

Syllabus for Academic Session 2025-26

Class -III

Subject- The World Around Us

UNIT	Ch · No ·	NAME OF THECHAP TER	TARGETED COMPETENCIES	TARGETED LEARNING OUTCOMES	SUGGESTED ACTIVITIES
TERM-I					
UNIT-1: OUR FAMILI ES AND COMM UNITIE S	1	FAMILY AND FRIENDS	<ul style="list-style-type: none"> Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> Identifies relationships with and among family members. 	Art & craft: <ul style="list-style-type: none"> Making a family tree. Experiential learning: <ul style="list-style-type: none"> Make a list of all your family members and write their relations with you.
	2	GOING TO MELA	<ul style="list-style-type: none"> Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community. Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> Describe roles of family members, family influences (traits/ features/ habits/ practices), need for living together, through oral/written/other ways. Voices opinions on good/bad touch, stereotypes for tasks/play/food in family w.r.t. gender, wastage of food and water in family/school. 	Experiential learning: <ul style="list-style-type: none"> Organising a mela set-up in your classroom which would include various food items, games and all other aspects that students have observed in their locality mela Role Play: <ul style="list-style-type: none"> Stage a play on valuing and caring of senior citizens.
	3	CELEBRAT ING FESTIVAL S	<ul style="list-style-type: none"> Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing). 	<ul style="list-style-type: none"> Identifies relationships with and among family members. Records observations, experiences, information on objects/activities/places visited 	Art & craft: <ul style="list-style-type: none"> Make a poster of major festivals in your community (in group) and display it in classroom.

				in different ways and predicts patterns.	<ul style="list-style-type: none"> Make an invitation card for any festival or occasion of your choice and share it with the people you want to invite. <p>Experiential learning:</p> <ul style="list-style-type: none"> Make a list of dishes which are prepared on special occasions/ days/ festivals etc.
UNIT-2: LIFE AROUND US	4	GETTING TO KNOW PLANTS	<ul style="list-style-type: none"> Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment 	<ul style="list-style-type: none"> Records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns. Identifies simple observable features (ex-, shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings. 	<p>Visual Arts:</p> <ul style="list-style-type: none"> Visit your school garden and collect different fallen leaves, paste them in your notebook. Record your observations related to the shape, colour, smell, size etc. of the leaves. <p>Experiential learning: Plant a sapling in a pot, take care of it and record your observations related to the growth of the sapling.</p>
	5	PLANTS AND ANIMALS LIVING TOGETHER	<ul style="list-style-type: none"> Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat). Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care) 	<ul style="list-style-type: none"> Identifies simple features (ex-movement, at places found/kept, eating habits, sounds of animals and birds) in the immediate surroundings 	<p>Performing Arts:</p> <ul style="list-style-type: none"> Role Play: showing interdependence of plants and animals highlighting their importance for each other (could include how animals help in plant growth and how plants provide basic things to animals)
	6	LIVING IN HARMONY	<ul style="list-style-type: none"> Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, 	<ul style="list-style-type: none"> Groups objects, birds, animals, features, activities according to differences/similarities using different senses. (ex, appearance/place of 	<p>Experiential learning:</p>

			festivals) in the family and community	living/food/movement/likes-dislikes/any other features) using different senses.	<ul style="list-style-type: none"> • Make a list of activities that can only be performed in group with friends/ neighbourhood/ family/ school etc. <p>Art & craft:</p> <ul style="list-style-type: none"> • Make a poster on Save Animals/ Do not tease Animals/ Help Animals etc. individually or in group.
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Note- The above-mentioned syllabus along with revision must be completed before Mid Term Examination.

TERM-II

UNIT-3: GIFTS OF NATURE	7	WATER- A PRECIOUS GIFT	<ul style="list-style-type: none"> Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home). Demonstrates how natural resources can be shared, maintained, and conserved (rainwater harvest) 	<ul style="list-style-type: none"> Voices opinions on good/bad touch, stereotypes for tasks/play/food in family w.r.t. gender, wastage of food and water in family/school. Identifies objects, signs, (vessels) places (water resource.) activities (conserving water) at home/ school/ neighborhood. 	<p>Experiential learning:</p> <ul style="list-style-type: none"> Plan a Visit to your school water tap area and guide the students about ways of judicious use of water during various activities (washing hands/ drinking water/ re-filling water bottles/ washing lunch boxes etc.) <p>Performing Arts:</p> <ul style="list-style-type: none"> Nukkad Naatak presentation in Assembly: Creating awareness regarding importance of water and saving water for future generations.
	8	FOOD WE EAT	<ul style="list-style-type: none"> Performs simple inquiry related to specific questions independently or in groups. 	<ul style="list-style-type: none"> Identifies simple observable features (ex-, shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings. 	<p>ART INTEGRATION:</p> <ul style="list-style-type: none"> Explore your locality/school via nature walk to collect some samples of fallen leaves/flower and paste them in your notebook. <p>Inviting Resource Person (from parents/ locality):</p> <ul style="list-style-type: none"> Invite any vegetable/ fruit seller/ farmer etc. and interview him/her regarding different kinds of crops, food and how they reach to us.
	9	STAYING HEALTHY AND HAPPY	<ul style="list-style-type: none"> Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans. 	<ul style="list-style-type: none"> Records observations, experiences, information on objects/activities in different ways and predicts patterns. 	<p>Sports:</p> <ul style="list-style-type: none"> Organise a fun fitness challenge where students can participate in sack race/frog race/rope skipping. <p>Role Play:</p>

			<ul style="list-style-type: none"> Performs simple inquiry related to specific questions independently or in groups. 		<ul style="list-style-type: none"> Stage a play on preventing child abuse and promoting child safety.
UNIT-4: THINGS AROUND US	10	THIS WORLD OF THINGS	<ul style="list-style-type: none"> Performs simple inquiry related to specific questions independently or in groups. Presents observations and findings through different creative modes. 	<ul style="list-style-type: none"> Identifies direction, location of objects/ places in simple maps (of home/ classroom/ school) using signs/ symbols/ verbally. Records observation, experiences, information, on objects/activities in different ways and predicts patterns. 	<p>Experiential:</p> <ul style="list-style-type: none"> Collect 5-6 objects and classify them into categories like metal, plastic, wood and paper. Transparency scavenger hunt: students find objects in their classroom/school and classify them as transparent, translucent or opaque. <p>Art & Craft:</p> <ul style="list-style-type: none"> Make a collage of natural and artificial objects collected from your surroundings.
	11	MAKING THINGS	<ul style="list-style-type: none"> Presents observations and findings through different creative modes. Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication). 	<ul style="list-style-type: none"> Differentiate between objects and activities of present and past (at time of elders) ex- clothes/ vessels/ games played/ work done by people). 	<p>Inviting Resource Person (from parents/ locality):</p> <ul style="list-style-type: none"> Invite any potter/ tailor/shoe-maker/ carpenter/ mason etc. and ask them about material used in making new things, from where do they get ideas, materials etc. <p>Art & Craft:</p> <ul style="list-style-type: none"> Design a model of a traditional & modern houses using materials like clay, cardboard or wood. (Group project)
	12	TAKING CHARGE	<ul style="list-style-type: none"> Learns about basic social and behavioural norms, values, and dispositions that 	<ul style="list-style-type: none"> Shows sensitivity for plants, animals, the elderly, differently abled and diverse 	Field Visit:

		E OF WASTE	<p>benefit our social and natural environments and that help our society function smoothly (using dustbins, keeping one's environment clean).</p> <ul style="list-style-type: none"> • Performs simple inquiry related to specific questions independently or in groups. 	<p>family setups in surroundings for the diversity in appearance, abilities, choices/ likes-dislikes and access to basic needs such as food, shelter etc.</p>	<ul style="list-style-type: none"> • Visit your school waste management area and ask your Estate Manager and his/her team about how do they deal with waste from school. <p>Art & Craft:</p> <ul style="list-style-type: none"> • Poster Making/ slogan Writing on 3 Rs: Reuse, Reduce and Recycle
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Note- The above-mentioned syllabus along with revision must be completed before Annual Term Examination.