

SYLLABUS FOR SESSION 2024-25**CLASS-III****SUBJECT-E.V.S.****Term-I**

S. No.	Ch. No.	Name of Chapter	Learning Outcomes	Suggested Activities	Content Enrichment
1	1	Poonam's Day Out	<ul style="list-style-type: none">• Identifies simple observable features of plants, animals, birds, etc. in immediate surroundings.• Groups objects, birds, animals, according to differences/ similarities i.e. appearance/place of living/ food/ movement/ likes-dislikes/ using different senses 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">• Enlist the animals and birds you have seen.• Classify animals and birds on different basis such as where they live, how they move, size etc.• Paint the pictures of animals and birds by using finger/ thumbprints• Make masks of animals, birds and enact like them.• Solve jigsaw puzzles based on animals.	

2	2	The Plant Fairy	<ul style="list-style-type: none"> Identifies simple observable features (e.g. shape, color, texture, aroma, etc.) 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. Makes drawings, designs, motifs of objects. Identifies works people do at home or neighborhood. 	<ul style="list-style-type: none"> Classify leaves on the basis of their colors, 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. Identify the parts of a plants in your school playground/ garden. 	Worksheet No. 1 & 5 of Tarang Workbook
3	4	Our First School	<ul style="list-style-type: none"> Identifies relationships with and among family members and describes the role of 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 their surroundings. 	<ul style="list-style-type: none"> Make a family chart by writing the names of family members and relationships we share with them. I resemble with (name of). Group discussion on 'advantages of living together' Enlist the things we learn from our family. Role Play of my favorite family member by using stick puppet. 	
4	6	Foods We Eat	<ul style="list-style-type: none"> Identifies relationships with and among family members. Shows sensitivity towards culturally diverse families based on their food. Observes and describes the eating habits of people of different age groups. Identifies the ingredients present in various food items. 	<ul style="list-style-type: none"> Role play on 'Food needs of various people'. Motivate students to bring their favorite food items and classify them into healthy and unhealthy food. Enlist the ingredients present in favourite food. Prepare a chart of the food you get for a week in mid-day meal & enlist the ingredients of these food items 	

5	7	Saying Without Speaking	<ul style="list-style-type: none"> Identifies simple observable features like facial expressions. Shows sensitivity towards differently abled people. 	<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 such as movement, habitat, eating habits, sounds of birds) in their immediate surroundings. Groups/Categorizes objects, birds, animals, features, activities according to differences/ similarities such as appearance, habitat, food, movement, likes-dislikes, etc. Records observations, experiences, information on objects/ activities/ places visited in different ways. Shows sensitivity towards birds. Observes and describes eating habits of birds. 	<ul style="list-style-type: none"> Enact your favorite bird by imitating the sounds it makes, how it moves, its common habits, 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 their beaks and colors of their feathers. Sensitization for keeping food and water for birds and bird safety.
7	10	What is Cooking?	<ul style="list-style-type: none"> Identifies the objects (vessels) used for cooking. Observes and identifies the methods of cooking food. Identifies the various fuels used for cooking. Differentiates between objects and activities of present and past, e.g. vessels used, methods of cooking, etc. Identifies the food that is eaten raw and the food that has to be cooked. Records observations, experiences, information on objects/ activities/ places visited in different ways. 	<ul style="list-style-type: none"> Enlist the food items that are eaten raw, cooked or both ways. Write the steps of preparing your favorite dish without using fire.

#Note: The above mentioned syllabus along with revision must be completed before mid-term examination.

Term-II

S. No.	Ch\ No.	Name of Chapter	Learning Outcomes	Suggested Activities	Content Enrichment
8	11	From Here to There	<ul style="list-style-type: none"> ● Identifies objects, signs (means of transport, signboards, stations, bus stand, petrol pump, etc.) ● Records observations, experiences, information on objects/ activities/ places visited in different modes of transport. ● Identifies vehicles used for specific purpose such as ambulance, fire brigade, mail truck, etc. ● Differentiates between vehicles and activities of present and past.(at the time of elders) 	<ul style="list-style-type: none"> ● Enlist the various means of transport. ● Conversation/ Story Telling/ Skit/ Visuals on the following: ● Situations requiring Emergency Services. ● Types of Vehicles. ● Domestic Activities 	

9	12	Work We Do	<ul style="list-style-type: none"> • Describes the role of family members in household. • Shows sensitivity towards the work people do in the neighborhood and surroundings. • Identifies objects, vehicles, buildings, etc. • Differentiates between activities and work done by people in the past and present. • Shows awareness towards stereotypes for tasks in family wrt gender. 	<ul style="list-style-type: none"> • 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 route between your home and school. • Enlist the work done by yourself (students). 	Worksheet No. 6, 12 & 18 of Tarang Workbook
10	13	Sharing Our Feelings	<ul style="list-style-type: none"> • Shows sensitivity towards differently-abled persons. 	<ul style="list-style-type: none"> • Make Special Message Wall in groups and each student may write a positive note for other members of the group. • Discuss how we can help persons requiring special attention. • Play the blindfold/ dumb charades game and share your experiences. 	

11	14	The Story Of Food	<ul style="list-style-type: none"> ● Describes role of family members/family influences. ● Shows awareness towards wastage of food in family and school. ● Shows awareness towards stereotypes concerning gender roles. ● Differentiates the food items we get from plants and animals. ● Identifies medicinal plants. ● Identifies the edible parts of various plants. 	<ul style="list-style-type: none"> ● Make a list of food items you eat in a day and classify them into their sources; i.e. plants or animals. ● Discuss the gender roles related to house hold activities ● When you are sick, do you take any medicine which we get from plants? ● Identify parts of plants that are eaten as food. 	
12	16	Games We Play	<ul style="list-style-type: none"> ● Identifies various equipment used for games. ● Observes rules in various games (local, indoor, outdoor) and other group tasks. ● Differentiates the games and their related equipment of the present and past. ● Describe the hobbies of students. 	<ul style="list-style-type: none"> ● Collect information on local sports persons. ● Besides playing, what else do your family members and you like to do in your free time? ● Indigenous games may be organized in the classroom, especially in games period. 	

13	17	Here Comes A Letter	<ul style="list-style-type: none"> • Identifies the means of communication. • Identifies objects like Post Cards, Letter box, Stamps, Postal signs, etc. • Differentiates the means of communication of present and past. 	<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. • Make your own toy telephone using paper cups. • Class activity- Make a letter box and ask the students to write letters to their friends and teachers. One child can be assigned the role of a post man who collects all the letters from the letter box and distributes them. 	
14	18	A House Like This	<ul style="list-style-type: none"> • Identifies different types of houses and material used to build the houses. 	<ul style="list-style-type: none"> • Make miniature models of various types of houses using waste material like cardboard, straws, ice cream sticks, etc. • List the material used to build your house. 	

15	20	Drop By Drop	<ul style="list-style-type: none"> ● Describes the need for water and its availability. ● Estimates quantity of water in daily life and verifies using symbols and non-standard units. ● Identifies ways to procure and store water. ● Shows sensitivity towards wastage/misuse of water. ● Identifies ways to save and re-use water wherever possible. 	<ul style="list-style-type: none"> ● Demonstrate in class some ways to re-use water. ● Prepare an act or song to convey the message of saving water. ● Keep a track of water usage at home and calculate how much water is used in a day at home. 	
16	22	Left-Right	<ul style="list-style-type: none"> ● Identifies objects, signs (means of communication, transport, 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. ● Draw a map of showing the route from your home to school. 	

Note: The above mentioned syllabus along with revision must be completed before Annual Term Examination.