li>• Introduction to MS Word</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>• Encourage them to apply their MS Word skills in real life scenarios.</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• Utilize MS Word to complete various writing assignments, project and presentations.</li> </ul>
Feb'27	L-6	2 (2)	<ul style="list-style-type: none"> <li>• Introduction to Scratch</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>• Introduce to Scratch as a beginner friendly programming environment for creating interactive stories, games and animations.</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>• Apply Scratch programs to express their creativity.</li> </ul>

#### LIFE SKILL

- Ready for Life, Level 3 (Charles Baker Ltd.)

Pedagogies- Collaborative learning, Experiential learning, Storytelling, Role play

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	L - 1	4	<ul style="list-style-type: none"> <li>• I am Unique</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Focus on the challenges as per their traits.</li> <li>• Identify their strength and weakness.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate their strengths and weaknesses.</li> <li>• Make affirmation about their qualities.</li> </ul>
May '26	L – 2	2	<ul style="list-style-type: none"> <li>• I am Sensible</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Identify different types of emotions.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Accept and deal with their emotions.</li> </ul>

June '26	L – 3	2	<ul style="list-style-type: none"> <li>• I am Empathetic</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Know when to empathize and identify the ways to empathize with others.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Know the feelings of others and develop the ability to read facial expression and body language.</li> </ul>
July '26	L – 4	4	<ul style="list-style-type: none"> <li>• I think Rationally</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Understand the logical connection</li> <li>• Critically think about the cause and effect of relation.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Develop critical thinking skill.</li> <li>• Turn circumstances from negatives to positive.</li> </ul>
Aug. '26	L – 5	4	<ul style="list-style-type: none"> <li>• I am Innovative</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Develop creative thinking skills.</li> <li>• Notice connection, think fresh and imagine innovatively.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Look at things from different perspective.</li> <li>• Recognize alternative possibilities.</li> </ul>
Sept. '26	L – 6	4	<ul style="list-style-type: none"> <li>• I can Resolve Problems</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Identify the problems.</li> <li>• Enlist multiple possible solution to the problems.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze problems.</li> <li>• Choose the best solution.</li> </ul>
Oct. '26	L – 7	3	<ul style="list-style-type: none"> <li>• I Convey Rightly</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively by developing listening skill and speaking skill.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Inculcate good listening, speaking, reading, and writing skills to communicate effectively.</li> </ul>
Nov. '26	L – 8	3	<ul style="list-style-type: none"> <li>• I am Affectionate</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Apply the steps for good interpersonal relationship.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and practice good interpersonal relationship.</li> </ul>
Dec. '26	L – 9	3	<ul style="list-style-type: none"> <li>• I am Balanced</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Analyze the reason of stress and practicing methods of relaxation.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the tips and methods of relaxation to control stress.</li> </ul>
Jan. '27	L - 10	3	<ul style="list-style-type: none"> <li>• I am a Winner</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Enumerate challenge, choices and consequences in decision making.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Determine the best choice of available choices.</li> </ul>
Feb. '27	L - 10	1	<ul style="list-style-type: none"> <li>• I am a Winner</li> </ul>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>• Cope up with stress.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Deal with stress and find solutions.</li> </ul>

## ART

**Experiential learning, Art integrated learning**

Month	Chapter	No. of periods	Topic	Learning Objective	Learning Outcome
April'26	Pg-1	5	Draw and colour deer Bansuri Pg-22 ( Animals in Art)	To enable the learners to: •Explore animal figures  •Create compositions related to nature	Learners will be able to: • Draw and colour animal figures  •Compose natural backgrounds
May'26	Pg-2	5	Red Fort	To enable the learners to: •Explore the history of India • Use of lines and arches	Learners will be able to: •Know about the culture and history of India  •Draw with the use of arches and lines
June'26	Pg-3	5	My Village	To enable the learners to: •Use bright colour scheme • Draw composition	Learners will be able to: • Apply bright colours and shades • Create compositions
July'26	Pg-4	5	Colour the waterfall	To enable the learners to: • Focus on natural compositions • Explore patterns	Learners will be able to: • Draw compositions based on natural scenes • Use patterns in drawing
Aug'26	Pg-5	5	Playing in the park	To enable the learners to: •Understand the basics of human figure drawing • Explore plot making for composition	Learners will be able to: • Draw basic human figure structures  • Create plot for sketching
Sept'26	Pg-6	5	Let's play football	To enable the learners to: • Draw sports related composition  • Explore human figure movements	Learners will be able to: • Draw sports related subjects  •Understand postures and movements of human body
Oct'26	Pg-7	5	Rangoli Bansuri Pg-36 ( Floor and Wall Designs)	To enable the learners to: • Explore about folk arts of India  • Use shapes for designing	Learners will be able to: •Create folk art  • Draw with the help of shapes
Nov'26	Pg-8	5	Draw and colour birds	To enable the learners to: •Draw different types of birds • Explore shades of different colours	Learners will be able to: •Explore different body types of birds  • Use vibrant colour scheme
Dec'26	Pg-9	5	Colour the elephant	To enable the learners to: •Draw animal figures	Learners will be able to: • Explore the posture and movements in animal body
Jan'27	Page-10	5	Snowfall	To enable the learners to:	Learners will be able to:

				<ul style="list-style-type: none"> <li>•Use cool colour and shades</li> <li>•Create compositions based on natural scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Explore shades of cool colours</li> <li>• Draw natural scenes</li> </ul>
Feb'27	Page-11	5	Aquarium  <b>UPAAN Pg-22</b> ( Draw lines and patterns that show ripples)	To enable the learners to: <ul style="list-style-type: none"> <li>•Explore aquatic life</li> <li>•Use warm colors</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>• Draw aquatic animal figures</li> <li>• Analyse the use of warm shades</li> </ul>

## DANCE

(Experiential learning, learning by doing, Cooperative learning, comprehension and performance)

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26		4	<ul style="list-style-type: none"> <li>• Aerobics</li> </ul> <b>NCERT (CH-16) ACTIVITY(16-1) UPAAN(PAGE NO-21)</b> <ul style="list-style-type: none"> <li>• Use of Rhythm</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Gain a basic knowledge of what aerobics and how it contributes to overall health.</li> <li>• Dance with the rhythm.</li> <li>• Perfect dance with rhythm.</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>• Identify and use new dance-related vocabulary.</li> <li>• Dance with the rhythm with stamping, claps, snap, jump.</li> <li>• Recognize the correct beats in dance.</li> </ul>
May '26		2	<ul style="list-style-type: none"> <li>• Shape of u ft Swalla classical</li> </ul>	To enable the learners to <ul style="list-style-type: none"> <li>• Memorize the sequence of steps for the dance routine to "Shape of You" ft. "Swalla</li> </ul>	Learners will be able to: <ul style="list-style-type: none"> <li>• Recall previously learned dance steps and apply them to the dance routine.</li> </ul>
June '26		2	<ul style="list-style-type: none"> <li>• Madhuram Adharma</li> </ul> <b>NCERT(CH-19) ACTIVITY(19.2)</b>	To enable the learners to <ul style="list-style-type: none"> <li>• Classify the cultural significance of "Madhuram Adharma" within Indian classical dance.</li> <li>• Use a prop like a dandiya to</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>• Recall and replicate the basic steps and movement learned during the lesson.</li> <li>• Dance using a prop like a dandiya to keep a beat.</li> </ul>

			<p><b>UPAAN(PG-22)</b> Use of props</p>	<ul style="list-style-type: none"> <li>keep a a beat.</li> </ul>	
July '26		4	<ul style="list-style-type: none"> <li>Guru brahma guru Vishnu</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Apply their understanding of the lyrics to interpret the emotions conveyed in the song.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Demonstrate appropriate facial expressions and gestures that reflect reverence and gratitude towards the Guru.</li> </ul>
Aug '26		4	<ul style="list-style-type: none"> <li>Bharat anokha raag hain</li> </ul> <p><b>NCERT (CH-17) ACTIVITY (17.5)</b></p>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Comprehend the cultural and emotional context associated with Bharat Anokha Raag Hain through discussion and analysis of its lyrics and themes.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the cultural and emotional context of Bharat Anokha Raag Hain</li> </ul>
Sept'26		3	<ul style="list-style-type: none"> <li>Rehna hain tere dil main dance</li> </ul> <p><b>UPAAN (PG-22)</b></p> <ul style="list-style-type: none"> <li>Movement and place</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Comprehend the emotions conveyed in the song.</li> <li>Apply basic dance steps to match the rhythm of the song.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Sing along with the song and demonstrate a basic understanding of the rhythm.</li> </ul>

Oct'26		2	<ul style="list-style-type: none"> <li>Dheem ta dare dheem</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Recall the beats and rhythm pattern of "Dheem Ta Dare Dheem."</li> <li>Watch videos of some classical dances and move like that.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Accurately recall the beats and rhythm pattern of "Dheem Ta Dare Dheem."</li> <li>Copy and dance using different postures.</li> </ul>
Nov,26		3	<ul style="list-style-type: none"> <li>Shiv Vandana</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Recall and recite the lyrics of the Shiv Vandana.</li> <li>Remember the basic dance steps and movements taught during the lesson.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Engaged in various cognitive levels, fostering deeper understanding and appreciation of the Shiv Vandana through dance.</li> </ul>
Dec '26		3	<ul style="list-style-type: none"> <li>shubharam o shubharam mangal ghadi ayi</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Move the for any regional folk song.</li> <li>With coordination to match the rhythm of the music.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Move the body for any regional folk song and enact it with gestures.</li> <li>Adapt the complexity of the choreography and dance steps.</li> </ul>
Jan'27		3	<ul style="list-style-type: none"> <li>Saraswati Vandana</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Apply their understanding of Saraswati Vandana to create dance movements.</li> <li>Use mudras and dance along with their</li> </ul>	<p>Learners will able to :</p> <ul style="list-style-type: none"> <li>Compare and contrast different dance styles of Saraswati.</li> <li>Recall learned steps and dance with their pair.</li> </ul>

				pair.	
Feb '27		2	<ul style="list-style-type: none"> <li>Taal s taal remix</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Recognize the rhythm and beats of the music.</li> <li>Discuss the cultural significance of the song "Taal se Taal se Taal Mila" and its remix version.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Dance techniques Identify the rhythm and beats of the music.</li> <li>Comprehend choreographic instructions and sequences.</li> </ul>

MUSIC					
Pedagogies – Experiential learning, Learning by doing, Art Integrated learning, Collaborative learning, Story telling					
Month	Chapter	No. of pr.	Topics	Learning objective	Learning outcome
April'26		2  2  (4)	<ul style="list-style-type: none"> <li>Introduction of Music</li> <li>Vaishnav Jan to tene (Bhajan)</li> </ul> <p><b>NCERT (ch-12) Activity (12.1a) UPAAN (page no 21)</b></p>	<p>To enable the learners to :</p> <ul style="list-style-type: none"> <li>Demonstrate the actual meaning of music and Bhajan.</li> <li>Analyse the perfect beat of the song</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Interpret the concepts of Indian music.</li> <li>Interpret the different beats for different songs.</li> </ul>
May'26		2	<ul style="list-style-type: none"> <li>Har taraf har jagah (Prerna Geet)</li> </ul>	<p>To enable the learners to :</p> <ul style="list-style-type: none"> <li>Recognise the power of the almighty God that how he helps us in difficulties.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Classify that they must have patience in pathetic situations and have faith on God for change.</li> </ul>

June '26		2	<ul style="list-style-type: none"> <li>Sargam and alankar</li> </ul> <b>UPAAN (Pg no.21)</b>	<p>To enable the learners to :</p> <ul style="list-style-type: none"> <li>Acquire base part of the Indian classical music that is SARGAM.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Summarise how to sing sargam and what is its importance in Music.</li> </ul>
July'26		4	<ul style="list-style-type: none"> <li>De di hume azadi (Bapu Geet)</li> </ul>	<p>To enable the learners to :</p> <ul style="list-style-type: none"> <li>Recognise the life story of father of the nation Mahatma Gandhi</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Demonstrate the Bapu's contributions for India's independence. They will figure out the kindness and simplicity of Mahatma Gandhi.</li> </ul>
Aug '26		2 2 (4)	<ul style="list-style-type: none"> <li>Kadam-Kadam (Patriotic song)</li> <li>Shyam Teri bansi (Krishna bhajan)</li> </ul>	<p>To enable the learners to</p> <ul style="list-style-type: none"> <li>Interpret the nationalist sentiments in children's mind.</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>Demonstrate the feeling of patriotism in them.</li> </ul>
Sep '26		2	<ul style="list-style-type: none"> <li>Sargam and alankar playing</li> </ul>	<p>To enable the learners to :</p> <ul style="list-style-type: none"> <li>Identify swars and sargams playing on instruments like keyboard and harmonium.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Extend and boost their potential in understanding the pattern of playing Indian instruments.</li> </ul>
Oct '26		3	<ul style="list-style-type: none"> <li>Jai jai bhavani ( Mata Bhajan)</li> </ul> <b>UPAAN (Pg no.22)</b> <b>NCERT ( ch-12)</b> <b>Activity (12.1b)</b>	<p>To enable the learners to:</p> <ul style="list-style-type: none"> <li>Interpret the importance of goddess Durga and the legend of Ramayana.</li> <li>Actual beat of the song</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>Classify specially reflect the importance of the 10th day of Navratri that is Vijay dashmi before of them.</li> </ul>
Nov'26		1	<ul style="list-style-type: none"> <li>Humko man ki (Prayer)</li> </ul>	<p>To enable the learners to :</p> <ul style="list-style-type: none"> <li>Demonstrate the meaning of the prayer.</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>Classify their devotion towards the legends of the music. how Tansen</li> </ul>

		3 (4)	<ul style="list-style-type: none"> <li>Sangeet samrat Tansen (Life story)</li> </ul>	<ul style="list-style-type: none"> <li>Discover the life story of Tansen to create students interest in music.</li> </ul>	had created so many ragas.
Dec '26		1 2 (3)	<ul style="list-style-type: none"> <li>Jingle bells (Christmas song)</li> <li>Teri hai zamee (Prerna Geet)</li> </ul>	To enable the learners to : <ul style="list-style-type: none"> <li>Identify lord Jesus and recognise the importance of Christmas celebration.</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>Interpret and acknowledge themselves with the story of Christmas</li> </ul>
Jan '27		4	<ul style="list-style-type: none"> <li>Tabla and its parts.</li> </ul>	To enable the learners to : <ul style="list-style-type: none"> <li>Demonstrate the parts and phrases of tabla.</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>Classify so many things like parts of tabla, phrases, how to play ,etc.</li> </ul>
Feb '27		2	<ul style="list-style-type: none"> <li>Mata Saraswati (Saraswati Vandana)</li> </ul>	To enable the learners to : <ul style="list-style-type: none"> <li>Interpret the importance of Basant panchami.</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>Demonstrate about goddess Saraswati.</li> </ul>

## PHYSICAL EDUCATION

### Experiential learning, Learning by doing, Game based learning.

Months	Chapter	No. of periods	Topics	Learning Objective	Learning Outcome
April'26		4	<ul style="list-style-type: none"> <li>Traditional game NCERT – 3 ( pg. No. 46 )</li> </ul>	To enable learners to - <ul style="list-style-type: none"> <li>Develop concentration agility, accuracy, cooperation and patience.</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>Develop social and emotional skills such as honesty, accepting, defeat, responsibility and sports man ship.</li> </ul>

May'26		3	<ul style="list-style-type: none"> <li>● Mama cha patra haravla ( rumal chor ) <b>UPAAN – (pg. 27 )</b></li> </ul>	To enable learners to – <ul style="list-style-type: none"> <li>● Encourage to adopt this activities to suit the unique needs to their students.</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>● Master physical act. and encourage appreciation for cultural diversity by connecting players to traditional games.</li> </ul>
June'26		3	<ul style="list-style-type: none"> <li>● Chess</li> </ul>	To enable learners to - <ul style="list-style-type: none"> <li>● Increase their mental I.Q level also help how to focus in education life. ( Int. with maths ).</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>● Acquire the cognitive mental skills.</li> </ul>
July'26		4	<ul style="list-style-type: none"> <li>● Lemon and spoon race <b>NCERT – 3 ( pg. 62 )</b></li> </ul>	To enable the learners to – <ul style="list-style-type: none"> <li>● Do the activity with useful things which helps to increase physical fitness and enriching concentration, balance, determination and neck muscles strength.</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>● Gain confidence, balance and coordination skills.</li> </ul>
Aug'26		4	<ul style="list-style-type: none"> <li>● Ghar pehchano <b>NCERT – 5 ( pg. No. 90 )</b></li> </ul>	To enable the learners to - <ul style="list-style-type: none"> <li>● Visualize and manipulate objects in their minds eye which can enhance problems solving and decision making.</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>● Develop anticipation, perception spatial sense and feel of patriotism for our beloved soil.</li> </ul>
Sept'26		4	<ul style="list-style-type: none"> <li>● Throwing and catching <b>NCERT -3 (Pg. 2 )</b></li> </ul>	To enable the learners to - <ul style="list-style-type: none"> <li>● Develop throwing and catching ability along with hand eye coordination .</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>● Enhance gross motor skills improve hand eye coordination, better balance, increased strength and flexibility.</li> </ul>
Oct '26		3	<ul style="list-style-type: none"> <li>● Relay race</li> </ul>	To enable the learners to - <ul style="list-style-type: none"> <li>● Learn speed, agility, coordination and work as a team to reach timely on the finish line. ( Int. with maths)</li> </ul>	Learners will be able to : <ul style="list-style-type: none"> <li>● Grasp how to run in pair as a team. They will learn the collaboration.</li> </ul>

Nov'26		4	<ul style="list-style-type: none"> <li>● Throw ball</li> </ul>	<p>To enable the learners to -</p> <ul style="list-style-type: none"> <li>● Develop hand eye coordination, team work and cooperation while throwing, passing and catching the ball in team. (Int. With science).</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>● Figure out how to play ball handling or throwing ball with psycho motor skills.</li> </ul>
Dec '26		3	<ul style="list-style-type: none"> <li>● Hopscotch</li> </ul> <p><b>NCERT - 3(Pg - 55)</b></p>	<p>To enable the learners to -</p> <ul style="list-style-type: none"> <li>● Bring traditional childhood feels, balance, eye/hand coordination.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>● Grasp the physical skills, balance and coordination.</li> </ul>
Jan'27		4	<ul style="list-style-type: none"> <li>● Kabbadi</li> </ul>	<p>To enable the learners to -</p> <ul style="list-style-type: none"> <li>● Develop team work, improve agility, quick reflexes, strategic thinking , inhance concentration presence of mind.</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>● Master work cooperatively with team members and understand the importance of team work.</li> </ul>
Feb '27		4	<ul style="list-style-type: none"> <li>● Tug of war</li> </ul>	<p>To enable the learners to -</p> <ul style="list-style-type: none"> <li>● Improve balance , coordination, endurance and stamina. ( Int. with science).</li> </ul>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> <li>● Acquire team work, encourages traditional values of honesty, integrity and sportsmanship.</li> </ul>