

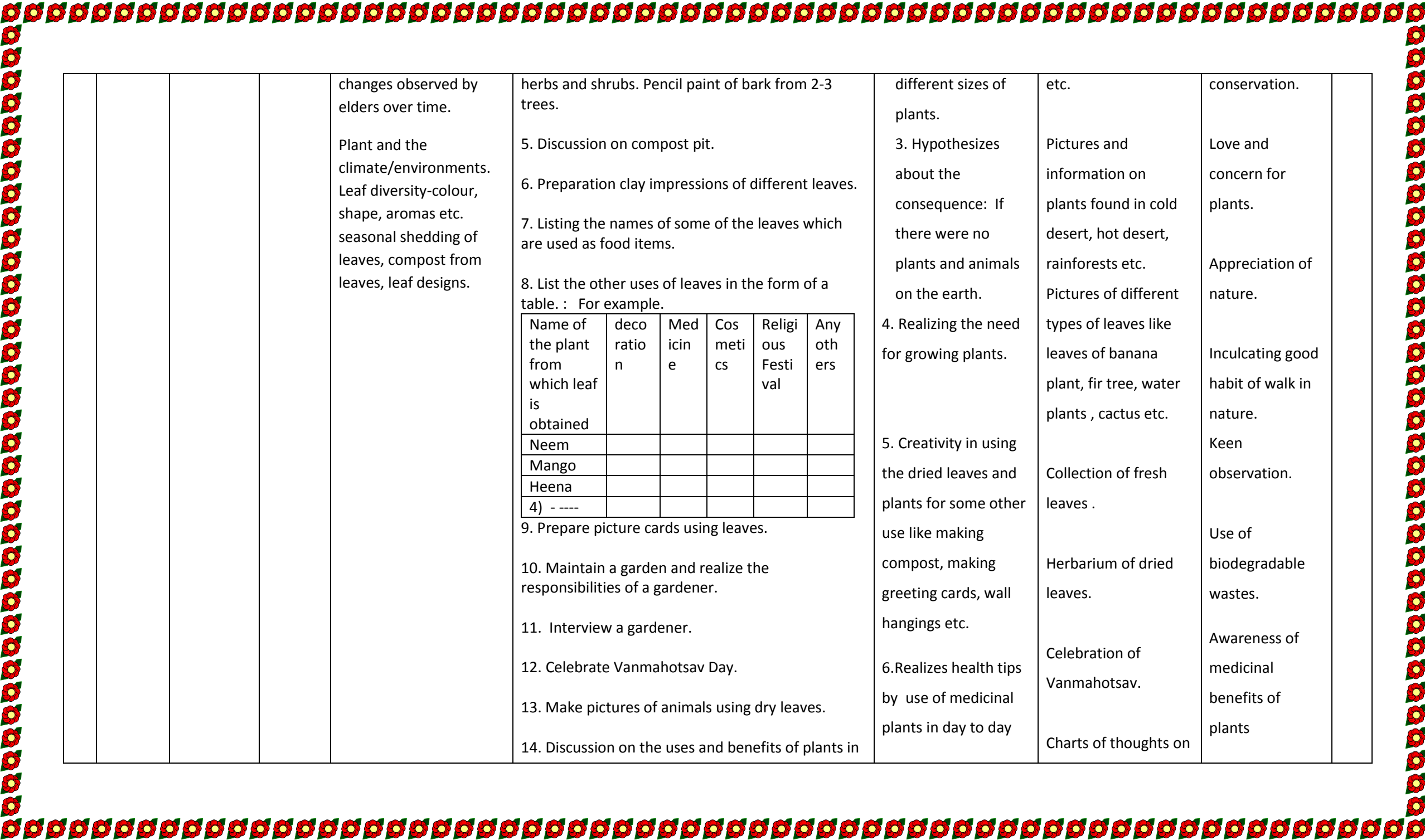
## SPLIT UP OF SYLLABUS 2011- 12

**CLASS III**

**SUBJECT : EVS**

S N o	Month	Theme\ Sub theme	Topic	Key concepts	Suggested Activities	ELO	Suggested resources	Values	Per iod
1	April	ANIMALS- Animals small and big.  Some creepy crawlies and flies to.	1.Poona m's Day out	Exploring children's ideas of an animal:- crawling animals, flyers and insects.	<ol style="list-style-type: none"> <li>1. Identification and listing of different crawling and creeping animals. (Use of visuals).</li> <li>2. Exploration of the crawling animals and insects found in their surroundings by the students.</li> <li>3 Classification of animals based on their size/shape /habitat/ habits (eating, movements etc.)</li> <li>4. Using picture card and group activity to classify - water living animals, land living and tree living animals.</li> <li>5. Make pictures of birds and animals by thumb and finger print.</li> <li>6. Mimicry on sounds of animals and birds.</li> <li>7. Group activity: Act like animal and its identification (guessing game).</li> <li>8. Role play on sensitization of care and love for animals.</li> <li>8. Use computer aided resources and/Library</li> </ol>	<ol style="list-style-type: none"> <li>1. Classifies animals based on their size, shape, body parts, eating, movements, etc.</li> <li>2.Explore the environment to observe different types of animals and the diversity that exists among them.</li> <li>3. Identifies the habitats and habits of animals.</li> <li>4. Infers how shape ,</li> </ol>	<p>Pictures of animals, birds, insects</p> <p>Visit to a Zoo, bird, sanctuaries, National parks .</p> <p>Crossword puzzles.</p> <p>Cutout puzzle game .</p> <p>Collection of different types of leaves and drying them</p> <p>Wax colours to trace dried leaves and barks of different types of trees</p>	<p>Love and concern for birds and animals.</p> <p>Values for caring birds and animals.</p> <p>Appreciation of diversity in size and shape of beaks and claws of different birds.</p> <p>Cherishing Nature walk.</p> <p>Being creative by</p>	17

					resources on animal habitat.	tail, leg\back. etc. of animals are related to their habits and habitat.  5. Reasons out as to why and where some animals hide from other animals.  Integrate with lesson Birds Talk,A Little fishstory from text book of class III Marigold .	Visuals to show different birds , animals and their habitats, sound of animals and birds ,types of leaves and trees.	doing different activities  The child becomes a good and keen observer.	
		PLANTS- Plants around us.  Leaves in our lives.	2. The Plant Fairy	Exploring children's ideas about a 'Plant', Plant diversity, size where they grow, shape colour, aroma etc. Dependence on plants for every day life. Introduction of new plants/crops and	1. Discussion of plants they have seen in their surroundings. And share in the class.  2. Organize a nature walk and observe the plants keenly.  3. List the familiar plants and classify them based on their size as herbs, shrubs and trees.  4. Observing and collecting leaves of each –trees,	1. Lists the plants which they see around them, draw their sketches.  2. Classifies the familiar plants based on the	Visit to the school park . A field trip to near surrounding.  Pictures of different types of plants like herbs , shrubs, trees	Appreciates diversity in plants. Develops sensitivity towards plants and its	15



			<p>changes observed by elders over time.</p> <p>Plant and the climate/environments. Leaf diversity-colour, shape, aromas etc. seasonal shedding of leaves, compost from leaves, leaf designs.</p>	<p>herbs and shrubs. Pencil paint of bark from 2-3 trees.</p> <p>5. Discussion on compost pit.</p> <p>6. Preparation clay impressions of different leaves.</p> <p>7. Listing the names of some of the leaves which are used as food items.</p> <p>8. List the other uses of leaves in the form of a table. : For example.</p> <table border="1"> <thead> <tr> <th>Name of the plant from which leaf is obtained</th> <th>decoration</th> <th>Medicine</th> <th>Cosmetics</th> <th>Religious Festival</th> <th>Any others</th> </tr> </thead> <tbody> <tr> <td>Neem</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mango</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Heena</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4) - ----</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>9. Prepare picture cards using leaves.</p> <p>10. Maintain a garden and realize the responsibilities of a gardener.</p> <p>11. Interview a gardener.</p> <p>12. Celebrate Vanmahotsav Day.</p> <p>13. Make pictures of animals using dry leaves.</p> <p>14. Discussion on the uses and benefits of plants in</p>	Name of the plant from which leaf is obtained	decoration	Medicine	Cosmetics	Religious Festival	Any others	Neem						Mango						Heena						4) - ----						<p>different sizes of plants.</p> <p>3. Hypothesizes about the consequence: If there were no plants and animals on the earth.</p> <p>4. Realizing the need for growing plants.</p> <p>5. Creativity in using the dried leaves and plants for some other use like making compost, making greeting cards, wall hangings etc.</p> <p>6. Realizes health tips by use of medicinal plants in day to day</p>	<p>etc.</p> <p>Pictures and information on plants found in cold desert, hot desert, rainforests etc. Pictures of different types of leaves like leaves of banana plant, fir tree, water plants , cactus etc.</p> <p>Collection of fresh leaves .</p> <p>Herbarium of dried leaves.</p> <p>Celebration of Vanmahotsav.</p> <p>Charts of thoughts on</p>	<p>conservation.</p> <p>Love and concern for plants.</p> <p>Appreciation of nature.</p> <p>Inculcating good habit of walk in nature.</p> <p>Keen observation.</p> <p>Use of biodegradable wastes.</p> <p>Awareness of medicinal benefits of plants</p>	
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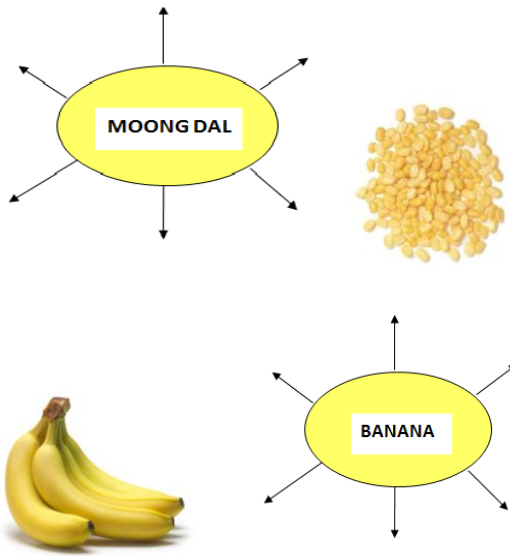
					diet. Listing the benefits.	life  Integrate with Lesson Magic Garden of Marigold of English text book of class III	Nature's beauty .  Slogans on Save Nature .	Realizing and respecting the work done by a gardener	
2	May June	WATER-  Water for my family.	3. Water o water	Local sources of water , uses of water, gender roles, distance, estimation, social discrimination, clean water for drinking.	1.Draw different sources of water- such as Rain, river, well, hand pump, tube well, lake, pond etc.  2.Write the names any five activities where you require water.  3.Write the name of the river which flows in your area.  4.Draw the pictures of the containers used in your house for storing water in your house.  5.Use different containers to show which container holds more water.  6.Pouring same quantity of water in different shapes of containers to estimate.  7.Discussion- regarding gender roles –You may ask questions like * who fetches water in house?  * Do you have to go far to get water?  * Do your neighbours bring water from the same	The importance of  water as a useful resource.   Uses of water,   Sources of water,   estimation, gender role.	Pictures- of different container used for storing water, of sources of water, uses of water.   Stories based on gender role in the family.  Documentaries and Stories on Desert life.  Multi coloured mingled prints using colours and water.  Various types of water containers.	Importance of  water in our day today life   Concern for water   Care for environment .  To stop deforestation for	15

					<p>place?</p> <p>* Do you store water in your house?</p> <p>* Why do we need to store water?</p> <p>* Are there certain people who are not allowed to take water from where you fetch water?</p>			plenty rain											
3	July	FAMILY AND FRIENDS- Relationships,	4. Our first school	<p>Concept of a family, diversity in family types, as a support system, ideas about relationships, simple family tree.</p>	<p>1. List the names of their members and compare the size of the family and identify the small and large family. Facilitate the students in classifying them as nuclear, joint, and extended families. Identify those who do not live with them. Where they live, reasons why they don't live with them and the occasions when they meet. They may design a table like the one given below to report their observations.</p> <table border="1" data-bbox="997 899 1628 1312"> <thead> <tr> <th>Family members</th> <th>Do they live with you</th> <th>If not where do they live</th> <th>Reasons for not living with you</th> <th>Occasions on which you meet</th> </tr> </thead> <tbody> <tr> <td>Father Mother Sister Brother Grandmother Grandfather Uncle Aunty .....</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. List the different leisure time activities they are involved in and who taught them these.</p>	Family members	Do they live with you	If not where do they live	Reasons for not living with you	Occasions on which you meet	Father Mother Sister Brother Grandmother Grandfather Uncle Aunty .....					<p>1. List the family members and their roles and relationships</p> <p>2. List the relatives who do not live with them.</p> <p>3. Classify families into nuclear /joint / extended families.</p> <p>4. Examine the family history to create a</p>	<p>Photographs /cutouts of Different Family members.</p> <p>Charts showing family tree.</p> <p>Flash cards on sense of work like shopping,</p>	<p>Appreciation of the contributions of family members and relatives.</p> <p>Sharing and caring.</p> <p>Value the benefits of joint and nuclear</p>	15
Family members	Do they live with you	If not where do they live	Reasons for not living with you	Occasions on which you meet															
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		SHELTER- Houses and Houses.	5.Chott u's House	Some unusual houses, a narrative and a discussion about why such are built. Different types of houses. Need for shelter, need for living together.	<p>1. List different animals that live in and around their house. Discuss domestic and pet animals that live in their houses. The kind of food given to them. The place where they live in the houses and how they take care of these animals.</p> <p>3. Drawing a house and its surroundings depicting various animals birds and insects and their shelters.</p>	<p>1. Communicates about the family members and the relationships amongst them.</p> <p>2. Observes and records the different animals that are</p>	<p>Picture of different types of houses.</p> <p>Cards of layout of a house showing different sections of a house –like garden , backyard, dining space , kitchen,</p>	<p>Appreciate the importance of keeping the surroundings</p>	13																

					<p>4. List the types of waste materials collected in the house and how and where they are disposed.(Observation for a period of week)</p> <p>5. Let the students make their dream house.</p>	<p>found inside and around their houses.</p> <p>3. Identifies ways in which these animals get their food to survive.</p> <p>4.Observes and lists the various ways and means by which houses are kept clean.</p>	<p>bathroom.</p> <p>Models of houses.</p> <p>Visuals showing houses in different localities , city, village and the comparison of the rooms they use for different purposes-like kitchen in village and in city etc.</p>	<p>clean.</p> <p>Concern for living things.</p> <p>Adjusting oneself .</p> <p>Finding better alternatives in hard times.</p>										
		FOOD- Food	6. Food we eat	<p>Appreciation cultural diversity in food, basic ideas about various plants used as food.</p> <p>Food from animals.</p>	<p>1.List out the food items eaten for breakfast, lunch and dinner.</p> <p>2. Make a list of food items obtained from plants and animals.</p> <p>3. Encourage each student to fill up the following table. Analyze their findings by interviewing the elders at home and share in the class the role that age plays in the type of food consumed.</p> <table border="1" data-bbox="997 1187 1556 1393"> <thead> <tr> <th>Name of the family member</th> <th>Age</th> <th>Food they eat during a day</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name of the family member	Age	Food they eat during a day							<p>1.List the variety of food items prepared in the family.</p> <p>2.Lists the different eating practices followed in the family.</p> <p>3. Relates the type and amount of food consumption to age, gender, health and</p>	<p>Variety of food items, pictures of variety of plants, pictures showing variety of food items we get from animals.</p> <p>Animal products like honey , milk, bee wax, curd, butter , ghee, cheese.</p> <p>Nutritional value chart of various food items.</p> <p>Chart of Ideal age, height and weight for people of different</p>	<p>Value and importance of food.</p> <p>Appreciates the regional and cultural variations in food.</p>	13
Name of the family member	Age	Food they eat during a day																

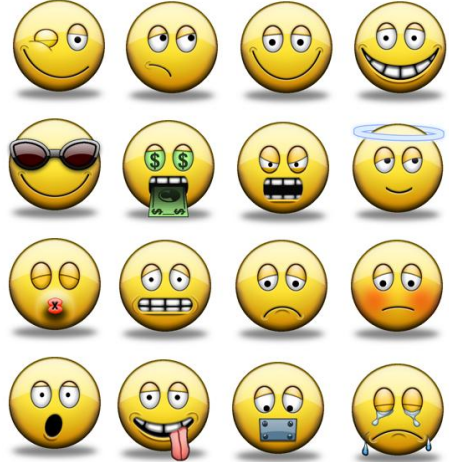

- 4. Discuss in groups the relationship between health status, physical activity and food intake.
- 5. Lists the three food items which you like to eat.
- 6. Find out and write what all can be prepared from Banana and Moong dal



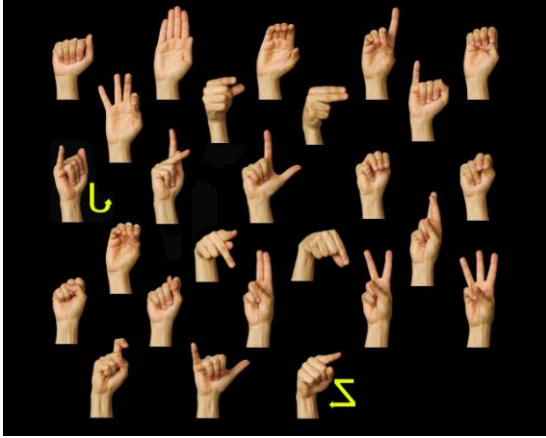
- 7. Encourage to help in cooking at their home and the next day discuss about their experience about cooking.

physical activity.	ages.	Eating healthy food .
4.Explore the religious , regional and cultural variations in eating food , adapting and cherish them for harmony.	Recipes. Visuals showing sources of food, plant products and animal products, Sources of carbohydrate, proteins , fats, calcium and other nutrients , importance of roughage in our diet , milk as a complete food , recipe of sheer khurma (a sweet dish prepared from milk , dry fruits, sugar and pure ghee), things prepared from wheat, rice, moong dal, udad dal etc.	Avoiding consumption of junk food.
5. Different types of food items made from different cereals .		Interest in cooking
6. Staple food of different states and different countries.		Appreciating home-made food.
		Awareness of the nutritional values of food items.





					8. Arrange for a community lunch for the class. (And also discuss about the hygienic conditions )								
4	August	TRAVEL-  Talking without speaking.	7. Saying without speaking	Communication without speaking, use of sign language, dance <i>mudras</i> .	<p>Provide various smileys. Ask them to speak about the expressions and what they communicate. Let them translate their discussion in to an observation , record as shown below:</p>  <table border="1" data-bbox="997 1156 1553 1338"> <thead> <tr> <th>SMILEY</th> <th>IDENTIFY WHAT IT MEANS</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>7. Ask questions initiate discussion-</p>	SMILEY	IDENTIFY WHAT IT MEANS			<p>1. Recognises that there are individuals who cannot speak, see or hear.</p> <p>2. Appreciates the skills of the differently abled to converse and express without using language.</p> <p>3. Sensitivity and respect towards the differently abled.</p> <p>4. Knowing about the</p>	<p>Chart showing smiley.</p> <p>Chart showing sign languages.</p> <p>Television for showing news for the hearing impaired</p>	<p>Concern for people who are</p> <p>Differently Abled.</p> <p>Helping physically challenged people.</p>	15
SMILEY	IDENTIFY WHAT IT MEANS												

				<p>* Do you like to talk this way? Give reasons.</p> <p>*Do you find it interesting?</p> <p>* Observe their pet animals and identify how they communicate and follow instructions on different occasions and write about it.</p> <p>*When they want food.</p> <p>*When they to show affection to you.</p> <p>*When a stranger comes.</p> <p>*When they see food.</p> <p>*When they are asked to etch a ball etc.</p> <p>8. Put up a simple chart of sign language in the classroom and ask to use it to communicate. Ask one group uses sign language, the other try to interpret it.</p>	<p>sense organs and their functions.</p> <p>5. Learning and understanding facial expressions.</p>	<p>people.</p> <p>Visuals of Mime shows</p> <p>Magazine cuttings of different mudras.</p>		
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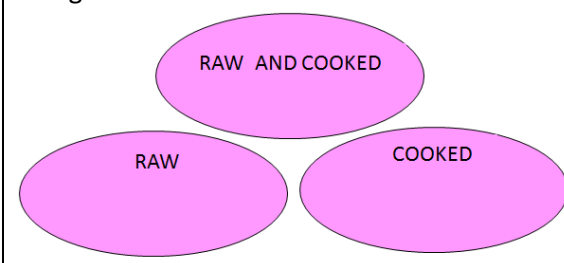
									
		ANIMALS- Birds	8. Flying High	Exploring children's ideas of birds their living places, eating habits, common features and sounds produced them. Feeding birds.	<ol style="list-style-type: none"> <li>1. Let student list the names of birds they know.</li> <li>2. Imitate the sounds of birds they have heard.</li> <li>3. Observe the birds – their walk and movements of necks and the students copy their neck movements.</li> <li>4. Collect the feathers which they find laying around .Study their shape, size, colour and discuss.</li> <li>5. Observe the beaks of different birds. Identify the birds and write their name.</li> <li>6. Explore the different types of birds they have seen in their school garden or in their surroundings.</li> <li>7. Observe and Identify the necks of different birds with long and short necks. Relate that how the</li> </ol>	<ol style="list-style-type: none"> <li>1.Explores the environment to observe different types of birds and the diversity that exists among them</li> <li>2.Infers how neck , shape, claws, etc. of birds related to their</li> </ol>	Visuals on variety of birds showing their movements, food habits, habitats, colour, beak and claws.	Love and concern for birds	13

				<p>movements of neck of are helpful.</p> <p>8 Collect feathers of different birds and identify to which birds it belongs. Make an album of it.</p> <p>*Prepare puppets of different birds form socks etc.</p> <p>*To make a nest or birdhouse to be placed in their garden/balcony/backyard (with food and water).</p> <p>*Write a poem on peacock/cuckoo/parrot/swan or any other bird.</p> <p>9.Visit a bird sanctuary if there is any nearby along with parents and write a report or talk about it in the class</p> <p>Integrate with the Lesson Nina and the Baby Sparrow from English text book for Class III (Marigold )</p>	<p>habits and habitat.</p> <p>3. Knows about the common characteristics of all the birds.</p> <p>4. Knows habitats of birds.</p> <p>5. Knows eating habits of birds.</p>	<p>Nests of birds,</p> <p>Puppets of different birds</p> <p>Picture of variety of birds.</p> <p>Birds feathers.</p>		
	WATER- Water Shortage	9.It's raining	Water for plants and animals.	<p>1. Discuss how they feel when it rains. What they see in the sky when it rains Draw the rainbow and thing use when it rains.</p> <p>2. Talk with the farmer.</p> <p>3. Observe a plant which is getting water and another plant without water.</p> <p>4. Explore the problem faced by the people when it</p>	<p>1. Reasons out the need for conservation of water.</p> <p>2. Plants and animals also need water.</p> <p>3. Knows the sources</p>	<p>Visuals showing growth of a plant, Rain, water cycle , rainbow formation.</p>	Importance of water	11

					<p>rains heavily.</p> <p>8. Write a poem on rain and read out in the class. And also collect some poems based on rains from the books available in the library.</p>	<p>of water and their uses.</p> <p>4. Knows when the rainbow appears.</p>	<p>Cassettes of Poems on rain</p> <p>Real growth of a plant.</p>		
5	September	FOOD- Cooking ,	10. What is cooking ?	<p>Food may be eaten raw or cooked/-steamed, boiled, baked, fried etc. Different fuels, types of stoves, Types of vessels used in cooking , different shapes (regional/traditional), different materials etc.</p>	<p>1. Display samples of certain food items like fruits and vegetables, pulses and grains, and food derived from animals (milk, meat and fish) etc. Students may be asked to classify them in which form they eat- whether raw, cooked, raw and cooked.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>1. Identifies the food items that can be eaten raw/cooked/ raw and cooked.</p> <p>2. Describes various methods in which food is cooked at home.</p>	<p>Pictures /photographs of vessels used in the past , websites, community lunch, photographs of cooking devices.</p>	Appreciates the cultural diversity in food making.	13



Design  
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Design similar activities to explain the topic.

2. Observe the cooking at home. Use the list of food items given and decide about the methods of cooking each items tabulate as shown below.

Food items	Methods of cooking					
	Frying	Boiling	Steaming	Baking	Roasting	Any other
Roti						

3.Reasons out why certain food items are eaten raw/cooked and both.

4.Explore the various fuels, vessels and cooking devices used in the past.

5.Narrates the evolutionary changes in fuels, cooking vessels and devices.

Kitchen sets used by children for playing.

Morsel and pistol ,  
Sprouts,

Boiled Potatoes and spices,

Fresh Fruits for making fruit salad,

Custard powder and milk.

Vegetables which can be eaten raw.

Types of fuels.

Toys in the shape of

								Biscuits								6. Compare the vessels and cooking methods of people from different regions.	oven, gas stove, kerosene stove, chulha , Flash card to match the type of chulhas with the fuel used in it.																	
								Puri								7. Appreciates the cultural diversity in food making.	Recipe. Clay models of different chulhas.																	
								Cake																										
								Rice																										
								Others																										
								3. Show Visuals / pictures of different methods of cooking such as frying, steaming, boiling, roasting, and baking. And let them identify the methods of cooking.																										
								4. Discuss and compare the vessels used for cooking in the past and present. And reason out the same.																										
								5. In order to emphasize the regional variation in food generate a discussion on some of the typical food items of different states in India.																										
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5	Tamil Nadu	Pongal													
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		TRAVEL- Going places.  Ways to travel.	11. From here to there	Need for travel, travel within the locality and beyond ; Travel to different social spaces- forest village, city etc. travel for migration ,family occasions Different modes of transport: short distances, long distance	<p>Generate a discussion about instances of travel together with family using questions, some are given below:</p> <p>* Where did you travel to ? (Teacher can show the different places visited on the map )</p> <p>* When did you travel ?</p> <p>* For what did you travel ?</p>	<p>1. Communicates about travel of self or family.</p> <p>2. Reasons out the need for travelling.</p> <p>3. Generalizes that</p>	Picture of different places with means of travel shown in various regions like desert, seas, and rivers. Pictures of families travelling	Develops aesthetic sense, sharing experiences.	13						



				<p>new ways of traveling, Different kinds of workers associate with railway station.</p>	<p>* How did you travel ?</p> <p>* What did you see on the way ?</p> <p>* What did you see in the places visited ?</p> <p>2. Read the stories of discovery of America by Columbus and the adventures of Vasco-da-Gama to emphasize that travel need not be only for pleasure. Discovering places could also be part of travel.</p> <p>3. *Write a paragraph on the places they have visited.</p> <p>*Make an imaginary account of a trip to the moon.</p>	<p>travel may be to nearby or far off places.</p> <p>4. Identifies the means of travel on different terrains, land forms like deserts, hilly areas, water bodies , plains and so on.</p> <p>5. Discusses about travel in modern times and olden times.</p>	<p>together and pictures of means of travel in olden times. Stories about discovery of America by Columbus and the advantages of Vasco-da-Gama.</p> <p>Pictures of moon surface.</p>		
	<p>WORK AND PLAY- Work around me , Working children</p>	<p>12. Work we do</p>	<p>Different occupations, idea of working time and leisure time, work inside and outside homes- gender, age, caste, economic etc. aspects, Sensitize children to other children who work at home and outside- not a result of family neglect but more</p>	<p>1. Listing the different types of work done by the people around them in different places.</p> <p>2. Share the information about how the work is distributed in their homes. Impress upon the students that house hold work is a joint responsibility of the family by quoting some examples. ( gender equality needs to be stressed ).</p> <p>3. List the names of any five public places which they come across while coming from home to</p>	<p>1. Identifies the different types of occupations/work people are involved in .</p> <p>2. Identifies the different types of work done by the</p>	<p>Life incidents of child labour,</p> <p>Pictures of different types of work.</p> <p>Role play</p>	<p>Dignity of labour.</p> <p>Gender equality.</p> <p>Value of time and money.</p>	<p>13</p>	

systemic cause.  
 Important that all children go to school.  
 A sense of how child labour existed in other countries before all children began to go to good common schools.

school and the work done there.  
 4. Design their daily time table ( specifying the work time, free time , study time, school time, etc.) and share it with the class.



5. Observe people at work in their neighbourhood. Identify five different types of work and the name by which those people are called.

	Work they do	What they are called ?
1		
2		
3		
4		
5		
6		

Design some more activities to develop the concept.

family members.  
 3. Lists the work done at home/outside, before and after school.  
 4. Identifies the type of work done in different work places.  
 5. Becomes aware of the reasons why some children work outside and do not go to school.  
 6. Becomes aware of the fact that some children work outside as well as go to school.  
 7. Sensitizes students to the dignity of

Visuals showing various helpers like carpenter, electrician , police, doctor teacher etc.  
 Things used by the helpers like Doctor set, electrician's gadgets, carpenter's tools etc.  
 Toys of ambulance, police van, fire brigade, cart, bus, trolley. Puzzle game (join the parts)of petrol pump,

Creativity.

					6. Role play. 7. Quiz .	labour and also gender equality.	hospital.		
6	October	FAMILY AND FRIENDS.-  Old and physically challenged	13. Sharing our feelings	Sensitivity to the old and physically challenged, introduction to the sense of hearing and sight, sensitization to the fact that the body ages, also that some children may not hear/see at all or may be partially affected. Basic idea about Braille.	1. List sense organs and their role in day to day activities. Recognize the importance of sense organs. *Locating an object blindfolded  *Trying to understand someone speaking with closed ears.  *Communicating without speaking.  *Doing something with closed eyes, ears, and mouth.  2. Explore the extraordinary talents that some of the people possess.  3. Organize a visit to an institution meant for physically challenged and write report.  * Types of disability  * Difficulties faced  * Help rendered  *Equipments and materials used.  6. Explore the different ways in which they help old	1. Identifies people in their surrounding /neighborhood who are old and /or physically challenged.  2. List the ways in which to help the old and/or physically challenged.  3. Reasons out why some old and physically challenged need help to do their	Stories of physically challenged people, clip arts.  Institutions and schools that deals with the blind, deaf and dumb.  Charts on Braille scripts.  Cards having words written in Braille script.	Care and concern for the old and/or physically challenged.  Attitude /values of helping the needy.	13

				<p>people (grandparents, uncles, aunts) at home and other places.</p> <p>7. Play a blindfolded game on the playground. – to sensitize the importance of eyes.</p> <p>8. Collect information about institutions helping physically challenged and old age people.</p> <p>9. Observe</p> <p>*News for deaf and dumb.</p> <p>*Sports and games</p> <p>*Various competitions in performing art.</p>	<p>work.</p> <p>4. Becomes aware of the fact that body ages as we become old.</p> <p>5. Identifies people who are physically challenged but capable of performing challenging tasks.</p>	<p>Blind fold games.</p> <p>Visuals showing photos of people who are physically challenged and still are very hard working and successful.</p> <p>Television for news of deaf and dumb.</p>											
	FOOD- Eating in a family	14. The story of food	<p>Different eating practices in the family. Amount of food varying with gender, age, physical activity. Etc. cooking and gender /caste roles in the family. Food for the baby, significance of milk.</p>	<p>1. List the food practice at home. Analyze their findings by interviewing the elders at home and share in the class the role that age plays in the type of food consumed.</p> <table border="1" data-bbox="997 1175 1556 1403"> <thead> <tr> <th>Name of the family member</th> <th>Age</th> <th>Food they eat during a day</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name of the family member	Age	Food they eat during a day							<p>1. List the different food eating practices followed in the family.</p> <p>2. Relates the type and amount of food consumption to age, gender, health and</p>	<p>Family and samples of food items.</p> <p>Tokri, fresh vegetables, fruits, flowers.</p>	<p>Value of taking the right amount of food according to age, gender, health and</p>	13
Name of the family member	Age	Food they eat during a day															


Design many such activities.

3. Discuss relationship between health status physical activity and food intake.

4. Identify the role played by the members of their own family in buying cooking and serving food.

Tabulate and reflect on it.

Name of family member	Relationship	Buys grocery	Cooks food	Serves food

5. Discuss in groups about various food items which are prepared on various occasions and make a list in a tabular form.

Christmas	Eid	Diwali	Dusserra	Holi	Pongal

physical activity.

3.Explores the religious , regional and cultural variations in eating food.

4. Infers the different roles played family members in buying cooking and serving food.

5. Lists the food items prepared for family on festivals.

6. Identifies sources of food.

7. Identifies and understands the parts of the plants that we use for various purposes.

Leaves of medicinal plants like tulsi, neem, mint, ajwain, tea , spinach, coriander, methi, radish, coriander etc.

Visuals showing plant sources and animal sources of food, differentiating plant parts as flower, fruit, leaves. Identification of plant parts as stem/root/ leaf/seed.

Uses of medicinal plants.


physical activity.






6. Role play of two different families to show distribution of work.
7. Collect plant parts. Let them classify these in to four baskets as Flowers, fruits, leaves, other parts.
8. Identify the plant parts as stem, root, leaf, seed. and discuss on the uses of medicinal plants.
9. Make groups of 8 students. Let them discuss on the uses of medicinal plants.


7	November	THINGS WE MAKE AND DO- Pottery	15. Making pots	To meet the basic needs human beings make things, need natural resources, creativity, have changed the way we live, An idea of the earliest pots make for storage of grains- when there was potters wheel. The experience of making such pots with clay. Drying and the need to bake them for greater strength.	<p>1. Identify the different types of clay.(black, red, sandy, clayey soil).</p> <p>2. List and make the artifacts that can be made with clay.</p> <p>3. Explore how and why pots were used to store grains in the past.</p> <p>4. Make and compare the clay pots baked in heat increases its strength.</p> <p>*Does baking the clay improve its strength?</p> <p>*While buying clay pots for keeping plants in the garden /storing water. Why *people ask the salesman is it baked well?</p> <p>*What happens if pots are not baked well?</p> <p>*In what other ways can clay artifacts be baked in bulk? *The above questions can be discussed.</p>	<p>1. Identifies clay from the sample of soils given.</p> <p>2. Infers that clay is made of very fine particles of soil.</p> <p>3.Lists the artifacts that can be made using clay.</p> <p>4. Reasons out why clay pots are baked.</p> <p>5. Lists the various</p>	<p>Different types of soil</p> <p>Diya,</p> <p>Kulhad,</p> <p>Sakora,</p> <p>Barni,</p> <p>Small earthen pots,</p> <p>Flower vas,</p> <p>Cups made of clay</p> <p>Potter’s wheel,</p> <p>Chart paper cuttings of different earthen pots,</p> <p>Pictures of Kiln</p> <p>Visuals showing each step involved in making pots, different types of earthen pots their uses, decorated pots ,</p>	<p>Dignity of Labour ,</p> <p>Value of appreciation</p>	13
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					 <p>1. Make pots of various shapes/draw pots and exhibit them in the class.</p> <p>2. Collect soil from three different places.( such as school playground , farm, paddy fields and the place where construction work is going on and observe the size of particles, colour and texture of the soil.)and identify the soil suitable for pot making and give reasons.</p>	<p>uses of pottery.</p> <p>6. Lists different products made from clay which makes means of livelihood for people.</p>	<p>axe hammer, Kiln etc.</p> <p>Clay to make pots of different shapes and colours,</p> <p>Materials used for decorating earthen pots.</p> <p>Sieve.</p> <p>Colours and brush for painting pots.</p>		
	WORK AND PLAY- Games we play	16. Games we play	Leisure: games in school and outside, past and present; for some play in work.	<p>1. Collect information on various sports conducted in their school and the names of their seniors who topped in particular sports or have played at national/SGFI level, initiate discussion on the common sports and games played In schools.</p> <p>2. Play a game of their choice. Discusses about it. Also to Identify the materials used for different games.</p> <p>3. Explore how traditional games played in the past have evolved into the modern ones.(like gilli danda</p>	<p>1. List the different games played at home and in school.</p> <p>2. Classifies games into indoor and outdoor games.</p> <p>3.Traces the evolution games from the past to the present.</p>	<p>Variety of sports materials like football, basket ball, cricket bat and ball,</p> <p>live telecast of games on TV in the activity room,</p> <p>charts/pictures of indoor and outdoor</p>	<p>Team spirit</p> <p>Sportsmanship</p> <p>Importance of playing sports</p> <p>/games</p>	13	



					<p>to cricket.)</p> <p>5. Shown a live telecast of any match followed by a discussion.</p> <p>6. Collect information regarding the different types of games played in Olympics 2008/CWG . and find out the indian medal winners and the name of the sport for which they got.</p>	<p>4. Becomes aware that some people play games to earn their livelihood.</p>  	<p>games,</p> <p>Photograph of sports personalities.</p> <p>Visuals showing variety of indoor and out door games, materials used to play these games, their rules, famous sports persons, their awards, grounds of these sports, Quiz on all the above things.</p>		
8	Decemb er	TRAVEL- Mailing a letter.	17. Here comes a letter	Letter as a means of communication, work and people associated with post office; different mans of communication, changes with time.	<p>1. Collect stories/pictures of the means of communication used in the past and changes that has taken place over the years.</p> <p>2. Write a letter on a post card with the correct addresses of sender and recipient.</p> <p>3. Collect the postal stationary and means of transport used for transporting letters. Display it in</p>	<p>Observes various forms of messages and communication around.</p> <p>Generalize that a letter is one of the means of sending and</p>	<p>Picture chart of the working of the Post office,</p> <p>letter , post cards, postal stamps, postal envelopes , Model of</p>	<p>Appreciation and advantages of the modern means of</p>	15

					<p>the classroom.</p> <p>Role play in the class (taking into consideration all the steps required in reaching letters to destination.)</p> <p>6. Visit to the near by Post Office. Observe and report.</p> <p>6. Discuss and compare the various benefits and drawbacks of using cell phones.</p> <p>7. Make models of Letter box.</p>	<p>receiving messages.</p> <p>Communicate about the format of writing a letter</p> <p>Communicates about people who bring letters and help to send letters.</p> <p>5. Traces the journey of a letter from one destination to another.</p> <p>6. Classifies means of communications of the past and present.</p>	<p>letter box,</p> <p>Pictures of people who work in post office.</p> <p>Phones, mobile phones, Laptops, pictures of fax machine , pagers, Air mail, Railway mail service,</p> <p>News Paper,</p> <p>Magazine</p> 	<p>communication.</p>	
		SHELTER- Decorating and cleaning our	18. A house like this	My house, houses/shelters are decorated in different ways in different cultures; Need for	<p>2. List different animals that live in and around their house. How they care them.</p> <p>3. Draw a house and its surroundings depicting various animals, birds and insects and their</p>	<p>1. Communicates about the family members and the</p>	<p>Picture of a family , of animals in and around the house.</p>	<p>Appreciation of the importance</p>	13

		shelters, My family and other animals.		shelter to provide protection from heat ,cold , rain and problems faced. Need to share house work Garbage disposal. Family members; pets and other animals , insects, rodents, etc. Food for pets and other animals. Some are seen only at night.	<p>shelters.</p> <p>4. Observe the animals and birds, the food they eat and their shelters. (Identify the animal/bird seen only at night.).</p> <p>5. Observe over a week and list the types of waste materials collected in the house and how and where they are disposed.</p> <table border="1" data-bbox="997 558 1553 932"> <thead> <tr> <th data-bbox="997 558 1212 703">Types of waste</th> <th data-bbox="1212 558 1373 703">How it is disposed?</th> <th data-bbox="1373 558 1553 703">Where it is disposed?</th> </tr> </thead> <tbody> <tr> <td data-bbox="997 703 1212 760">Waste paper</td> <td data-bbox="1212 703 1373 760"></td> <td data-bbox="1373 703 1553 760"></td> </tr> <tr> <td data-bbox="997 760 1212 816">Garbage</td> <td data-bbox="1212 760 1373 816"></td> <td data-bbox="1373 760 1553 816"></td> </tr> <tr> <td data-bbox="997 816 1212 873">Vegetable peel</td> <td data-bbox="1212 816 1373 873"></td> <td data-bbox="1373 816 1553 873"></td> </tr> <tr> <td data-bbox="997 873 1212 932">Plastic</td> <td data-bbox="1212 873 1373 932"></td> <td data-bbox="1373 873 1553 932"></td> </tr> </tbody> </table> <p>6. Divide the students into four groups and let them decorate the four corners of the class room using the materials that are nature friendly. This may be done as a competition and the same may be assessed.</p>	Types of waste	How it is disposed?	Where it is disposed?	Waste paper			Garbage			Vegetable peel			Plastic			relationships amongst them. 2. Observes and records the different animals that are found inside and around their houses. 3. Identifies ways in which these animals get their food to survive. 4.Observes and lists the various ways and means by which houses are kept clean 5. Observes and reports about the methods of disposal of waste water and garbage in the house.	Visuals of these animals their food and eating habits. Pictures of articles used for cleaning the house. Samples of decorating materials used for decorate houses during festivals and celebrations. Visuals showing different types of houses according to the different climatic conditions , their need , materials required to built them, their durability.	of keeping the surroundings clean and concern for living things.	
Types of waste	How it is disposed?	Where it is disposed?																						
Waste paper																								
Garbage																								
Vegetable peel																								
Plastic																								

		FFO- What animals eat.	19. Our friends animals	Appreciation of cultural diversity in food; basic ideas about various plant used as food; food from animals.	<ol style="list-style-type: none"> <li>List of animals and the food they take.</li> <li>Explore the types of food and ways of feeding various domestic animals like cow, cat dog.</li> <li>Observe the food habits of a bird and an animal for few days and report.</li> <li>visit to a poultry farm/zoo/diary farm/fishrearing farm and observe the feeds and feeding process.</li> <li>Study the feeds and feeding process of fishes in an aquarium.</li> </ol>	<ol style="list-style-type: none"> <li>Observes the food habits of animals.</li> <li>Lists various types of food the animals eat.</li> <li>Classifies the animals based on the food they eat.</li> <li>Describe the types of food and ways of feeding domestic animals.</li> </ol>	<p>Pictures cards of different animals, animals feeds.</p> <p>Puzzle game of cut outs of animals, their young ones and their shelters.</p> <p>Visuals showing the interdependence of living thing with each other and with the environment.</p>	Care for birds and animals.	11								
9	January	WATER- Water in our lives, Storing water	20. Drop by drop	<p>Use of water in different activities; cultural expression about water/rain/rivers; Observations related to rain and the response of plants and animals. Measurement of volume in terms of non-standard units such as buckets, pots etc. Estimate of quantities used for</p>	<ul style="list-style-type: none"> <li>1. Worksheet-Survey-(neighbourhood / locality) to observe and report how water is wasted by placing a tick ( ) mark in the tabular column. Discuss their findings by consolidating their observations on the blackboard.and provide suitable examples</li> <li>2.WORKSHEET 1</li> </ul> <table border="1" data-bbox="997 1214 1556 1382"> <thead> <tr> <th>Wastage of water</th> <th>school</th> <th>House</th> <th>Locality</th> </tr> </thead> <tbody> <tr> <td>1.Leaking tap</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Wastage of water	school	House	Locality	1.Leaking tap				<ol style="list-style-type: none"> <li>Observes and reports about wastage of water in the locality.</li> <li>Lists the ways to reuse waste water.</li> <li>Reasons out the</li> </ol>	<p>Worksheet</p> <p>Materials for doing experiments, buckets, water filter or leaking taps, dripping tap, mugs ,cups , water bottle.</p> <p>Different types of soils.</p>	<p>Making concern for reducing wastage of water.</p> <p>Importance of reusing waste</p>	13
Wastage of water	school	House	Locality														
1.Leaking tap																	

				<p>different domestic activities; safe handling of water different purposes; conceptual development of conservation of volume.</p>	<table border="1"> <tr> <td>2. Leaking Pipe</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Overflowing of water from the tank/vessel</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Over use of water</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Any other reason</td> <td></td> <td></td> <td></td> </tr> </table> <p>3. List down the measures they would take to prevent the wastage of water, if observed in the school/house. Consolidate.</p> <p>4. Discuss with elders how to prevent wastage of water.</p> <p>5. Organise a visit to an industrial site to observe waste water management.</p> <p>6. Slogans on saving water.</p>	2. Leaking Pipe				3. Overflowing of water from the tank/vessel				4. Over use of water				5. Any other reason				<p>need for conservation of water.</p> <p>4. Explains how to conserve water.</p> <p>5. Takes measures to reduce wastage of water at home and at school.</p>	<p>Pictures of deserts.</p> <p>Visuals to show deserts, desert life, how people manage to get water, how rain water is collected by different means, different storage tanks and water containers.</p>	<p>water.</p>	
2. Leaking Pipe																									
3. Overflowing of water from the tank/vessel																									
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		<p>FAMILY AND FRIENDS- My family and me., Whom do I look like.</p>	<p>21. Families can be different</p>	<p>Family influences- physical characteristics, values and habits, appreciating qualities and skills of family members, family as a support system. Concept of similarity between relations hereditary features.</p>	<p>1. Visuals of the family showing the relationships. (The concept of large and small family, Joint family, nuclear and extended family)</p> <p>2. Identification of similarity and differences among the siblings/twins and among the family members in terms of physical traits.</p> <p>Organize a role play by asking students to dress up like grandfather, grandmother, son, daughter, etc.</p>	<p>1. List the family members and their roles and relationship.</p> <p>2. Classifies families into nuclear/joint/extended families.</p> <p>3. Identifies the new relationships in</p>	<p>Photographs /picture of family/relatives/twins - identical twins and unidentical twins, Charts showing family tree of different families</p>	<p>Appreciation of the contributions of family members and</p>	<p>13</p>																

					<p>to illustrate their roles and relationships.</p> <p>5. Provide the pictures of twins and let students say what characteristics are similar.</p>	<p>future.</p> <p>4. List the things that they have learnt from different members of the family.</p> <p>5. Identifies the similar features among the members of the family.</p> <p>6. Appreciates the resemblance among the family members and relatives.</p> <p>7. Identifies the similarities among identical twins.</p>	<p>Photographs /picture of family/relatives/twins - identical twins and un identical twins.</p> <p>Charts showing family tree.</p>	<p>relatives,</p> <p>sharing and caring,</p> <p>valuing the benefits of joint and nuclear family.</p>	
10	February	SHELTER- Mapping my neighbour	22. Left and Right	Neighbourhood, mapping and representation in two dimensions.	<p>1. <b>Activity to</b> reinforce their understanding of four directions, left and right etc . followed by describing the locations of various objects and places with reference to school or any landmark.</p> <p>2. Identify the locations of their homes. Their</p>	<p>1. Identifies the location of various places using landmarks.</p> <p>2. Identifies the location of various</p>	<p>Diagram of places and locations as a simplified map.</p>	<p>Perfection in description</p>	13

		hood.,			<p>neighborhood-market, hospital, post office, their schools, far , near, etc.</p> <p>3. List the common landmarks used to give directions.</p> <p>4. Draw map of their locality indicating important roads, landmarks, signs and symbols to reach important places.</p> <p>5.Blind fold Game ( to realise the difficulties faced by the blind people.)</p>	<p>places using simple route maps.</p> <p>3.Gives simple directions to locate various places.</p> <p>4.Draws simple route maps to give directions to locate important places in the neighborhood.</p>	<p>Map of India.</p> <p>Road map to reach a place</p> <p>Description about the directions and paths to reach a place.</p> <p>Symbols of landmarks.</p> <p>Chart of symbols used in day to day life</p>		
		THINGS WE MAKE AND DO-Textiles	23. A beautiful cloth	Diversity in types of clothing we were; even with unstitched clothing colours and design are used in textiles; scope for creativity; vegetable dyes.	<p>1.Observation of threads of mette cloth/sack/woolen cloth and its measurement.(length and breath).</p> <p>2.Preparation of paper mat and compare with woven cloth.</p> <p>3.Exploration of cloths woven before machines</p>	<p>1.Infers that thread is required to make textiles.</p> <p>2.Identifies the variety of threads used for making</p>	<p>Threads, piece of cloth, colour paper, vegetables , flowers, leaves and grains.</p> <p>Samples of cloth printed by tie and dye method.</p> <p>Different types of</p>	Appreciation of Dignity of labour.	12

					<p>were used.</p> <p>4.Showing Charka to the class and making thread from cotton.They may further weave a piece of cloth . Discuss the use of charka by Gandhiji (emphasizing its role in patriotic movement/self sufficiency).</p> <p>6. Organise ethnic day in the school. Discribe of dress of different regions.dresses</p> <p>7. Encourage the children to dye/colour the cloth using some of the vegetable dyes ( Turmeric, beet root, kumkum, extract from leaves and flowers etc.)</p>	<p>textiles.</p> <p>3.Lists the sources of thread- cotton, silk, polyester.</p> <p>4.Infers that by placing thread along its length and breath clothe can be woven.</p> <p>5.Observes how traditional art is used in prints on cloth</p>	<p>cloth – woolen, silk, cotton, rayon , polyester etc.</p> <p>Charka.</p> <p>Visuals to show natural fibers and synthetic fibers, examples of each, people living in different climatic conditions, their costumes according to it.</p>		
		FOOD- What animals eat.	24. Web of life	Food of domestic and wild animals; care of domestic animals.	<p>1. Collect pictures of plant eating and flesh eating animals and paste them in the scrapbook.</p> <p>2. Explore the types of food and ways of feeding various domestic animals like cow , cat, dog.</p> <p>3. Observe the food habits of a bird and an animal for three days and report.</p> <p>4. Classify the above list of list of animals in to those which eat only plant, those, which eat only flesh and some which eat both in the table given below.</p>	<p>1.Observes the food habits of animals.</p> <p>2.Lists various types of food the animals eat.</p> <p>3.Classify the animals based on the food they eat.</p> <p>4. Describes the types</p>	<p>Pictures /picture cards of different animals,</p> <p>animal feeds.</p> <p>Photographs /picture of family/relatives/twins - identical twins and un identical twins,</p>	Care and concern for birds and animals.	10



					<table border="1"> <tr> <td>Plant eaters</td> <td>Flesh eaters</td> <td>Eat both plants and flesh</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Plant eaters	Flesh eaters	Eat both plants and flesh							of food and ways of feeding domestic animals.	Charts showing family tree of different families.		
Plant eaters	Flesh eaters	Eat both plants and flesh																
5. Survey of the animal feed available in the market.																		

- Evs lessons may be integrated with languages and mathematics wherever necessary.