



Circular No. RDPS /39/2022-23
Syllabus for April-July
(Duration: 01.04.2022 to 25.07.2022)
Class: III

Date: 01.07.2022

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 prescribed syllabus.
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 CEA-1 & CEA- 2 and CEA-3 & CEA-4 will be compiled 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-July. i.e. from 01.04.22 to 25.07.2022, is as given below:

English - 01.04.22 to 17.07.22				
Test Date: 18.07.2022				
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	<ul style="list-style-type: none"> • LO 2 : Performs in events such as role play/ skit in English with appropriate expressions. • LO 4 : Reads small texts in English with comprehension in order to identify main idea, details and sequence in order to draw conclusions in English. • LO 5b : 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. • LO 10a : 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. • LO 10b : 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. 	<p>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.</p> <p>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 using props of a king and narrate the lines acting like Akbar.</p> <p>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.</p> <p>4- Let's play with nouns: Students will be asked to draw any 5 objects around them and colour them.</p>	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=zijGfzT5Ss * 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/nouns5.pdf

<p>CB & WB Ch 3- The Brave Tailor GB Ch 2- Questions Ch 23- Punctuations</p>	<ul style="list-style-type: none"> • LO 4 : Reads small texts in English with comprehension in order to identify main idea, details and sequence in order to draw conclusions in English. • LO 5b : 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. • LO 7 : Raises questions on the text read. • LO 8 : Responds appropriately to oral messages/ telephonic communication. • LO 13 : Uses punctuation such as question mark, full stop and capital letters appropriately. • LO 15 : Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues. 	<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 and any experience related to it.</p> <p>2- Let's Research: The students will be asked to find out about any one country in the world which is still having Kingdom. They have to find out which type of government we have in our country and how it is elected.</p> <p>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 present their questionnaires in the class and play the same.</p> <p>4- Expressive Punctuation - Variety of prose and poetry sheets with punctuation marks will be given to the learners and they will be asked to encircle the punctuation marks in their sheet.Afterwards they will be asked to read the same with correct pronunciation, expressions and Intonation.</p>	<p>Collins DigiSuite Youtube video links: https://youtu.be/InAy8VUfA8g</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://www.liveworksheets.com/worksheets/en/English_language/Punctuation/Punctuations_eb1392894ev</p>
<p>CB & WB Ch 5- Sniffles the Crocodile and Punch the Butterfly GB: Ch 8- Adjectives Ch 10- Pronouns Ch 4- Noun Numbers(Singular/ Plural)</p>	<ul style="list-style-type: none"> • LO 2 : Performs in events such as role play/ skit in English with appropriate expressions. • LO 4 : Reads small texts in English with comprehension in order to identify main idea, details and sequence in order to draw conclusions in English. • LO 5b : 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. • LO 6 : Reads posters, labels, pamphlets, newspapers in order to strengthen vocabulary and demonstrate inquisitiveness about real life examples of language. • LO 10b : 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. 	<p>1- Showing Sensitivity: The students will be given a situation where they will have to answer, showing sensitivity towards animals (Wherein, What will you do if you see an injured street dog on the road?)</p> <p>2- Our school: The students would be taken for a school round to make them familiar with the different labs, rooms, etc. After coming back to the class, they will write 5-7 lines describing the school using suitable adjectives on an A-4 size sheet.</p> <p>3- Let's play with pronouns: Divide the class into two groups.The teacher will pick a book, poem or any work of literature and read out loud. As the teacher reads to the class slowly, the students in each team will write down the pronouns they hear. The group that has the correct (or closest to correct) number of pronouns wins!</p> <p>4-Creating comic-strip: The students will be shown samples of different comic strips and asked to design the same, using pronouns.</p>	<p>Collins Digitsuite Video related to the theme/moral of the story/poem https://youtu.be/SL5reW9-i5M Pronouns: https://youtu.be/OP9-kOC SqY8 Possessive Pronouns: https://youtu.be/-Du5f8Kgv5M Singular Plural Nouns - https://youtu.be/BI1Syz9I2n0</p>	<p>Help your ward to complete the worksheet on 'Possessive Pronouns'.</p> <p>Help your ward to make a list of various compound words they find around themselves. Like: sun + flower etc.</p>

Mathematics -01.04.2022 to 19.07.2022
Test Date: 20.07.2022

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p>Pre-Requisite Knowledge:</p> <ul style="list-style-type: none"> * Number Names * Expanded Form * Odd/Even Numbers <p>Ch 1 : Numbers up to 10,000</p>	<ul style="list-style-type: none"> ● LO 1a : Works with three-digit numbers: reads/writes numbers up to 999 using place value. ● LO 1b : Works with three-digit numbers: compares numbers up to 999 for their value based on their place value. 	<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. Then they 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 notebook. 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_vkuNR4</p> <p>Motivate and help your ward to play online games related to 'Numbers up to 10,000' through the following link. https://mrnussbaum.com/matching-numbers-between-1-10-000-with-their-written-words-online (Joyful Learning)</p>
<p>Ch 2 : Addition of Numbers</p>	<ul style="list-style-type: none"> ● LO 1 c : Works with three-digit numbers: solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999. ● LO 1 e : Works with three-digit numbers: analyses and applies an appropriate number operation in the situation / context. 	<p>1. Count the shapes: The students will make a rangoli using different shapes of varied sizes on an A4 size sheet. Total numbers of each shape used in the Rangoli will be counted by the students. They will create any 3 and 4 digit numbers out of those numbers 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/money of different items purchased. After this activity student will be asked to look for a number plate of a vehicle and add the numbers present on it.</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/fo ur-digit-addition/4-digit-3-di git with-regrouping (Joyful Learning)</p>

Ch 3 : Subtraction of Numbers	<ul style="list-style-type: none"> ● LO 1 c : Works with three-digit numbers: solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999 ● LO 1 e : Works with three-digit numbers: analyses and applies an appropriate number operation in the situation / context. 	<p>1. Find me: Students will be given a riddle to solve using subtraction. After subtracting, they need to draw an abacus on an A4 size sheet and will represent the answer of their riddle on the same using round bindis, sketch pens and colours to show the answer.</p> <p>2. Let's frame and count: Students will be shown different real life objects will be shown to them like books, colours, pencils etc. They need to count the objects and create two 4 digit numbers out of it. After creating the numbers, they will be asked to find out the difference between them.</p>	<p>Collins Digisuite</p> <p>Video line: Three Digit Subtraction https://www.youtube.com/watch?v=TsS4KIQWQSU</p> <p>Four Digit Subtraction https://www.youtube.com/watch?v=9dA6KVJAFq4</p>	<p>Motivate and help your ward to play online games related to 'Subtraction' through the following link.</p> <p>(https://www.education.com/game/three-digit-subtraction-mountain/) (Joyful Learning)</p>
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Hindi- 01.04.2022 से 21.07.2022

परीक्षा तिथि: 22.07.2022

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
<p>व्याकरण :- *संज्ञा * क्रिया पाठ- 1 : हम एक हैं व्याकरण:- वचन बदलो</p>	<ul style="list-style-type: none"> ● LO 1 : कही जा रही बात ,कहानी ,कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं । ● LO 2 : कहानी ,कविता आदि को उपयुक्त उतार चढ़ाव,गति ,प्रवाह और सही प्रकार से सुनते ● LO 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 । ● LO 8क : अलग -अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझ कर उनका अर्थ(मौखिक) सुनिश्चित करते हैं । ● LO 8ख: अलग -अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझ कर उनका अर्थ(लिखित) सुनिश्चित करते हैं । ● LO 9 : तरह -तरह की कहानियों ,कविताओं /रचनाओं की भाषा की बारीकियों (जैसे शब्दों की पुनरावृत्ति ,संज्ञा ,सवर्नाम ,समानार्थक शब्द ,शुद्ध शब्द ,विभिन्न विराम चिन्हों का प्रयोग आदि) की पहचान और प्रयोग करते हैं । ● LO 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>1.पोशाक शो -इस गतिविधि में बच्चा किसी एक प्रान्त की वेशभूषा धारण करके उस पर कुछ पंक्तियाँ बोलेंगे ।</p> <p>2. चलो ढूंढे वचन: छात्रों को एक गद्यांश ध्यानपूर्वक पढ़ने को कहा जाएगा तथा उसमें से एकवचन बहुवचन शब्दों को छांटने के निर्देश दिए जाएंगे ।</p> <p>3. आओ,मिलकर सुने कहानी : छात्रों को अंग्रेजी/हिंदी में 'एकता' विषय से संबंधित कोई भी कहानी दो मिनट के लिए सुनाने के लिए कहा जाएगा।</p>	<p>यूट्यूब वीडियो : हम एक हैं https://youtu.be/EaSHDUEH0Vo</p> <p>यूट्यूब वीडियो : वचन https://youtu.be/ONT-H-pmoy0</p>	<p>१. एक समृद्ध शब्दावली विकसित करने के लिए अपने आस-पास के शब्दों/वाक्यों को पढ़ने में अपने बच्चे की मदद करें।</p> <p>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 ।</p>

<p>पाठ -2 दादी की सीख</p> <p>व्याकरण:- संज्ञा</p>	<ul style="list-style-type: none"> ● LO 3 : सुनी 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 । ● LO 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 । ● LO 8क : अलग -अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझ कर उनका अर्थ(मौखिक) सुनिश्चित करते हैं । ● LO 8ख: अलग -अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझ कर उनका अर्थ(लिखित) सुनिश्चित करते हैं । ● LO 9 : तरह -तरह की कहानियों ,कविताओं /रचनाओं की भाषा की बारीकियों (जैसे शब्दों की पुनरावृत्ति ,संज्ञा ,सवर्नाम ,समानार्थक शब्द ,शुद्ध शब्द ,विभिन्न विराम चिन्हों का प्रयोग आदि) की पहचान और प्रयोग करते हैं । ● LO 10 : 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 (लिखित) देते हैं । ● LO 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>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 जाएँगे की वह उस फोटो को अपनी कार्यपुस्तिका में चिपकाए एवं अपनी दादी के विषय में कुछ पंक्तियाँ लिखकर कक्षा में प्रस्तुत करें ।</p> <p>2. शब्द लड़ी :- एक छात्र को कोई भी संज्ञा शब्द सोचकर बोलने को कहा जाएगा ।अगले छात्र को एक ऐसे संज्ञा शब्द के बारे में सोचकर बोलना 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 अपने बच्चे के साथ 'नाम, स्थान, पशु, वस्तु' खेल खेलें।</p>
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<p>पाठ - 3 अनमोल नियामत</p> <p>व्याकरण:</p> <p>सर्वनाम, अनुस्वार, अनुनासिक</p>	<ul style="list-style-type: none"> • LO 4 : आस-पास होने वाली गतिविधियाँ /घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते, बातचीत करते और प्रश्न पूछते हैं। • LO 6 : तरह-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) देते हैं। • LO 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। • LO 8क : अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझ कर उनका अर्थ(मौखिक) सुनिश्चित करते हैं। • LO 8ख: अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझ कर उनका अर्थ(लिखित) सुनिश्चित करते हैं। • LO 9 : तरह-तरह की कहानियाँ ,कविताओं /रचनाओं की भाषा की बारीकियों (जैसे शब्दों की पुनरावृत्ति ,संज्ञा ,सर्वनाम ,समानार्थक शब्द ,शुद्ध शब्द ,विभिन्न विराम चिन्हों का प्रयोग आदि) की पहचान और प्रयोग करते हैं। • LO 10 : 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 (लिखित) देते हैं। • LO 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। • LO 13 : अलग-अलग तरह की रचनाओं /सामग्री (अखबार , बाल पत्रिका जैसे पूर्ण विराम ,अल्प विराम , प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। 	<ol style="list-style-type: none"> 1.छूकर पहचानना -छात्रों को वस्तुओं को छूकर पहचानने के लिए कहा जाएगा। इस गतिविधि में छात्र वस्तुओं को इकट्ठा करेंगे और मेज पर रख देंगे। हर एक छात्र को आँखें बंद करने को कहा जाएगा तथा एक-एक करके हर छात्र अपनी रखी हुई वस्तु को पहचानेगा। 2.आओ सर्वनाम जाने : बच्चों से कुछ वाक्य बनाने को कहा जाएगा जिन में संज्ञा शब्दों का प्रयोग हो। फिर इन्हीं संज्ञा शब्दों को छात्र अपने सहपाठी से उसे सर्वनाम में बदलने को कहेगा। जैसे- यह किताब राम की है। यह किताब उसकी है। 3.आओ वाक्य बनाए : शिक्षार्थियों को दो चित्र दिखाए जाएंगे और उन्हें सर्वनाम का उपयोग करते हुए एक वाक्य बोलने के लिए कहा जाएगा। 	<ol style="list-style-type: none"> 1. यूट्यूब वीडियो :सर्वनाम https://youtu.be/RdqXOIUUIwY 2. क्विज लिंक सर्वनाम https://www.liveworksheet.com/ph1114237qp 3. यूट्यूब वीडियो: अनुस्वार अनुनासिक https://www.youtube.com/watch?v=ahSty2UgnrUबी 	<ol style="list-style-type: none"> 1.छात्रों को नियमित पाठ पठन का अभ्यास कराए और श्रुतलेख लीजिए। 2.बच्चों को प्रेरणा दायक कहानियाँ सुनाए और उन्हें नए शब्द सीखने में भी मदद करें। 3.छात्रों को मनोरंजक क्रियाकलाप द्वारा पौष्टिक आहार व अपौष्टिक की सूची बनाने को कहे। संदर्भ के लिए- https://wordwall.net/resource/9765261
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E.V.S. - 01.04.2022 to 24.07.2022
Test Date: 25.07.22

Chapter no. and Name	Learning Outcome	Activity/Activities	Use of ICT/Labs	Parent's Involvement
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<p>Pre-Requisite Knowledge: *Body Parts *Plants *Animals</p> <p>Ch 1: Living Things and Non-living Things (science)</p>	<ul style="list-style-type: none"> • LO 1a : Identifies simple observable features of leaves, trunk and bark of plants in immediate surroundings. • LO 1b : Identifies simple features of animals and birds in the immediate surroundings. • LO 6 : Groups objects, birds, animals, features, activities according to differences / similarities using different senses. 	<p>1.Pass the Mic: The students will be motivated to find out about how fish and other aquatic animals breathe and the effects of water pollution on them. 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=Umg4io_YrTY</p>	<p>Help your ward to perform the newspaper cut-outs activity.</p>
<p>Ch 2: Parts of a Plant (science)</p>	<ul style="list-style-type: none"> • LO 1a : Identifies simple observable features of leaves, trunk and bark of plants in immediate surroundings. • LO 12 : Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. • LO 17 : Draws/ label diagrams / flow charts of organisms and processes, e.g., parts of plants, organ systems,water cycle etc. 	<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, Cucumber (Fruit)- contains fibre and vitamins.</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>
<p>Ch 3: What Animals Eat (science)</p>	<ul style="list-style-type: none"> • LO 1b : Identifies simple features of animals and birds in the immediate surroundings. • LO 4 : Describes need of food for people of different age groups; animals and birds, availability of food and water, and use of water at home and surroundings. • LO 6 : Groups objects, birds, animals, features, activities according to differences / similarities using different senses. • LO 12 : Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. • LO 14 : Identifies various pests living in our surrounding and explores ways to prevent them from entering our home. • LO 16 : Describes the interdependence among plants, animals and humans in the environment for food, shelter and appreciate their co-existence. 	<p>1. Guess the sound: Sounds of different animals will be played in the class and the students will be encouraged to guess the animal. They will be motivated to share the eating habits of that animal.</p>	<p>Collins DigiSuite</p> <p>Video link: Food habits of Animals https://www.youtube.com/watch?v=3yrikH2QFFA</p>	<p>Motivate your ward to keep water/ food for birds and animals and observe their physical features. (Experiential learning)</p> <p>Help your ward to collect amazing facts about different birds and animals.</p>

<p>Ch 5: Our Body (science)</p>	<ul style="list-style-type: none"> • LO 4 : Describes need of food for people of different age groups; animals and birds, availability of food and water, and use of water at home and surroundings. • LO 16 : Describes the interdependence among plants, animals and humans in the environment for food, shelter and appreciate their co-existence. • LO 17 : Draws/ label diagrams / flow charts of organisms and processes, e.g., parts of plants, organ systems, water cycle etc. • LO 18 : Applies learning of scientific concepts in daily life/real life situations in order to solve problems/give solutions/take preventive measures/etc. 	<p>1. Creating stick puppet: The students will be asked to make a stick puppet on any internal organ of the body and prepare a few lines on it. Each student will share the same in the class.</p>	<p>1. Collin's DigiSuite 2. YouTube video link https://www.youtube.com/watch?v=rRaAO2nI9qM</p> <p>Digestive System: https://www.youtube.com/watch?v=bFczvJp0bpU</p>	<p>Help your ward understand the importance of correct posture and motivate them to maintain proper posture.</p>
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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 • Chapter 3 (Collins-Smart Tech)- Data Organization in Windows OS • Chapter 3(Cambridge- Coding Sandpit)- Counting Combinations • Chapter 4(Cambridge- Coding Sandpit)- Patterns I Words • Chapter 5(Cambridge- Coding Sandpit)- Finding Patterns: Word Search
<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 • Ch 5 – Road Signs • Ch 8 - Landmarks of the World • Ch 9 – Patterns <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 • Ch - 5 Know Your Body • Ch - 7 Indoor Games • Ch - 8 Flower Galore • Ch - 11 Sea Animals • Ch - 15 Camping Time • Ch - 38 Being Safe
<p align="center">Value Education</p>	<ul style="list-style-type: none"> • Value Card 1 : Honesty • Value Card 11 : Caring

<p>Art & Craft</p>	<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> <ul style="list-style-type: none"> • Colourful Butterfly (crafted) <p>Material required : Any 3 bright colour pastel sheets (A-4 size), colourful bindi: medium size round (3 stripes), fabric glue / fevicol, coloured sequences small size (2 packets), scissors, (1) ivory sheet (A-4 size), (2) googly eyes (small size)</p>
<p>Dramatics</p>	<ul style="list-style-type: none"> • Introduction of Theatre. • Work on speech and Diction • Work on Body language
<p>Music and Dance</p>	<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. • Practice on synthesizer. • Practice of 6 beats on congo. • Practice of school prayer ('Teri hai zameen' and 'Itni shakti humein dena data') • Practice of Teen Taal and introduction of different Taal in dance.
<p>Health and Physical Education</p>	<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) • PEC 15 : Catch up • PEC 10 : Dribble and shoot • PEC 11 : Passing and shooting (with ball) • Locomotor movement skills (Agility, Balance, Coordination) • Stretching 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 ✓ Padahastasana ✓ Kati-Chakrasana • Balancing Postures <ul style="list-style-type: none"> ✓ Trikonasana ✓ Vrikasana ✓ Naukasana • Meditation with OM Chanting
<p>Subject Enrichment Activity 26.07.22 (Tuesday)</p>	<p>Creativity with Fallen leaves, Theme: Van Mahotsav Students will be asked to collect fallen leaves and create a drawing depicting an animal/bird to understand the importance of celebration of Van Mahotsav. They will speak any two facts (in Hindi) about the creature drawn by them. Material Required: Fallen leaves, A-4 size sheet, adhesive, etc.</p>

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.