

**SYLLABUS FOR SESSION 2026-27**

**CLASS- III**

**SUBJECT - ENGLISH**

**TERM I**

<b>Month</b>	<b>Unit</b>	<b>Name of the Chapter</b>	<b>Targeted Competency</b>	<b>Targeted Learning Outcomes/Objectives</b>	<b>Suggested Activities</b>
<b>April-May</b>	<b>Unit 1 Fun with Friends</b>	<b>1. Colours</b>	C-1.1 Listens to poems, stories, and conversations and locates important ideas in them. C-2.1 Develops phonological awareness further by blending phonemes/ syllables into words	<ul style="list-style-type: none"> <li>Recite the poem with rhythm and understand the central idea of sharing and cooperation</li> <li>Identifies and pronounces consonant <b>blends</b> (gr, cr, dr, pr).</li> <li>Identifies and use action words appropriately in simple sentences.</li> </ul>	<p><b>Pair Talk</b> Students will express their experiences of sharing things like food and stationery with their friends.</p> <p><b>Game: Kati Patang</b> Extension: Students will describe the object using one complete sentence to save themselves.</p> <p><b>Action Word Mime</b> Students act out verbs (jump, bark, and roar); class guesses (She is Jumping.).</p>
		<b>2. Badal and Moti</b>	C-1.1 Listens to poems, stories, and conversations and locates important ideas in them.  C-2.2 Examines the basic structure of the text and recognizes words and sentences in print and basic punctuation marks	<ul style="list-style-type: none"> <li>Learners read and retell the story in simple sentences in correct sequence.</li> <li>Identifies and uses action words and punctuation marks ("," and "?") appropriately in sentences.</li> <li>Will do guided writing/ conversation based on topics related to their day-to day life.</li> </ul>	<p><b>Jumbled Story:</b> Students look at jumbled pictures of a pigeon and an ant helping each other and must number them to create a coherent narrative</p> <p><b>Art Integration: "Add to the Scene" (pg 24)</b> Students add anything they like to the given picture (of the children playing). Allow them to express their creativity by including new details, such as a pet like Moti or more nature, to the scene.</p>
		<b>3. Best Friends</b>	C-1.4 Makes oral presentations and participates in group discussions C-2.2 Examines the basic structure of the text and recognizes words and sentences in print. C-1.3 Converses meaningfully and coherently	<ul style="list-style-type: none"> <li>Learners read the story fluently and identify characters, setting, and key events in the story.</li> <li>Understands and uses A/An correctly in simple sentences.</li> <li>Expresses ideas about his/her friends using guided writing.</li> </ul>	<p><b>Show and Tell</b> Draw a picture using different shapes to show an activity you enjoy doing with your friend and talk about it.</p> <p><b>Shape Hunt Game</b> Ask students to find some objects of different shapes around them and say it in a sentence e.g. - The shape of the door is a rectangle.</p>
<b>July-Sep</b>					

			<ul style="list-style-type: none"> <li>● Learners develop values of friendship, cooperation, respect, and empathy</li> </ul>	<p><b>Friendship Promise Tree</b> Students write one habit of a good friend on a leaf and paste it on a tree chart.</p>
<b>UNIT 2 TOYS AND GAMES</b>	<b>4. Out in the Garden</b>	<p>C-2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks.</p> <p>C-2.4 Comprehends the meaning of stories, poems, and story posters.</p> <p>C-3.2 Creates simple posters, invites, and instructions with appropriate information and purpose</p>	<ul style="list-style-type: none"> <li>● Recites the poem with rhythm and understands the central idea of sharing and cooperation</li> <li>● Understands and uses "and" correctly to link two words.</li> <li>● Identifies and uses noun and action words appropriately in simple sentences.</li> </ul>	<p><b>Garden riddles:</b> Create simple riddles and ask students to solve them like 'I am yellow and bright', 'Bees love me', who am I?</p> <p><b>Safety Rules Poster</b></p> <p>Groups of students design posters showing “Do’s and Don’ts while playing”.</p>
	<b>5. Talking Toys</b>	<p>C-1.2 Comprehends narrated/read out stories and identifies characters, storyline, and key aspects.</p> <p>C-2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks.</p> <p>C-2.5 Demonstrates interest in picking up and reading a variety of children’s books</p>	<ul style="list-style-type: none"> <li>● Learners read the story fluently with correct pronunciation.</li> <li>● Identifies singular and plural nouns and uses them appropriately in oral and written sentences.</li> <li>● Identifies and uses describing words (adjectives) with naming words.</li> <li>● Recognises, develops joy and appreciation for traditional toys and games.</li> </ul>	<p><b>Role Play:</b> A short role Play by students related to the story.</p> <p>Use of ICT: Toy story (suggestive movie), Video/ pictures related to traditional toys and games.</p> <p><b>Mystery Toy Bag</b></p> <p>Teacher puts a toy in a bag. A student feels it (without seeing) and describes it.(It is soft, small, round.) Others will guess the toy.</p>
	<b>6. Paper Boats</b>	<p>C-1.2 Comprehends narrated/read out stories and identifies characters, storyline, and key aspects.</p> <p>C-2.2 Examines the basic structure of the text and recognises words and sentences in print.</p> <p>C-3.1 Writes a paragraph to express understanding and experiences</p>	<ul style="list-style-type: none"> <li>● Learners listen to and read the story with understanding, correct pronunciation, and expression.</li> <li>● Identifies and uses pronouns correctly in sentences.</li> <li>● identifies and uses prepositions in, on, and under appropriately</li> <li>● students write short, meaningful sentences using given clues and pictures.</li> </ul>	<p>Students will discuss at home about toys used and games played by their parents/grandparents.</p> <p><b>Where Is the Toy?</b></p> <p>Place a toy and students answer using prepositions</p>

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

October - December	Unit-3 Good Food	<b>7. The Big Laddoo</b> C-1.1 Listens to poems, stories, and conversations and locates important ideas in them. C-2.2 Examines the basic structure of the text and recognises words and sentences in print. C-2.1 Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables.	<ul style="list-style-type: none"> <li>● Reads the poem aloud with correct pronunciation, intonation and rhythm.</li> <li>● Uses consonant blends (cl, pl, bl) correctly in words and sentences</li> <li>● Understands festivals as cultural practices connected to food and nature.</li> <li>● Identifies and uses describing words for objects (big, round, sweet).</li> </ul>	<b>Blend Clap Game</b> – Clap when hearing cl / pl / bl words.  <b>Festival Food Chart</b> – Draw/write foods from different festivals.  Float–Sink Water Tub Activity (hands-on exploration).
		<b>8. Thank God</b> C-2.3 Reads stories and passages fluently and accurately with appropriate pauses. C-2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks. C-3.1 Writes a paragraph to express understanding and experiences	<ul style="list-style-type: none"> <li>● Read the story fluently and identify characters, setting, and key events in the story.</li> <li>● Use Is/Are correctly according to singular and plural nouns in sentences.</li> <li>● Identify and use opposites (thick/thin, long/short)</li> <li>● Appreciate the role of farmers and recognise the value of thankfulness in everyday life.</li> </ul>	No Flame cooking activity.  Students draw/write a thank you note for a farmer. <b>Grateful Hearts:</b> (I am thankful for.....)
		<b>9. Madhu's Wish</b> C-1.2 Comprehends narrated/read out stories and identifies characters, storyline, and key aspects  C-2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks	<ul style="list-style-type: none"> <li>● Listen to story segments attentively and predict or recall subsequent events.</li> <li>● Reads the story fluently with correct pronunciation.</li> <li>● Constructs meaningful sentences using connectors( "and" and "But")</li> </ul> Identifies and uses describing words for people (greedy, polite, kind or lazy)..	<b>The Need vs Want sorting game:</b> Ask students to sort several placed items/flashcards into need or want category. <b>Word Bank Building</b> Teacher may create a word web on the board with these categories: <b>Naming Words:</b> Madhu, school, books <b>Action Words:</b> read, write, walk, learn. <b>Describing Words:</b> kind, brave, little, smart <b>Articles &amp; Pronouns:</b> a, the, she, her, I. Students may pick 2–3 words from each category and make a sentence using them.

	<b>Unit-4 The Sky</b>	<b>10. Night</b>	<p>C-1.1 Listens to poems, stories, and conversations and locates important ideas in them.</p> <p>C-2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks.</p> <p>C-2.4 Comprehends the meaning of stories, poems, and story posters</p>	<ul style="list-style-type: none"> <li>● Recites the poem with proper rhythm, pause &amp; pronunciation.</li> <li>● Identifies and pronounces consonants blends(sp/sk/st).</li> <li>● Identifies and uses words related to sky in sentences</li> <li>● Builds new vocabulary with root word(like:Sun/Rain/fore).</li> </ul>	<p><b>Warm-up</b> Teachers may write on the board, draw a web titled “Night”. Ask students to name things and write they see or hear at night: (moon, owl, stars, quiet, dream, dark, sky, sleep, cricket, cloud</p> <p><b>Word</b></p> <p><b>Web</b></p> <p><b>Night Sky Observation:</b> Ask students to observe the night sky at home with their family and note what they see like the moon, stars, clouds etc.</p>
		<b>11. Chanda Mama Counts the Stats</b>	<p>C-2.5 Demonstrates interest in picking up and reading a variety of children’s books</p> <p>C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas.</p>	<ul style="list-style-type: none"> <li>● Reads the story fluently with correct pause</li> <li>● Identifies words that show distance in relation to the speaker.(here/there)</li> <li>● completes guided sentences using clues to form a meaningful dialogue.</li> </ul>	<p>Ask students, if they call the moon as Chanda Mama, what would they call other objects in Sky (like Sun- Papa or Dada, Stars - Friends, Rainbow- Dadi etc.).</p> <p>Discussion on festivals related to Sun and Moon, like Karva Chauth, Chhath Pooja, Eid-ul-Adha, Guru Poornima etc. Students will read and listen different stories and poems related to Moon with the help of parents/grandparents.</p>
<b>Jan-Mar</b>		<b>12. Chandrayaan</b>	<p>C-1.2 Comprehends narrated/read out stories and identifies characters, storyline, and key aspects.</p> <p>C-1.3 Converses meaningfully and coherently.</p> <p>C-3.2 Creates simple posters, invites, and instructions with appropriate information and purpose.</p>	<ul style="list-style-type: none"> <li>● Reads the story fluently and identifies characters, setting, and key events in the story.</li> <li>● Develops curiosity by asking and answering questions about the sky, Moon, and space.</li> <li>● correctly uses “a” and “an” before singular nouns based on sound.</li> <li>● Forms correct words using consonant blends(sk/sw/sp/st)</li> </ul>	<p><b>Young Scientist Quiz Game:</b> 4 Students will conduct the quiz and class will answer the quiz questions. Teacher will help them to frame questions related to Chandrayaan.</p> <p>Collect and present simple information related to Chandrayaan as project work.(Group Work)</p> <p><b>ICT</b></p> <p>Short video of Chandrayaan launch</p> <p>Pictures of rocket, lander, rover, and Moon</p>

**The given syllabus must be completed before 31<sup>st</sup> Jan 2027. Revision must be completed before commencement of Annual Examination**