

SYLLABUS FOR SESSION 2023-24**CLASS- III****SUBJECT- E.V.S.****Term - I**

S. No.	Ch. No.	Name of Chapter	Learning Outcomes	Suggested Activities
1	1	Poonam's Day Out	<ul style="list-style-type: none">• Identifies simple observable features (e.g. movement, at places found, kept, eating habits, sounds of animals and birds) in the immediate surroundings.• Groups objects, birds and animals, features, activities according to differences/ similarities using different senses, i.e. appearance/place of living/ food/ movement/ likes- dislikes and any other features.• Records observations, experiences, information on objects/ activities/ places visited in different ways.• Shows sensitivity towards animals and birds.	<ul style="list-style-type: none">• Visit the school playground/ garden and observe the animals and birds, their voices.• Classify animals and birds on the basis of where they live, how they move etc.• Identify the names of animals and birds from the riddles.• Finger paint to make pictures of animals and birds.• Arrange animals and birds on the basis of their size.• Make masks of animals and birds. Solve jigsaw puzzles of animals.

2	2	The Plant Fairy	<ul style="list-style-type: none"> Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings. Records observations, experiences, information on objects/ activities/ places visited in different ways. Shows sensitivity towards plants. Creates drawings, designs, motifs of objects. 	<ul style="list-style-type: none"> Role play on 'why we should not pluck flowers.' Classify leaves on the basis of their colours, shapes and margins. Identify the plant by smelling their leaves. Use dry leaves to make pictures of animals. Take rubbings (prints) of leaves and tree trunks. Enlist things that have patterns of leaves and flowers on them. Befriend a tree. <p>Identify the parts of real plants in your school playground/ garden.</p>
3	4	Our First School	<ul style="list-style-type: none"> Identifies relationships with and among family members. Describes in his/her own words, the roles of family members and the need of living together. Shows sensitivity towards diverse family set ups in surroundings. 	<ul style="list-style-type: none"> Names of family members and relationships we share with them. Resemblance between family members. Group discussion on 'advantages of living together' Things we learn from our family. <p>Prompts students to share what is special about any member of their family.</p>
4	6	Foods We Eat	<ul style="list-style-type: none"> Describes in his/her own words, the need for food for people of different age groups. Shows awareness towards misuse/ wastage of food in family and school. Identifies the ingredients present in the food item 	<ul style="list-style-type: none"> Role play on 'Food needs of various people'. Motivate students to bring their favourite food items and classify them into healthy and unhealthy food.

5	7	Saying Without Speaking	<ul style="list-style-type: none"> • shows sensitivity for differently abled people . • <i>Identifies facial expressions like happy ,sad etc</i> 	<ul style="list-style-type: none"> • Make masks depicting different facial expressions and act accordingly • Discuss the needs of the differently abled and Do's and Don'ts with differently-abled children.
6	8	Flying High	<ul style="list-style-type: none"> • Identifies simple observable features (e.g. movement, at places found, kept, eating habits, sounds of birds) in the immediate surroundings. • Groups, birds, features, activities according to differences/ similarities using different senses, i.e. appearance/place of living/ food/ movement/ likes-dislikes and any other features. • Records observations, experiences, information on objects/ activities/ places visited in different ways. • Shows sensitivity towards birds. 	<ul style="list-style-type: none"> • Enact your favourite bird, i.e. the sounds it makes, how it moves etc. • Identify the habitats of different birds. • Observe the various types of beaks. • Match the birds to the food they eat. • Classify birds according to different shapes, colours and sizes of feathers. • Enlist the animals that can fly.
7	10	What Is Cooking	<ul style="list-style-type: none"> • Differentiated between objects and activities of present and past, e.g. vessels used etc. • Records observations, experiences, information on objects/ activities/ places visited in different ways. • Shows awareness towards wastage of food. • <i>Differentiates between raw and cooked food.</i> • <i>Identifies method of cooking.</i> • <i>Identifies various fuels used for cooking.</i> 	<ul style="list-style-type: none"> • Identify the utensils. • What are utensils made of? • Enlist the food items eaten raw, cooked or both ways. • Write the steps of cooking your favourite dish <i>without using fire/flame.</i> • Identify the various methods of cooking. <p style="text-align: center;">Fuels used for cooking in your house.</p>

Term - II

S. No.	Chapter No.	Name of Chapter	Learning Outcomes	Suggested Activities
8	11	From Here To There	<ul style="list-style-type: none">● Identifies objects, signs (means of communication, transport, signboards) etc.● Differentiates between vehicles and activities of present and past.● Records observations, experiences, information on objects/ activities/ places visited in different ways.● <i>Identifies vehicles used for specific purpose eg. ambulance etc.</i>	<ul style="list-style-type: none">● Enlist the various means of transport.● What are vehicles used for?● How many wheels do the vehicles have?● Sounds of various vehicles. Discussion on situations requiring emergency services.

9	12	Work We Do	<ul style="list-style-type: none"> ● Records observations, experiences, information on objects/ activities/ places visited in different ways. ● Differentiates between activities and work done by people of present and past. ● Shows awareness of stereotypes for tasks in family w.r.t. gender. 	<ul style="list-style-type: none"> ● Read the picture and observe the various kinds of work that people do. ● Identify the work the people do and what they are called. ● Identify the building and work done there. ● Observe the work done by people in your family- make a list of work done by family members in and outside the house. Observe the landmarks on the way from your home to school.
10	13	Sharing Our Feelings	<ul style="list-style-type: none"> ● Shows sensitivity for the elderly, differently-abled and diverse family set ups in surroundings. 	<ul style="list-style-type: none"> ● Make Special Message Walls in groups and each student will write a positive note for other members of the group. ● Discuss how we can help the elderly. ● Play the blindfold game and share your experiences. ● Organise a Talent Show in the class. Motivate the students to showcase their skills.

11	14	The Story Of Food	<ul style="list-style-type: none"> ● Shows awareness towards stereotypes for tasks in family w.r.t. gender. ● Shows awareness towards misuse/ wastage of food in family and school. ● Describes in his/her own words the need for food for people of different age groups, animals/ birds, availability of food. 1. <i>Differentiates the food items we get from plants and animals.</i> 2. <i>Identifies medicinal plants .</i> 3. <i>Identifies the part of plant which is eaten.</i> 	<ul style="list-style-type: none"> ● Make a list of food items you eat in a day and classify into their sources; i.e. plants or animals. ● Discuss the gender roles related to cooking. ● When you are sick, do you take any medicine which we get from plants? Identify parts of plants eaten as food.
12	16	Games We Play	<ul style="list-style-type: none"> ● Observes rules in games (local, indoor, outdoor) and other collective tasks. ● Differentiates the games and related equipment. 1. <i>Describes their hobbies.</i> 	<ul style="list-style-type: none"> ● Which games do you play with your family members? ● Collect information on local sports persons. <p>Besides playing, what else do you and your family members do?</p>

13	17	Here Comes A Letter	<ul style="list-style-type: none"> ● Identifies means of communication etc. ● Describes in his/her own words roles of family members and the need of living together through oral/ written/ other ways. ● <i>Differentiates the means of communication of present and past.</i> ● Shows awareness of stereotypes for tasks in family w.r.t. gender. 	<ul style="list-style-type: none"> ● Write a letter to your friend on a postcard and post it. ● Arrange the correct sequence of the journey of a letter. ● Visit a post office and observe how letters reach there and are sent from there. ● Make your own telephone.
14	20	Drop By Drop	<ul style="list-style-type: none"> ● Describes in own words the need for water and its availability. ● Estimates quantity of water in daily life and verifies using symbols and non-standard units. ● Shows awareness of stereotypes for tasks in family w.r.t. gender. 	<ul style="list-style-type: none"> ● Group discussion on gender defined roles. ● Make posters/ slogans on 'Save Water'. ● Suggest ways of saving water. ● <i>Methods of collecting water.</i> How can we reuse water at home?

15	22	Left-Right	<ul style="list-style-type: none"> ● Identifies objects, signs, sign boards, etc places (types of houses, shelter, bus stand, petrol pump etc). ● Identifies directions, locations of objects, places in simple maps (of home classroom, school) using signs, symbols, and verbally. ● Records observations, experiences, information on objects/ activities/ places visited in different ways. ● Creates drawings, motifs, designs, models, top, front, side views of objects, simple maps (of classroom, sections of home, school, etc). 	<ul style="list-style-type: none"> ● Enlist the things to your left and right. ● Make your own symbols to complete the map. ● What do the signs indicate? ● Map reading. <p><i>Create own maps (like from home to school)</i></p>
16	18	<i>A House Like This</i>	<ul style="list-style-type: none"> ● <i>Identifies different types of houses and material used to build the houses</i> 	<ul style="list-style-type: none"> ● <i>Create houses using straws, clay, cloth, paper craft, ice etc.</i> ● <i>Draw pictures of different types of houses.</i>