



Circular No. RDPS /05/2022-23
Syllabus for April-May
(Duration: 01.04.2022 to 13.05.2022)
Class: III

Date: 31.03.2022

Dear Parent(s)

"Develop a passion for learning. If you do, you will never cease to grow."

With RDPS 'vision of 'Excellence in Education' and aim to accomplish the set goals during the current transitional phase of learning for the young learners, the school continues to trail ahead towards the progressive session 2022-23.

Kindly note:

1. The academic session will be divided in two Terms: Term-1 and Final Term.
2. Continuous and Comprehensive Evaluation will be done wherein Chapter End Assessment (CEA-Written) will be conducted by the subject teachers/mother teachers after completion of every chapter.
3. All CEA's will be mapped to Learning Outcomes of the concerned subject and class mentioned in the syllabus.
4. Term –I Evaluation will be compiled as per the reports of all the CEAs of Term-I and the same apply for Final Result.
5. The student's continuous performance for Oral Assessment will be consolidated at the month end by the respective subject teachers/mother teachers.

The syllabus to be covered during the month of April-May. i.e. from 01.04.22 to 13.05.2022, is as given below:

English - 01.04.22 to 13.05.22 CEA date : 24.04.2022 (Ch-1) and 07.07.2022 (Ch-2)				
Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
Pre-Requisite Knowledge * Nouns * Verbs * Sentences * Adjectives * Prepositions CB & WB Ch 2- Birbal Identifies the Thief GB: Ch 3- Nouns: Common, Proper, Collective Ch 5- Nouns: Gender Ch 6- Nouns: Belonging	ID_A/C/T-Eng LO/III/2 : Performs in events such as role play/ skit in English with appropriate expressions. ID_A/C/T-Eng LO/III/4 : Reads small texts in English with comprehension in order to identify main idea, details and sequence in order to draw conclusions in English D_A/C/T-Eng LO/III/5(b) : Expresses in writing her/his opinion/ understanding about the story and characters in the story, in English/home language in order to demonstrate writing abilities. ID_C/T-Eng LO/III/10(a) : Uses a variety of nouns, pronouns, adjectives, verbs, adverbs, conjunctions, interjections and prepositions in context as compared to previous class, in order to demonstrate oral skills in speaking meaningful short sentences in English. D_C/T-Eng LO/III/10(b): Uses a variety of nouns, pronouns, adjectives, verbs, adverbs, conjunctions, interjections and prepositions in context as compared to previous class, in order to demonstrate written skills in writing meaningful short sentences in English.	1- Role play : The students will be divided into groups of 3-4 and will be asked to choose one moral based story of Akbar and Birbal and present the role play of the same in the class. 2- Akbar's Contributions : The students will be asked to prepare 5-10 lines on any monument built by Akbar and share it with the class . The students can also dress like akbar and narrate the lines in story form too. 3- Nature and Nouns: The students will visit the Science Park to list down various nouns and its types. They will be asked to write four to five sentences using the nouns from the list. 4- Let's play with nouns: Students will be asked to draw any 5 objects around them and color them.	Collins DigiSuite youtube video links *For Nouns- Common and Proper https://youtube.com/watch?v=DJy4PV6kETM *For Collective Nouns https://m.youtube.com/watch?v=zijGfIzT5Ss *For Possessive nouns https://youtu.be/h8Ms5zj4AOk	Encourage your ward to read Panchatantra or Akbar and Birbal tales and help him/her to identify and classify nouns mentioned in the stories. Help your ward to complete the worksheet on nouns. https://www.easypacelearning.com/pdf/noun_s5.pdf

<p>CB & WB Ch 3- The Brave Tailor GB Ch 2- Questions Ch 23- Punctuations</p>	<p>ID_A/C/T-Eng LO/III/4 : Reads small texts in English with comprehension in order to identify main idea, details and sequence in order to draw conclusions in English D_A/C/T-Eng LO/III/5(b) : Expresses in writing her/his opinion/ understanding about the story and characters in the story, in English/home language in order to demonstrate writing abilities. ID_A/C/T-Eng LO/III/8 : Responds appropriately to oral messages/ telephonic communication ID_A/C/T-Eng LO/III/7 : Raises questions on the text read. D_C/T-Eng LO/III/13 : Uses punctuation such as question mark, full stop and capital letters appropriately D_A/C/T-Eng LO/III/15 : Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues</p>	<p>1- Let's talk : The students will be asked to draw a contrast between 'Hard work' and 'Smart work' .They will be asked about their preference and share the reason for the same. The teacher will also motivate the students to share any experience related to it. 2 Let's Research: The students will be asked to find out which of the countries in the world are still having Kingdoms. They have to find out which type of government we have in our country and how it is elected. 3- Let's frame questions - Students will be divided into groups and will be asked to prepare the questionnaires on Quizzizz.com of the literature chapters, they will interchange the questionnaires and play the quiz in the class. 4- Punctuation Game - Students will make punctuation headbands from home and wear them, with their appropriate sentences.</p>	<p>Collins DigiSuite Youtube video links: https://youtu.be/InAy8VUfA8g for use of question mark. Collins DigiSuite Youtube video link: https://youtu.be/U0pxcAlEa8</p>	<p>Help your ward to revise the concept of Similes through the following YouTube video link. https://m.youtube.com/watch?v=q8gcYY-xDUU Help your ward in practicing the given worksheet to revise 'PUNCTUATIONS': https://quizz.com/join?qc=308453</p>
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Hindi - 01.04.22 to 13.05.22
CEA date : 12.04.2022 (Ch-1) and 11.05.2022 (Ch-2)

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p>पूर्व आवश्यक ज्ञान * संज्ञा * क्रिया पाठ - 1 : हम एक हैं व्याकरण :- वचन बदलो</p>	<p>ID_A/C/T-HINDI LO-/III/1-कही जा रही बात ,कहानी ,कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं I ID_C/T-HINDI LO-/III/2-कहानी ,कविता आदि को उपयुक्त उतार चढ़ाव ,गति ,प्रवाह और सही प्रकार से सुनते हैं I ID_A/C/T-HINDI LO-/III/7-अलग-अलग तरह की रचनाओं /सामग्री (अखबार ,बाल पत्रिका ,होडिंग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं /अपनी राय देते हैं /शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं ,पूछे गए प्रश्नों के उत्तर (मौखिक ,सांकेतिक) देते हैं I ID_C/T-HINDI LO-/III/8-अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझ कर उनका अर्थ सुनिश्चित करते हैं I D_C/T-HINDI LO-/III/9-तरह-तरह की कहानियाँ ,कविताओं /रचनाओं की भाषा की बारीकियों (जैसे शब्दों की पुनरावृत्ति ,संज्ञा ,सर्वनाम ,समानार्थक शब्द ,शुद्ध शब्द ,विभिन्न विराम चिह्नों का प्रयोग आदि)की पहचान और प्रयोग करते हैं I D_A/C/T-HINDI LO-/III/11- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत चित्रों आड़ी-तिरछी रेखाओं (किरम-कांटे)अक्षर आकृतियों से आगे बढ़ते हुए स्व-वर्तनी का उपयोग और स्व-नियंत्रण लेखन (कन्वेंशनल राइटिंग) करते हैं I</p>	<p>1.पोशाक शो -इस गतिविधि में बच्चा अलग-अलग प्रान्तों की वेशभूषा धारण करके उस पर कुछ पंक्तियाँ बोलेंगे I 2. चलो दूँडे वचन : छात्रों को एक गद्यांश ध्यानपूर्वक पढ़ने को कहा जाएगा तथा उससे सम्बंधित एकवचन बहुवचन शब्दों को छांटने के निर्देश दिए जाएंगे I 3. आअमिलकर सुने कहानी : छात्रों को कक्षा में अंग्रेजी /हिंदी में 'एकता ' विषय से संबंधित कोई भी कहानी दो मिनट के लिए सुना ने के लिए कहा जाएगा। . (ICA)</p>	<p>यटयुब वीडियो : हम एक हैं https://youtu.be/EaSHDUEHOV0 यटयुब वीडियो : वचन https://youtu.be/ONt-H-pmov0</p>	<p>१ . एक समृद्ध शब्दावली विकसित करने के लिए अपने आसपास के शब्दों /वाक्यों को पढ़ने में अपने बच्चे की मदद करें। २. बच्चों से एक चार्ट पर भारत के विविध प्रांतों में रहने वाले भारतीयों की वेशभूषा ,खान-पान के चित्र एकत्रित करने में सहायता करें I</p>

<p>पाठ -2 दादी की सीख</p> <p>व्याकरण:-</p> <p>संज्ञा</p>	<p>ID_A/C/T-HINDI LO-/III/3- स्त्री हुई रचनाओं की विषय वस्तु घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, राय बताते हैं /अपने तरीके से (कहानी, कविता आदि) अपनी भाषा में व्यक्त करते हैं I</p> <p>ID_A/C/T-HINDI LO-/III/7-अलग-अलग तरह की रचनाओं /सामग्री (अखबार, बाल पत्रिका, होडिग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं /अपनी राय देते हैं /शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक, सांकेतिक) देते हैं I</p> <p>ID_C/T-HINDI LO-/III/ 8-अलग-अलग तरह की रचनाओं में आए गए शब्दों को संदर्भ में समझ कर उनका अर्थ स्पष्ट निश्चित करते हैं I</p> <p>D_C/T-HINDI LO-/III/9-तरह-तरह की कहानियों, कविताओं /रचनाओं की भाषा की बारीकियों (जैसे शब्दों की पुनरावृत्ति, संज्ञा, सवर्नाम, समानार्थक शब्द, शब्द शब्द, विभिन्न विराम चिन्हों का प्रयोग आदि)की पहचान और प्रयोग करते हैं I</p> <p>D_A/C/T-HINDI LO-/III/10 -अलग-अलग तरह की रचनाओं /सामग्री (अखबार, बाल पत्रिका, होडिग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं /अपनी राय देते हैं /शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (लिखित) देते हैं I</p> <p>D_A/C/T-HINDI LO-/III/11-स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत चित्रों आड़ी-तिरछी रेखाओं (किरम-कांटे)अक्षर आकृतियों से आगे बढ़ते हुए स्व-वर्तनी का उपयोग और स्व-नियंत्रण लेखन (कन्वेंशनल राइटिंग) करते हैं</p>	<p>1. मेरी दादी मुझको है प्यारी : छात्रों से अपनी दादी की एक फोटो कक्षा में लेकर आने को कहा जाएगा तथा छात्रों को निर्देश दिए जाएंगे की वह उस फोटो को अपनी कार्यपुस्तिका में चिपकाए एवं अपनी दादी के विषय में कुछ पंक्तियाँ लिखकर कक्षा में प्रस्तुत करें I</p> <p>2. शब्द लड़ी :- एक छात्र को कोई भी संज्ञा शब्द सोचने को कहा जा एगा Iअगले छात्र को एक ऐसे संज्ञा शब्द के बारे में सोचना होगा जो अंतिम अक्षर से शुरू होता हो।</p>	<p>यूट्यूब वीडियो : संज्ञा https://youtu.be/36Bk62MezwY</p>	<p>संज्ञा 'को संशोधित करने के लिए दिए गए क्विज का अभ्यास करने में अपने बच्चे की मदद करें : https://wordwall.net/resource/19068732</p> <p>अपने बच्चे के साथ नाम, स्थान, पशु, वस्तु 'खेल खेले</p>
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Mathematics - 01.04.22 to 13.05.22
CEA date : 22.04.2022 (Ch-1) and 05.07.2022 (Ch-2)

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
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<p>Pre-Requisite Knowledge: * Number Names * Expanded Form * Odd/Even Numbers</p> <p>Ch.1 Numbers up to 10,000</p>	<p>D_C/T-Maths LO/III/1(a).1: Works with large numbers: reads/writes numbers up to 9999 using place value D_C/T-Maths LO/III/1(a).2: Works with large numbers: compares numbers up to 9999 using place value D_C/T-Maths LO/III/1(b): Estimate the number to the nearest tens, hundreds and round off.</p>	<p>1. Let's Observe and Play: The students will be shown some flash cards, between 1 to 10 numbers. They will create two 3-digit numbers from the same. Post this, learners will be asked to expand and compare the numbers formed.</p> <p>2. Number Game: The students will give one 2-digit and one 3-digit number to their peers. They will write down the numbers in their PC. They will be asked to compare the numbers, also, to round off the numbers to the nearest tens and hundreds.</p>	<p>Collins Digisuite</p> <p>Video link: Expanded Form https://www.youtube.com/watch?v=4AF7xj7pmWc</p> <p>Place Value https://www.youtube.com/watch?v=GHIAXF90bBU</p> <p>Comparison of Numbers https://www.youtube.com/watch?v=kISKH3uwSsY</p> <p>Rounding off Numbers https://www.youtube.com/watch?v=CaP61n1r1TI</p>	<p>Help your ward to observe the number plates of vehicles and perform the mathematical operation (addition) on them.</p> <p>Help your ward to revise the concept of 'Place Value' through the following YouTube video link. https://www.youtube.com/watch?v=gmlc_vk_uNR4</p> <p>Motivate and help your ward to play online games related to 'Numbers up to 10,000' through the following link. https://www.splashlearn.com/number-games-for-3rd-graders (Joyful Learning)</p>
<p>Ch. 2 Addition of Numbers</p>	<p>D_C/T-Maths LO/III/2(a): analyses and applies an appropriate number operation in the situation /context regrouping, sum not exceeding 9999. D_A/C/T-Maths LO/III/2 (b).1: solves simple daily life problems using addition of 4-digit numbers with regrouping, sums not exceeding 9999 D_A/C/T-Maths LO/III/2 (b).2: solves simple daily life problems using addition of 4-digit numbers without regrouping, sums not exceeding 9999</p>	<p>1. Count the shapes: The students will make a rangoli using different shapes of varied sizes on an A4 size sheet. Total shapes used in the Rangoli will be counted by the students. They will create any 3 and 4 digit numbers out of the total number of shapes counted and will add the numbers for strengthening the concept of addition.(Art Integration)</p> <p>2. Let's shop and add : The students will be asked to visit a nearby grocery store and purchase their favourite items from the store. They will be asked to get the bill from there and to add the amount of different items purchased by them.</p>	<p>Collins Digisuite</p> <p>Video link: Four Digit Addition https://www.youtube.com/watch?v=uzAF0iewbjM&t=66s</p>	<p>Motivate and help your ward to play online games related to 'Addition of Numbers' through the following link. https://www.splashlearn.com/math-skills/third-grade/four-digit-addition/4-digit-3-digit-with-regrouping (Joyful Learning)</p>
<p>E.V.S. - 01.04.22 to 13.05.22 CEA date : 22.04.2022 (Ch-1) and 09.05.2022 (Ch-2)</p>				
Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement

<p>Prerequisite Knowledge: *Body Parts *Plants *Animals</p> <p>Ch-1 Living Things and Non-living Things</p>	<p>D_C/T-EVS LO/III/1(a): Identifies simple observable features of birds, animals, plants and organisms D_A/C/T-EVS LO/III/5: Describes the interdependence among plants, animals and humans in the environment for food, shelter and appreciate their co-existence. D_C/T-EVS LO/III/6: Describes different characteristics/functions/ motions, etc. D_C/T-EVS LO/III/8: Groups materials, organisms, features, activities etc. according to differences / similarities using different senses.</p>	<p>1.Pass the Mic: The Students will be motivated to find out more about how fish and other aquatic animals breathe and the effects of water pollution on them. Later, They will present their views in the class.</p> <p>2 Newspaper cut-outs: The students will be asked to bring newspaper cutouts of any 10 things. They will divide them into categories of living or non living things on an A4 size sheet in class.</p>	<p>Collins DigiSuite</p> <p>Video link: Characteristics of Living things https://www.youtube.com/watch?v=Umq4io_YrTY</p>	<p>Help your ward to perform the newspaper cut-outs activity.</p>
<p>Ch-2 Parts of a Plant</p>	<p>D_C/T-EVS LO/III/1(a): Identifies simple observable features of birds, animals, plants and organisms ID_A/C/T-EVS LO/III/4: Shows sensitivity for nature, plants, animals, the elderly, differently abled, historical monuments,diverse cultures. etc. D_C/T-EVS LO/III/7: Explains processes and phenomena in order to relate to science behind the phenomena /processes and develop scientific thinking skills. D_C/T-EVS LO/III/9: Draws/ label diagrams / flow charts of organisms and processes, e.g., parts of plants, organ systems,water cycle etc.</p>	<p>1: Let's find out: The students will be motivated to find out about Chipko movement and write a paragraph on the same in their practice notebook. After completing, each student will read out his/her paragraph in front of the whole class.</p> <p>2: All about edible parts of plants : The students will be asked to collect and bring samples of different edible parts of plants and present the same in class along with benefits of consuming it. For example Spinach-leaves-contains protein and iron)</p> <p>3. Seed germination: The students will be motivated to sow a seed and observe its growth everyday. They will bring the sapling in class after 2 weeks and share their observations.</p>	<p>3D Lab</p> <p>Collins DigiSuite</p> <p>Video link: Parts of plant: https://www.youtube.com/watch?v=p3St51F4kE8</p>	<p>Encourage your ward to plant and nurture a sapling.</p>

Co-Scholastic

Subject	Content to be covered
<p align="center">ICT</p>	<ul style="list-style-type: none"> • Chapter 1(Collins-Smart Tech)- The IPO Cycle • Chapter 1(Cambridge- Coding Sandpit)- Puzzle: Fit Numbers in a Grid • Chapter 2(Cambridge- Coding Sandpit)- Puzzle: Number Pyramid • Chapter 2(Collins-Smart Tech)- Inside A Computer
<p align="center">General Knowledge</p>	<p>Collins Windmills:</p> <ul style="list-style-type: none"> • Ch 1 – Word Sums • Ch 2 – Sports and Stadiums • Ch 3 – Flowers Galore <p>Collins Knowledge Lighthouse 2:</p> <ul style="list-style-type: none"> • Ch -1 What is the Good Word? • Ch - 2 Colourful Edibles • Ch- 3 Mice Rhymes • Ch - 4 Animal Speech • Ch - 6 Animal Food • Ch - 9 My Favourite Books

Value Education	<ul style="list-style-type: none"> Value Card 1 : Honesty Value Card 10: Choose Your Role Model
Art & Craft	<ul style="list-style-type: none"> Bird Composition in oil pastel colours. Clay Modeling work <p>Material required : Clay Kit (Faber-Castell or Play-Doh or Rangeela Moulding Doh).</p>
Dance & Music	<ul style="list-style-type: none"> Concept of 7 notes Concept of 'c' scale. Practice of school prayers ('Gayatri Mantra' and 'O great God') Practice of Body movement, posture and single hand mudra in dance.
Health and Physical Education	<p>Games:</p> <ul style="list-style-type: none"> PEC 16 : Jumping for height PEC 17 : Making shapes Mock Drill (Safety related measures) Calisthenics exercise (Free hand exercise) <p>Yoga:</p> <ul style="list-style-type: none"> Basic warm up with stretching exercise Surya Namaskar (Step by step correction with breathing) Basic Postures <ul style="list-style-type: none"> ✓ Tadasana ✓ Padahasthasana ✓ Kati-Chakrasana
Intra Class Activity PR: 21.04.2022 FR: 28.04.22 (Thursday)	आअमिलकर सुने कहानी Theme: Unity (Aesthetic, Moral, Social)

List of Holidays

14.04.2022 (Thursday)	Mahavir Jayanti
15.04.2022 (Friday)	Good Friday
03.05.2022 (Tuesday)	Id-UI-Fitr
16.05.2022 - 30.06.2022	Summer-break

For any queries/concerns, you may contact the respective class teacher/ the coordinator.

We hope that together we succeed in enriching the skills of our children and nurturing their aptitude considerably.

Regards

Mrs. Anjali Kotnala
(Principal)