

# Syllabus for Academic Session 2026-27

**Class - III**

**Subject - The World Around Us**

Term - I					
Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
<b>Unit 1: Our Families and Communities</b>	April - May	1. Family and Friends	<ul style="list-style-type: none"> <li>● Performs simple inquiry related to specific questions independently or in groups</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies relationships with and among family members.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Art &amp; craft:</b> <ul style="list-style-type: none"> <li>– Make a family tree.</li> </ul> </li> <li>● <b>Experiential learning:</b> <ul style="list-style-type: none"> <li>– Make a list of all your family members and write any one task performed by each of them.</li> </ul> </li> </ul>
		2. Going to Mela	<ul style="list-style-type: none"> <li>● Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community.</li> <li>● Performs simple inquiries related to specific questions independently or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe roles of family members, family influences (traits/ features/ habits/ practices), need for living together, through oral/written/other ways.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Experiential learning:</b> <ul style="list-style-type: none"> <li>– Organise 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</li> </ul> </li> <li>● <b>Role Play:</b> <ul style="list-style-type: none"> <li>– Stage a play on valuing and caring for senior citizens.</li> </ul> </li> </ul>
	July - September (Revision in September)	3. Celebrating Festivals	<ul style="list-style-type: none"> <li>● Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing).</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies relationships with and among family members.</li> <li>● Records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Art &amp; craft:</b> <ul style="list-style-type: none"> <li>– Make a poster of major festivals in your community (in a group) and display it in the classroom.</li> <li>– Make an invitation card for any festival or occasion of your choice and share it with the people you want to invite.</li> </ul> </li> <li>● <b>Experiential learning:</b> <ul style="list-style-type: none"> <li>– Make a list of dishes that are prepared on special occasions/ days/ festivals, etc.</li> </ul> </li> <li>● <b>Meri Dilli:</b> <b>Topic: Festivals</b></li> </ul>

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Unit 2: Life Around Us		4. Getting to Know Plants	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Records observations, experiences, and information on objects/activities/places visited in different ways and predicts patterns.</li> <li>Identifies simple observable features (ex-, shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Visual Arts:</b> <ul style="list-style-type: none"> <li>Visit your school garden and collect different fallen leaves, and paste them in your notebook.</li> <li>Record your observations related to the shape, colour, smell, size etc. of the leaves.</li> </ul> </li> <li><b>Experiential learning:</b> <ul style="list-style-type: none"> <li>Plant a sapling in a pot, take care of it and record your observations related to the growth of the sapling.</li> </ul> </li> </ul>
		5. Plants and Animals Living Together	<ul style="list-style-type: none"> <li>Observes and describes diversity among plants, birds, and animals in their immediate environment (shape, sounds, food habits, growth, habitat).</li> <li>Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies simple features (ex-movement, at places found/kept, eating habits, sounds of animals and birds) in the immediate surroundings</li> </ul>	<ul style="list-style-type: none"> <li><b>Performing Arts:</b> <ul style="list-style-type: none"> <li>Show and Tell on plants, animals and birds – their food, habitat and survival needs.</li> </ul> </li> </ul>
		6. Living in Harmony	<ul style="list-style-type: none"> <li>Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community</li> </ul>	<ul style="list-style-type: none"> <li>Groups objects, birds, animals, features, and activities according to differences/similarities using different senses. (ex, appearance/place of living/food/movement/likes dislikes/any other features) using different senses.</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning</b> <ul style="list-style-type: none"> <li>Role play on uses of plants and animals and the ways to take care of them.</li> </ul> </li> </ul>

**Note - The given syllabus must be completed before Mid-Term Examination.**

Term - II					
Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
Unit 3: Gifts of Nature	October - December	7. Water - A Precious Gift	<ul style="list-style-type: none"> <li>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).</li> <li>Demonstrates how natural resources can be shared, maintained, and conserved (rainwater harvest)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Identifies objects, signs, (vessels) places (water resource.) activities (conserving water) at home/ school/ neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential learning:</b> <ul style="list-style-type: none"> <li>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.)</li> </ul> </li> <li><b>Performing Arts:</b> <ul style="list-style-type: none"> <li>Make drawings of different water storing containers and label them.</li> </ul> </li> </ul>
		8. Food We Eat	<ul style="list-style-type: none"> <li>Performs simple inquiry related to specific questions independently or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies simple observable features (ex-, shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings</li> <li>Describes need of food for people of different age groups, animals &amp; birds, availability of food &amp; water &amp; use of water at home &amp; in surroundings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Art Integration:</b> <ul style="list-style-type: none"> <li>Healthy tiffin day</li> </ul> </li> <li><b>Inviting Resource Person (from parents/ locality):</b> <ul style="list-style-type: none"> <li>Invite any vegetable/ fruit seller/ farmer etc. and interview him/her regarding different kinds of crops, food and how they reach to us.</li> </ul> </li> </ul>
		9. Staying Healthy and Happy	<ul style="list-style-type: none"> <li>Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans.</li> <li>Performs simple inquiry related to specific questions independently or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Records observations, experiences, information on objects/activities in different ways and predicts patterns</li> <li>Observes rules in games (local, indoor &amp; outdoor) &amp; other collective tasks.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sports:</b> <ul style="list-style-type: none"> <li>Organise a fun fitness challenge where students can participate in sack race/frog race/rope skipping.</li> </ul> </li> <li><b>Role Play:</b> <ul style="list-style-type: none"> <li>Quiz on safety rules (at home, in playground, at school and on road).</li> </ul> </li> </ul>

Term - II					
Unit No. & Name	Month	Chapter No. & Name	Targeted Competencies	Targeted Learning Outcomes	Suggested Activities
Unit 4: Things Around Us		10. This World of Things	<ul style="list-style-type: none"> <li>Performs simple inquiry related to specific questions independently or in groups.</li> <li>Presents observations and findings through different creative modes.</li> </ul>	<ul style="list-style-type: none"> <li>Guesses properties, estimates quantities of materials/ activities in daily life and verifies using symbols/ non-standard units (hand spans, spoons, mugs etc.)</li> <li>Records observation, experiences, information, on objects/activities in different ways and predicts patterns.</li> </ul>	<ul style="list-style-type: none"> <li><b>Experiential:</b> <ul style="list-style-type: none"> <li>Collect 5-6 objects and classify them into categories like metal, plastic, wood and paper.</li> <li>Transparency scavenger hunt: students find objects in their classroom/school and classify them as transparent, translucent or opaque.</li> </ul> </li> <li><b>Art &amp; Craft:</b> <ul style="list-style-type: none"> <li>Make a collage of natural and artificial objects collected from your surroundings.</li> </ul> </li> </ul>
		11. Making Things	<ul style="list-style-type: none"> <li>Presents observations and findings through different creative modes.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between objects and activities of the present and the past (at the time of the elders) ex-clothes/ vessels/ games played/ work done by people).</li> </ul>	<ul style="list-style-type: none"> <li><b>Inviting Resource Person (from parents/ locality):</b> <ul style="list-style-type: none"> <li>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.</li> </ul> </li> <li><b>Art &amp; Craft:</b> <ul style="list-style-type: none"> <li>Design a model of a traditional &amp; modern houses using materials like clay, cardboard or wood. (Group project)</li> </ul> </li> </ul>
	January-March (Revision in February and March)	12. Taking Charge of Waste	<ul style="list-style-type: none"> <li>Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, keeping one's environment clean).</li> <li>Performs simple inquiry related to specific questions independently or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Shows sensitivity for plants, animals, the elderly, differently abled and diverse family setups in surroundings for the diversity in appearance, abilities, choices/ likes- dislikes and access to basic needs such as food, shelter etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Art &amp; Craft:</b> <ul style="list-style-type: none"> <li>Poster Making/ slogan Writing on 3 Rs: Reuse, Reduce and Recycle</li> <li>Make any one useful item out of the waste.</li> </ul> </li> </ul>

**Note - The given syllabus must be completed before 31st Jan 2027. Revision work to be done in February and March**