

# Standard – 3

1. പ്രകൃതിസൗന്ദര്യം ആസ്വദിക്കുകയും ആസ്വദിക്കുന്നതും നമുക്കും മറ്റുള്ളവർക്കും സന്തോഷം നൽകും.
2. സാഹിത്യരചനകളുടെ ആസ്വാദനത്തിലൂടെ കുട്ടികൾക്ക് ചുറ്റുപാടുകളോട് ആഭിമുഖ്യം ഉണ്ടാകുന്നു.
3. സമൂഹത്തിനെ നിഷ്കളങ്കതയോടെ കൂടി ആസ്വദിക്കാനുള്ള കഴിവ് പോലെ തന്നെ ലോകത്തിന്റെ ചന്തികളെ കാണാനുള്ള ഉൾക്കണ്ണു് ഉണ്ടാവണം.
4. മറ്റുള്ളവരുടെ പ്രശ്നങ്ങളെ സ്വന്തം പ്രശ്നങ്ങളായി കാണാനുള്ള മനസ്സ് ഉണ്ടാവണം.
5. കുട്ടികളിലെ മാതൃത്വത്തെ ഉണർത്തുന്നതിലൂടെ അവരിലെ വാത്സല്യത്തെയും സ്നേഹത്തെയും വളർത്താൻ സാധിക്കും.
6. രാജ്യത്തിന്റെ ഏറ്റവും പ്രധാനപ്പെട്ട ദേശീയ ചിഹ്നമാണ് ദേശീയപതാക.
7. ധർമ്മം, സത്യം, അഹിംസ എന്നീ ആദർശങ്ങളാണ് ഇന്ത്യലോകത്തിനു മുമ്പിൽ എടുത്തുകാട്ടുന്നത്.
8. ജീവിതത്തിലെ നിർണായക സാഹചര്യങ്ങളെ ശരിയായ തീരുമാനങ്ങളോടും കഠിനപ്രയത്നത്തിലൂടെയും ഫലപ്രാപ്തിയിൽ എത്തിക്കാൻ സാധിക്കും.
9. കൃഷിയുമായി ബന്ധപ്പെട്ട ധാരാളം നാടൻ പാട്ടുകളുണ്ട്.
10. അധ്വാനം മഹത്വമുള്ളതാണ്.
11. അധ്വാനത്തിലൂടെ ലഭിക്കുന്ന ഫലം ആനന്ദം തരുന്നതാണ്.
12. ശ്രീബുദ്ധനുമായി ബന്ധപ്പെട്ട ധാരാളം കഥകളുണ്ട്.
13. ജീവിത വിജയം നേടി ഒരുത്തമ പൗരനായി ജീവിക്കാനാവശ്യമായ തത്വസംഹിതയായി ശ്രീബുദ്ധൻ പറയുന്നത് കൊല്ലരുത്മാഷ്ടിക്കരുത്, കള്ളം പറയരുത്, മദ്യപിക്കരുത് ഇവയാണ്.
14. എല്ലാ മനുഷ്യരിലും നല്ല വ്യക്തിത്വമുണ്ട്.
15. രാജ്യത്തിന്റെ ഭാവിയിൽ ഉറങ്ങുന്നത് മഹാനാരുടെ കിരീടത്തിന്മേലാണ്.
16. ഇന്ത്യയുടെ ദേശീയ പക്ഷിയാണ് മയിൽ.
17. കേരളത്തിൽ അനുഷ്ഠാനത്തിന്റെയും രാമായണയുടെയും ഭാഗമായി പലതരം തുള്ളലുകൾ നിലവിലുണ്ട്.

18. തുള്ളലിന് ഓട്ടൻ, പറയൻ ശീതങ്കൻ എന്നിങ്ങനെ മൂന്നിനാളുമാണുള്ളത്.
19. എല്ലാ മനുഷ്യരും ഇഷ്ടപ്പെടുന്ന ഒരു ജനകീയ കലാരൂപമാണ് തുള്ളൽ.
20. നമ്മുടെ ചുറ്റുപാടുകൾ ധാരാളം ഫലവൃക്ഷങ്ങളാൽ സമൃദ്ധമാണ്.
21. ഔഷധസസ്യങ്ങൾ ഔഷധ ഗുണങ്ങളുടെ കലവറയാണ്.
22. നമ്മുടെ ജീവമണ്ഡലത്തിലെ പ്രധാന ഘടകമാണ് വനം.
23. ജലസംരക്ഷണത്തിനും കാലാവസ്ഥ നിയന്ത്രണത്തിനും വനങ്ങൾ സഹായിക്കുന്നു.
24. കേരളത്തിൽ 15 വന്യജീവി സങ്കേതങ്ങളും ആറ് ദേശീയോദ്യാനങ്ങളുമുണ്ട്.

## English

### Class III

#### English (Name of the Book: *Streams*)

##### Listening and Speaking

Listening and speaking are enhanced by bigger chunks of language such as stories narratives and poems. Activities like role play etc. engage the children with the language.

##### Learning Outcomes:

###### Children will be able to

- Tell a story, or recount an experience with appropriate and relevant facts.
- Give descriptive details, speaking clearly at an understandable pace.
- Speak clearly in front of an audience using volume and pitch suited to the purpose and respond to questions asked.
- Narrate stories / recite poems aloud with expression for enjoyment.
- Use grammatically correct language and specific vocabulary to communicate ideas and supporting details.
- Engage in drama/ role play activities.
- Take dictation of short stories.

##### Reading and Writing

Children read a text with fluency, interpret and raise critical questions. They write with sense of purpose that is drawn from personal experience.

##### Learning Outcomes:

###### Children will be able to

- Interpret a picture and raise critical thinking questions.
- Read aloud appropriate level prose, poetry and other texts with fluency and expression.
- Write a paragraph of approximately 100 words with one central idea that introduces a topic. Makes use of linking words (e.g. 'because', 'and', 'also' etc.) to provide a sequence and a conclusion. topics could be personal, narrative or descriptive.
- Draw from personal experiences or real life situations.
- Write a simple letter (to a parent, friend, relative etc.).

##### Grammar and Vocabulary in Context

Use of vocabulary and grammar is supplemented with the introduction of Dictionaries. They distinguish between various uses of language functions.

##### Learning Outcomes:

###### Children will be able to

- Understand the concept of subject and predicate.
- Learn to use collective nouns and material nouns.
- Understand and apply the functions of nouns, pronouns, verbs, adjectives and adverbs in general and their use in a particular sentence.
- Form and use regular and irregular and plural nouns, forms and uses simple tenses (past, present, future).
- Learn the use of adjectives and their kinds.
- Understand and use sequencing through an alphabetical order (first two letters of the words)
- Distinguish between definite and indefinite articles and their appropriate use.
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the
- Meaning of words and phrases.
- Use vocabulary in context appropriate to their age level.
- Learn to use an apostrophe to show singular possession and know the difference between plurals and possessives.
- Learn to use prefixes and suffixes.



## Hindi

### कक्षा 3

#### थीम 1: सुनना और बोलना

बच्चे विभिन्न संदर्भों में परस्पर बातचीत, कविता, कहानी आदि को ध्यानपूर्वक सुनकर समझते हैं और अपनी प्रतिक्रिया देते हैं। कहानी, कविता, संवाद आदि को भावपूर्ण ढंग से सुनाते हैं। पूछे गए प्रश्नों के स्पष्ट उत्तर देते हैं।

अधिगम उपलब्धियाँ (Learning outcomes):

१. अपरिचित संदर्भों और विषयों पर सुनी गई बात को समझकर अपनी प्रतिक्रिया दे सकेंगे।
२. विद्यालय में दिन-प्रतिदिन के संवाद में सक्रिय रूप से भाग ले सकेंगे।
३. सूचनाओं व जानकारियों और औपचारिक तथा अनौपचारिक संदेशों को सुनकर समझ सकेंगे तथा अपने सहपाठियों और अभिभावकों को स्पष्ट रूप से संप्रेषित कर सकेंगे।
४. अपरिचित शब्दों का अर्थ विशेष संदर्भ में अनुमान द्वारा समझ सकेंगे।
५. पिछली कक्षा की अपेक्षा अधिक लंबी एवं अमूर्त विषयों (प्रेम, सौहार्द, एकता आदि) पर कविताएं सुनेंगे और उचित हाव भाव और लय के साथ सुना सकेंगे।
६. भिन्न-भिन्न अवसरों पर कविता, कहानी, गीत, वक्तव्य चुटकुले, पहेलियाँ आदि सुना सकेंगे।
७. नाटक में भाग लेंगे और अपने चरित्र के अनुसार संवाद बोल सकेंगे।
८. भिन्न-भिन्न स्थानों के अनुभवों को याद कर कक्षा में सुना सकेंगे।
९. सुनी हुई घटनाओं, कहानियों आदि को उचित क्रम से स्पष्ट शब्दों में अभिनयात्मक ढंग से सुना सकेंगे।
१०. सुनी गई पाठ्य सामग्री के मुख्य भाव को समझ सकेंगे और बता सकेंगे।
११. पाठ्य पुस्तक एवं उससे इतर बाल साहित्य की रचनाओं के पठन को रुचि के साथ सुनकर प्रश्न कर सकेंगे, अपनेतर्क दे सकेंगे तथा अपने विचार प्रस्तुत कर सकेंगे।
१२. नई कहानियाँ (फनासी, ऐतिहासिक आदि), प्रसंग, घटनाएँ वर्णन आदि सुनकर समझ सकेंगे और विस्तृत जानकारी तथा जिज्ञासा शांत करने के लिए प्रश्न पूछ सकेंगे।
१३. संचार माध्यमों के द्वारा आयोजित बाल कार्यक्रमों जैसे - तरंग आदि के कार्यक्रम देखकर समझ अपने विचार प्रस्तुत कर सकेंगे।
१४. अध्यापक द्वारा पढ़ाए जा रहे पाठों को ध्यान से सुनकर पूछे गए प्रश्नों का अपने शब्दों में स्पष्ट उत्तर दे सकेंगे।

#### थीम2: पढ़ना एवं लिखना (पठन एवं लेखन कौशल)

बच्चे पाठ्य-सामग्री को प्रवाहपूर्ण ढंग से पढ़ते हैं और उनकी लिखित अभिव्यक्ति विकसित और स्पष्ट हो जाती है। विराम चिह्नों और उचित आरोह अवरोह के साथ हस्त लिखित और मुद्रित सामग्री को पढ़ते हैं। पढ़े गए विषयों पर अपने विचार क्रमबद्ध रूप से लिख सकते हैं। व्याकरणिक इकाइयाँ - कर्ता, कर्म, क्रिया आदि तथा काल की पहचान करते हैं और उनके शब्द भंडार में उत्तरोत्तर वृद्धि होती जाती है।

अधिगम उपलब्धियाँ (Learning outcomes):

१. विद्यालय, बाज़ार या अन्य स्थानों में प्रदर्शित विज्ञापनों / दीवार लेखन / होर्डिंग्स / सूचनाओं आदि को पढ़ सकेंगे।
२. अपने सहपाठियों का लेखन पढ़ सकेंगे ।
३. रचनाओं को विराम चिह्नों का ध्यान रखते हुए सही उतार-चढ़ाव, लय, बलाघात से पढ़ सकेंगे।
४. अपनी रुचि के अनुसार पाठ्य पुस्तक के अतिरिक्त अन्य कहानी, कविताएँ, नाटक पढ़ सकेंगे।
५. पठन सामग्री को पढ़कर उसकी मुख्य बात / विचार को समझ सकेंगे और घटनाओं के क्रम को समझेंगे।
६. आवश्यक नियमों और निर्देशों को क्रमवार सुना सकेंगे और उनका पालन कर सकेंगे और लिख सकेंगे।
७. विद्यालय के बरामदे, सभागार आदि में टँगे चित्रों को पढ़ कर उनका शीर्षक लिख सकेंगे।
८. चित्र कथाएँ, कार्टून पढ़ सकेंगे और स्वयं भी चित्र बनाकर उसकी प्रकृति के अनुसार संवाद / टिप्पणी लिख सकेंगे।
९. कहानी / कविता आदि को अपने अनुभव, कल्पना के आधार पर बदलते हैं और दिए गए विषयों पर वर्तनी और विराम चिह्नों का ध्यान रखते हुए छोटे अनुच्छेद व अनौपचारिक पत्र लिख सकेंगे रचनात्मक अभिव्यक्ति का विकास कर सकेंगे।
१०. तरह-तरह के भाषायी खेल खेल सकेंगे।

# Mathematics

## MATHEMATICS - CLASS 03

### Theme 1: Numbers

This theme aims at developing the abilities of children to learn three and four digit numbers. They will be through the use of materials be provided opportunities for observing patterns in two digit numbers and extending it to three digit numbers for everything that includes comparing, forming smallest and greatest numbers using given digits.

#### Learning Outcomes:

Children will be able to:

1. Work with four digit numbers:
  1. Read and write numbers up to 9999 using place value.
  2. Identify the greater and smaller number, of two given numbers, using place value.
  3. Form different numbers using given digits with and without repetition.

### Theme 2: Number Operations

This theme aims at reinforcement of children's understanding about adding and subtracting two digit numbers and further establishing the algorithms to add three digit numbers may be undertaken. The development and strengthening of algorithm for multiplication is also necessary to clear concepts. A variety of ways for the construction and use of multiplication facts of single digit numbers will be developed in children. Division is introduced as inverse process of multiplication and children learn to divide numbers. Application of learning about four digit numbers and operations on them should form the basis in the teaching – learning process.

#### Learning Outcomes:

Children will be able to:

1. Solve simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999.
2. Construct and use the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.
3. Analyze and apply the appropriate number operation in their situation/ context.
4. Explain the meaning of division facts by equal grouping/sharing and find it by repeated subtraction.
5. Add and subtract small amounts of money with or without regrouping.
6. Make rate charts and simple bills.

### Theme 3: Geometry

Children learn to complete the Level 0 (Visualization) of Van Heile hierarchical model of geometric thinking. They recognize and identify two-dimensional shapes and three dimensional figures by their appearance as a whole. Level 0 represents the geometric

thinking of many children in the early primary grades. The naming of 2-D and 3-D shapes is also included and their recognition in children's vicinity.

### **Learning Outcomes:**

Children will be able to:

1. Recognise 2D shapes like straight and curved lines.
2. Identify and make 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc..
3. Describe 2D shapes by counting their sides, corners and diagonals.
4. Fill a given region leaving no gaps using a tile of a given shape and form various shapes using tangram pieces.

## **Theme 4: Measurement**

Children learn to use a standard unit for measuring length. The comparison of weight is also to be done not only on the basis of the size but using a simple balance. The measures of capacity in terms of non uniform units like capacity of a bucket in terms of jugs/mugs, volume of cold drink in a bottle in terms of number glasses/cups etc. The measure of time using a calendar or a watch/clock is in child's daily life activities will also be emphasised.

### **Learning Outcomes:**

Children will be able to:

1. Estimate and measure length and distance using standard units like centimeters or meters.
2. Weigh objects using simple balance.
3. Compare the capacity of different containers in terms of non uniform units.
4. Identify a particular day and date on a calendar.
5. Read the time correctly to the hour using a clock/watch.

## **Theme 5: Data Handling**

This theme will focus on children developing skills to collect information for a purpose, present it so that it is easily understandable and finally draw out relevant conclusions from it is part of daily life. The level and quantum of information collected, its ways of representation and level of inferences drawn from it change progressively.

### **Learning Outcomes:**

Children will be able to:

1. Acquire understanding about data handling.
2. Record data using tally marks, represent it pictorially and draw conclusions.

## **Theme 6: Patterns**

As number concepts and skills increase in complexity, children find patterns and relationship between numbers. Thus patterns go side by side with learning of all aspects of Mathematics like, numbers, number operations and geometrical ideas. Patterns in multiplication facts help children in multiplying two-digit numbers and



apply the algorithm for addition and subtraction to three or more digit numbers. Children will also be able to see the beauty in patterns around them and create their own patterns.

**Learning Outcomes:**

Children will be able to:

1. Observe and identify patterns with a “unit of repeat”.
2. Extend patterns using “unit of repeat”.
3. Create patterns having a “unit of repeat”

# Social Studies

## CLASS 03

### Theme 1: Understanding Changes

**“Understanding Changes” involves children to accept changes taking place over a period of time in their own families, in local life styles and conditions. These have been supplemented with anecdotes about famous personalities and importance of National days and celebrations. Children will relate to sequencing of events, calendar, drawing a time – line and concept of AD and BC. It is expected that by understanding variations, differences and changes in society children will appreciate and adapt to changes in their life.**

#### Learning Outcomes:

Children will be able to:

1. Identify and compare - Nuclear, Joint and Single Parent Families.
2. Share and reflect on changes in family, neighborhood and environment.
3. Discuss and compare changes in lifestyle, food, shelter, clothing, transport and entertainment.
4. Reflect positively and verbally on gender related issues.
5. Draw a timeline to depict the birthdates of family members.
6. Discuss and list important holidays and festivals.

### Theme 2: Community: Helping Each Other

**This theme will enable children to understand and appreciate the interdependence in community life and identify value and respect the role each citizen plays in their day to day lives. It will also sensitize children in developing and showing empathy towards one another and being a proactive citizen whose contribution will benefit society at large.**

#### Learning Outcomes:

Children will be able to:

1. Identify and appreciate different people in the community who help us and show respect towards them.
2. Discuss and acknowledge the interdependence between people in society for various services.
3. Value and show respect for different types of work.
4. Display sensitivity, care and concern towards the old, sick, needy and differently abled persons.

**Chapter 8 - Our occupation**

**Chapter 9 - people in our lives**

### Theme 3: Safety Rules

**Safety rules will focus on helping children understand the need and ways to remain safe at home, in school or on the road. The theme will enable children to obey signs and rules on the road and to be cautious at home and in school. Understanding of a good or a bad touch will help them to be aware of safety threats from people in their surroundings.**

**Learning Outcomes:**

Children will be able to:

1. Discuss the need for observing rules on safety at home, in school and on the road.
2. Demonstrate safe ways of using different objects.
3. Explain the need for safe use of ICT and multimedia.
4. Identify and obey the signs and rules of road safety.
5. Share experiences on bullying by the peer group and learn interpersonal and intra personal skills.
6. Identify and differentiate between a good touch and bad touch.

## **Theme 4: India- A Land of Rich Heritage**

**Our Heritage familiarizes and inculcates a sense of respect among children for the country's rich national, historical and cultural heritage. In these days of globalized lifestyles, this understanding is critical for children to be good future Indian citizens. The pedagogies help children become sensitive and proactive citizens who take pride and respect their rich cultural heritage.**

**Learning Outcomes:**

Children will be able to:

1. Enlist important local and national festivals, epics and folk tales, and national symbols.
2. Appreciate the rich and glorious art and architecture of our country.
3. Expresses verbally or in writing the feeling of pride regarding the rich heritage.
4. Outline the accomplishments of great national leaders.
5. Appreciate the diverse traditions, festivals and celebrations.

**Chapter 3 Our country India**

**Chapter 5- Our festival**

**Chapter 11 - Delhi**

**Chapter 12- Mumbai**

**Chapter 13- Kolkata**

**Chapter 14 - Chennai**

## **Theme 5: The Earth – An Introduction**

**'The Earth – An Introduction' has been introduced to make children understand that the earth is a celestial body and an important part of the Solar System. A comparative study of the earth and other planets will enable them to understand the uniqueness of the Earth. Children will also familiarise themselves about a Globe and maps.**

**Learning Outcomes:**

Children will be able to:

1. List out the planets in the Solar System.
2. Explain the uniqueness of the earth in the solar system.
3. Compare and identify Physical and Political maps.
4. Differentiate between a globe and a map and develop skills for their use.

**Chapter 1. Earth-The living planet**

**Chapter 2. Continents and oceans**

## **Theme 6: The Environment – An Introduction**

**'The Environment – An Introduction' aims at enabling children to appreciate their immediate surroundings and the importance of hygiene and cleanliness. It will help them identify the causes and effects of all types of pollution. Children are future global citizens and must be encouraged to play an active role to strive for a clean environment.**

### **Learning Outcomes:**

Children will be able to:

1. Identify and reflect on the causes of pollution, i.e., air, water, noise.
2. Reflect positively on the necessity of a clean environment.
3. Take initiative in tree plantation.
4. Inculcate healthy habits related to the environment.

## Science

### SCIENCE - CLASS 03

#### Theme 1: Living and Non-Living things

**The objective of this theme is to help children identify living and non-living things in the surroundings and also develop an understanding of the concepts related to living and non-living things based on observable features. The emphasis is more on development of various processes/ skills such as observation, discrimination, and classification, etc.**

#### Learning Outcomes:

Children will be able to:

1. Enlist living and nonliving things seen in the surroundings.
2. Identify characteristics of living and non-living based on observable features and their classification.
3. Cite examples of living/non-living based on observation.
4. Draw pictures of living/non-living and name them.
5. Describe features of living/non-living in their own words.
6. Develop sensitivity towards plants, animals and the environment.
7. Lesson 4 Living and Non Living things

#### Theme 2: Human Body

**The prime focus of this theme is to acquaint children with the location, structure, and function of the different internal organs in the human body. Emphasis has been laid on understanding the process of respiration through a working model (in non-technical language). The underlying idea is to inculcate healthy habits related to the breathing process and develop core skills of science learning i.e. observation, explanation, discussion, etc.**

#### Learning Outcomes:

1. Indicate and identify various internal organs of the human body in the picture/diagram/model.
2. Locate the position of internal organs on the cut out/model of the human body.
3. Draw pictures of major internal organs and label them.
4. Draw and label the parts of the respiratory system (organs).
5. Discuss the need for the breathing process for human beings.
6. Explain (in their own words) the process of breathing.
7. Discuss causes and problems of air pollution for living beings in daily life.
8. Suggest ways to reduce air pollution in the surroundings.
9. Lesson 9 Human Body

#### Theme 3: Animals: Birds

**This theme is aimed at providing information and developing awareness regarding birds seen in the surroundings/ environment. It is also expected to develop an**

**understanding of the specific features of birds (which make them fly), body parts, food habits and where they live. Development of core skills such as, observation, discrimination, identification, by using content identified under the theme is also an inherent part of this theme.**

#### **Learning Outcomes:**

Children will be able to:

1. Recognize and name common birds seen in the surroundings.
2. Draw pictures of common birds and label their body parts.
3. Discuss and describe food habits of some common birds (in their own words).
4. Recognize nests/ pictures of some birds.
5. Identify nests of interesting birds and draw them.
6. Make models of nests using locally available material.
7. Develop care and compassion/empathy towards animals / birds.
8. Lesson 5 Birds
9. Lesson 6 Nesting Habits of Birds

### **Theme 4: Animals: Common Insects**

**This theme aims at providing interesting facts related to some common insects observed in the surroundings in order to develop an understanding and also sensitivity in children towards animals and the environment. The theme is also expected to develop the skills of observation, discussion, care and concern for other living beings and the environment.**

#### **Learning Outcomes:**

Children will be able to:

1. Name some common insects seen in the surroundings.
2. Identify some insects seen at home.
3. Draw pictures and label main parts of insects.
4. Discuss harmful effects of some insects (termites, mosquitoes, housefly, etc.) on humans.
5. Suggest remedies to prevent harmful effects of insects on human beings.
6. Discuss some social insects (butterfly, honeybee) which are useful for human beings.
7. Explain the life cycle of honey bee in their own words.
8. Develop compassion for animals.
9. Develop a sensitivity towards the environment and living beings.

### **Theme 5: Plants in the Surroundings**

**The theme 'Plants in the Surroundings' is aimed at developing an awareness and understanding in children about various parts of plants including seeds. In addition, it aims to develop sensitivity towards plants and environment and other skills such as, observation, experimentation and discussion.**

#### **Learning Outcomes:**

The children will be able to:

1. Appreciate the beauty of plants (flowers, leaves).
2. Identify different parts and subparts of a plant and label them.

3. Explain functions of each part of a plant in their own words.
4. Demonstrate creative expression (leaf, floral design).
5. Locate the position of the seed in the plant.
6. Draw picture of a seed and label the main parts.
7. Distinguish different kinds of seeds (gram, green pea) seen at home/in the kitchen.
8. Develop sensitivity towards plants and the environment.
9. Perform simple experiments to demonstrate the process of germination (with the help of elders)
10. Lesson 7 Parts Of a Plant.

## **Theme 6: Food we get from Plants**

**The theme 'Food we get from Plants' is aimed at familiarising children with the various uses of different parts of plants as an environmental resource. The theme will also help develop the skills of observation, experimentation, care and sensitivity towards plants, and also healthy habits related to food.**

### **Learning Outcomes:**

1. Identify plants as herbs, shrubs, trees and climbers and give examples of each.
2. Draw pictures of each kind of plant (herbs, shrubs, climbers, trees).
3. Draw pictures of some fruits and color them.
4. Enlist leaves, seeds, fruits, flowers and roots of plants used in and as food items.
5. Name plants used for medicinal purposes (oil, spices).
6. Enlist some medicinal seeds, leaves, buds etc., and name the plants.
7. Develop sensitivity towards plants.
8. Show respect and value for food and avoid wastage of food.

## **Theme 7: Forms of Matter: Solids, Liquids and Gasses**

**The theme 'Forms of Matter' is expected to develop an understanding of different forms of matter found in day to day life along with their examples. The theme would also provide an awareness about observable properties of different forms of matter. The focus of the theme is to develop concept formation related to different forms of matter, to enable children link the forms with their daily life. It also aims at developing skills of observation, classification and experimentation.**

### **Learning Outcomes:**

Children will be able to:

1. Identify natural and man-made things in the surroundings.
2. Distinguish and classify solids, liquids and gasses based on their observable properties.
3. Cite an example of each form based on observation in the surroundings.
4. Draw pictures of experiments that show the properties of each form.
5. Explain uses of solids/ liquids/ gasses in daily life.

## **Theme 8: Some Properties of Water**

**The theme 'Properties of Water' is aimed at providing an understanding of some properties of water which can be easily observed by children through activities. Children would also get an understanding of the conditions that affect making of a solution. The theme further aims to discuss 'what floats and what sinks' in water, in a fun and interesting manner.**

**Learning Outcomes:**

Children will be able to:

1. Identify different properties of water (based on observations).
2. Classify materials based on solubility in water (soluble and not soluble in water).
3. Demonstrate (through experiments) properties of some materials that dissolve in water and some that do not.
4. Classify objects that float/sink in water (experimentally).
5. Conduct simple experiments on their own to make simple solutions using common substances (salt, sugar).
6. Lesson 15 Air Water and Weather

## **Theme 9: Water as a Resource**

**This theme is aimed at creating awareness regarding different forms of water and their applications in day-to-day life. The theme is also expected to throw some light on the process of evaporation and condensation in simple terms. Causes of water impurities and ways to purify water, along with uses of water harvesting as a way to protect and conserve the water resources in the environment will form a part of the theme. Children will also develop skills of discussion, explanation and experimentation through this theme.**

**Learning Outcomes:**

Children will be able to:

1. Discuss properties of different forms of water (solid, liquid, gas).
2. Explain the water cycle (as seen in daily life) in their own words.
3. Draw a picture of the water cycle and label different forms of water in the water cycle.
4. Discuss reasons for water impurities in the environment.
5. Explain ways of water purification used at home/school.
6. Appreciate the use of rainwater harvesting in daily life.
7. Suggest ways to conserve water.

## **Theme 10: Sun as a Natural Resource**

**The theme 'Sun as a Natural Resource' is expected to develop an understanding of the the importance of the sun, its various uses in daily life and how the sun can be used as a renewable resource of energy. The theme would also expect to develop an understanding of energy, both renewable and non-renewable.**

**Learning Outcomes:**

Children will be able to:

1. Explain the concept of energy in their own words.
2. Enlist what activities can be done in the sun in different seasons.



3. Appreciate the use of solar energy in daily life (solar cooker, solar cell, solar heater, solar panels on crossings of roads, on rooftops).
4. Discuss ways to save energy at home/school.
5. Explain that the sun is needed for the process of photosynthesis in plants.
6. Give reasons why the sun is necessary for living organisms.
7. Enlist uses of solar cell, solar cooker, etc. to save electricity/energy.
8. Discuss other sources of energy (renewable & non-renewable).
9. Lesson 14 The Sun Moon And Stars
10. Lesson 13 The Earth

## **Theme 11: Cleanliness, Health and Hygiene**

**The theme aims to inculcate in children healthy habits related to oneself and the surroundings, by using their personal experiences and narratives as learning resources. The theme is also expected to develop sensitivity towards environment by using various action-oriented activities. Skills such as observation, discussing, appreciation will also be developed.**

### **Learning Outcomes:**

Children will be able to:

1. Demonstrate personal cleanliness of body parts.
2. Identify causes of unclean surroundings.
3. Enlist 'do's and 'don'ts' to keep the surroundings clean.
4. Suggest ways to keep the public places clean.
5. Discuss what makes the body healthy.
6. Follow/appreciate the need for healthy living.
7. Appreciate the need for exercise / yoga / recreational activities for healthy living.

# Computer Studies

## Topic 1: A Computer System

**A computer system is a complex system to perform specific tasks. It consists of hardware and software components. Hardware is the physical part of the computer whereas software is the program that makes the hardware work. According to Input-Process-Output (IPO) model, the computer system accepts data as input, processes it to provide the required output.**

### Learning Outcomes:

Children will be able to:

1. locate input and output devices.
2. define a computer system.
3. describe briefly the components of the CPU.
4. explain the working of a computer using an IPO model.
5. explain the need of software to make the hardware work.
6. correlate parts of a computer in terms of its hardware.

## Topic 2: GUI Operating System – An Introduction

**An operating system (OS) is an interface between the hardware and user. It is responsible for the management and coordination of activities and the sharing of the resources of a computer. The Graphical User Interface (GUI) operating system has a visual environment using windows, buttons, and icons.**

### Learning Outcomes:

Children will be able to:

1. describe the basic terminologies related to GUI.
2. list different types of OS and their functions.
3. use various power modes of the computer.

## Topic 3: Word processor – An Introduction

**Word processor is a software program used to store, format or manipulate a text document such as a letter, a resume or a report. It provides tools for typing, copying, deleting and various types of formatting and editing. Saving is a concept of moving data from a temporary storage area to a permanent one so that continuation or editing of a file is possible later on.**

### Learning Outcomes:

Children will be able to:

1. explain the purpose of word processors.
2. describe the components of the word processor window.
3. create, save and close a file.

4. differentiate between save and save as.
5. open and edit an existing file.

## **Topic 4: The Internet – An Introduction**

**The Internet is a global system of interconnected computer systems. It is used for many constructive purposes like collecting and sharing information. It is important to be responsible and follow Netiquettes for safe browsing on the Internet.**

### **Learning Outcomes:**

Children will be able to:

1. explain the purpose of the Internet.
2. list its advantages and disadvantages.
3. classify basic terminologies.
4. open a website using the web browser.
5. list the best practices while using the Internet.
6. list out safety precautions.
7. give reasons for following safety precautions while working online.

## **Topic 5: Fun with Paint**

**Paint software is a utility software used to draw, copy and edit pictures using various tools. While saving the file various file extensions are used based on the type of software. For example, digital pictures can be stored in formats like .png, .jpg etc. This would be helpful in organising the files in the computer.**

### **Learning Outcomes:**

Children will be able to:

1. use various tools of Paint to draw and modify a picture.
2. save a file in different formats.

## **Topic 6: File Management – Organization of Folders**

**As files are documents, presentations, etc. created using software, folders are hypothetical spaces at desired locations to store information in the computer. Folders are used to organize files that may contain other folders/ individual files.**

### **Learning Outcomes:**

Children will be able to:

1. explain the concept of a folder.
2. save a file in the folder using a specified path.

# Arts Education

## Theme 1: Form | CLASSES 01 - 03

The theme “Form’ is aimed at developing an understanding of line, shape and size of objects. The prime focus of this theme is to observe and identify lines and shapes in nature and in man-made objects from the immediate surroundings. Understanding of sizes such as: small, big, tall, huge, tiny etc., and creation of different forms with 2-D and 3-D materials. The process of identification of forms enhances skills, such as; observation, exploration, concentration and creative expression. Learning from this theme will be utilised for facilitating learning of language, EVS and Maths.

### Learning Outcomes:

Children will be able to:

1. Identify and name different shapes of household objects, furniture items, buildings, plants and trees, etc..
2. Draw and paint different shapes of different sizes on paper.
3. Make shapes of different sizes with clay.
4. Identify and draw lines namely. straight, curved, smooth, crooked, vertical and horizontal etc..
5. Share and communicate (verbally and in writing) the details, i.e. name of the shape, size and line of objects.
6. Make images of objects, animals, trees, etc., using lines and shapes.
7. Identify the differences in sizes of objects, trees, buildings, etc., and create 2-D representation.
8. Demonstrate use of extended vocabulary related to the theme.
9. Apply the experience of forms (in line, shape and size) with mathematics.
10. Engage and learn to observe and explore immediate surroundings for the joy of knowing.

## Theme 2: Colour | CLASSES 01 - 03

The theme “colour’ is aimed at developing an understanding of different colours on the one hand and developing aesthetic sensibility on the other. The prime focus of this theme is to observe and identify colours in nature and in man-made objects. Understanding relationship of certain colours with plants, flowers, fruits and nature. For example, leaf green, sea blue & sky blue, bottle green, lemon yellow etc. Creation of different shades by mixing of two different colours. For example; mixing of red and yellow in equal quantity will create orange colour. The process of identification and understanding of colours enhances skills, such as; observation, exploration, experimentation and artistic expression. Learning from this theme will be utilised for facilitating learning of language and EVS.

### Learning Outcomes:

Children will be able to:

1. Identify and name different colors of household objects, furniture items, flowers, vegetables, fruits, plants and trees.
2. Paint directly on paper with liquid (water based) colors.
3. Draw images (dry colors) of their liking from the immediate surroundings and color them in appropriate colors.
4. Create new colors/shades by mixing primary colors.
5. Demonstrate use of extended vocabulary related to the theme.
6. Link the experience and understanding of colors with learning of language and EVS.

7. Engage and learn to observe and explore immediate surroundings for the joy of knowing different hues and colors.
8. Feel better emotionally/internally after experiencing colors of their choice.
9. Appreciate beauty in nature and in human-made objects.

### **Theme 3: Texture | CLASSES 01 - 03**

The theme “Texture’ is aimed at developing an understanding of different textures and surfaces. The prime focus of this theme is to observe, identify and create textures. Understanding the relationship of certain textures with plants, trees, flowers, fruits, furs, feathers, wool, sand, fabric, etc. For example, fur is soft, sand is rough, bark of a tree is rough and thick, etc. Creation of different textures and surfaces by using mix mediums and materials. For example; sand painting, impression of bark on clay slab etc. Experiences with different textures can sharpen the sense of touch among children. The process of identification, understanding and creation of texture enhances skills, such as; observation, imagination, experimentation and artistic expression. Learning from this theme will be utilised for facilitating learning of language and EVS.

#### **Learning Outcomes:**

Children will be able to:

1. Identify and name different textures and surfaces of household objects, flowers, vegetables, fruits, plants & trees, animals, fabric, wool, sponge etc..
2. Create new textures by mixing and pasting, different mediums and materials.
3. Demonstrate use of extended vocabulary related to the theme.
4. Link the experiences and understanding of textures with learning of language and EVS.
5. Engage and learn to observe and explore immediate surroundings for the joy of knowing different surfaces and textures.
6. Feel better emotionally after experiencing the touch of different textures of their liking.
7. Appreciate beauty and the variety of surfaces in nature.

### **Theme 4: Composition | CLASSES 01 - 03**

The theme “composition’, particularly in visual arts (painting, printing, graphic design, sculpture, installation, etc.) is meant for the placement or arrangement of visual elements and organisation of the space (2-D and 3-D both) in a suitable manner. The prime focus of the theme is on artistic placement of colours and forms, painting of landscapes/ seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs, installation of 3-D objects, etc. In the visual arts, composition is often used interchangeably with various terms such as design, visual ordering or formal structure, depending on the context. The process of visualizing and making composition enhances skills, such as; observation, imagination, experimentation, communication and artistic expression. The prime focus of this theme is to observe and find out compositions in nature, and in human-made structures. It will also promote understanding the relationship of one object with another, of form with the colours, of objects with the overall theme and visual impact of the work of art. For example, in a composition of the 'Rainy Day', the form of clouds, the lines of falling rain drops, colours supporting mood of the weather and finally the visual impact of the composition, all are interrelated and interdependent. Learning from this theme will be utilised for facilitating learning of Languages, EVS and Mathematics.

### **Learning Outcomes:**

Children will be able to:

1. Identify different compositions of their liking from the immediate surroundings.
2. Arrange different shapes, objects, images on paper (2 D space) and on ground/slab/corner (3D spaces).
3. Draw / paint compositions on themes, such as. myself, my family, my school, the park where I play.
4. Demonstrate use of extended vocabulary related to the theme.
5. Link the experience and understanding of composition with learning of language, maths and EVS.
6. Engage and learn to observe and explore immediate surroundings for the joy of knowing different compositions.
7. Feel better emotionally/internally after communicating and expressing through their arrangement of visual images.
8. Appreciate beauty in nature and in man-made objects around them.

### **Theme 5: Tools and Techniques | CLASSES 01 - 03**

The theme “Tools and Techniques’ is aimed at developing an understanding of different tools and techniques used for experiencing visual arts. The process of knowing and working with tools and techniques enhances skills, such as; observation, experimentation, problem solving and free expression. The prime focus of this theme is to identify, experiment and understand the appropriate use of different tools, materials and techniques used for expressing through the visual arts. It will promote understanding the relationship of tools and materials with that of techniques. For example, soft brushes for water based colours, poster colours for block printing, inks and water colours for blow painting, poster colours for hand painting and finger painting, etc.

Handling of different tools and techniques. For example; Use of soft but flat brushes (of bigger number) for broader strokes, Round brushes for drawing lines of varied thickness, dry colours (pencils, wax crayons, pastels etc.) for drawing images, filling colours mainly on paper, glue for fixing of paper cuttings and collage making, slab method and coil method for clay modelling etc. Experience with different tools and techniques can sharpen their common sense and make them a confident user.

### **Learning Outcomes:**

Children will be able to:

1. Identify and name different tools and techniques, such as. round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modeling, spray painting, origami, construction, paper craft, etc..
2. Create artwork using age appropriate tools.
3. Practice different techniques, such as. hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modeling with coil, slab and pressing and pinching, etc..
4. Demonstrate use of extended vocabulary related to the theme.
5. Link the experience and understanding of tools and techniques with learning of other subjects.
6. Engage and learn to explore immediate surroundings for the joy of knowing and creating with different tools, materials and techniques.
7. Feel better emotionally after learning to control and use different tools and techniques.
8. Appreciate beauty and a variety of methods and materials of visual expression.

### **Theme 6: Art Vocabulary (Visual Arts) | CLASSES 01 - 03**

The theme “Art Vocabulary’ is aimed at learning and using appropriate names and terms related to art techniques, to hues and shades of colours, to tools and accessories used, to different mediums and materials and to the art appreciation. The prime focus of this theme is to know, to remember, and to use art related vocabulary appropriately. For example, block printing is done with the blocks, block printing is a technique which is used to take same kind of impression again and again. Soft paint brushes are used for doing water based colours, flat brushes (of bigger number) are used for broader strokes whereas round brushes are used for drawing lines of varied thickness, slab method and coil method are techniques of making 3-D objects with potter’s clay, etc. Knowledge and experience of art vocabulary helps in better learning of the subject on one hand and effective communication on the other. The process of knowing and using appropriate vocabulary will enhance the communication skills of the learner.

### **Learning Outcomes:**

Children will be able to

1. Identify and name different tools and techniques, such as. round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modeling, spray painting, origami, construction, paper craft.
2. Differentiate between painting and printing, soft and hard brushes, between coil technique and slab technique.
3. Narrate art experiences using appropriate vocabulary.
4. Practice different techniques, such as. hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modeling with coil, slab and pressing and pinching etc., with clear understanding of the art techniques and name of the materials to be used for that.
5. Demonstrate use of extended vocabulary related to the theme.
6. Link the knowledge of art vocabulary with learning of other subjects.
7. Appreciate beauty and variety of artistic expression using appropriate vocabulary.

## **Theme 7: Responding to the Artifacts and Nature | CLASSES 01 - 03**

The theme “Responding to the Artefacts and Nature’ is aimed at knowing, understanding and appreciating the beauty of nature and the artefacts. The process of responding to the artefacts and nature will enhance the skills of; observation, exploration, critical analysis and creative expression. The prime focus of this theme is to make children aware and sensitive towards beauty and value of natural, as well as human-made objects. The process of appreciation will sensitize their eye for aesthetics and will develop an attitude for accepting and appreciating different aspects of objects and situations.

For example; (i) block printing done by 'A' can be beautiful because it has nice pattern, (ii) printing done by 'B' can also be beautiful as it has been done with contrast colours, (iii) Printing done by 'C' can also be considered beautiful as all impressions taken are sharp and clear. Similarly, in nature; beauty of the trees, of the flowers, of shape and colour of leaves, of the butterflies, of the birds and their nests, of sky in different colours, etc.

### **Learning Outcomes:**

Children will be able to:

1. Identify the objects, scenes and situations of their liking in the immediate surroundings.
2. Appreciate the aesthetics of art work done in class.
3. Appreciate nature and natural objects. such as trees, plants, flowers, animals, lakes, sea beaches, rivers, mountains, clouds, wind, rain, sun and moon, sky, parks, butterflies etc..
4. Respond to the different kinds of artifacts.
5. Narrate their experiences of the art museum, by describing artifacts seen.

6. Demonstrate the use of extended vocabulary related to the theme.
7. Link the knowledge of appreciating and responding to nature and the artifacts with learning of other subjects.
8. Appreciate beauty and variety in nature and of artifacts.