

Syllabus for the Academic session 2026- 27

Subject – Mathematics

Class – 3

Sr.No	Month	Chapter no.	Chapter name	Targeted competencies	Learning outcomes/ Learning objectives	Suggestive activities
1	April and May	1	What's in a Name? Teaching points (Counting letters in any name, Number names from one to hundred, simple talley marks)	Recognizes and uses numerals to represent quantities up to 99 with the understanding of Indian place value system. Arrange numbers upto 99 in ascending and descending order	<ul style="list-style-type: none"> ● Reads and writes number up to 99 using place value. ● Reads and writes Number Names. ● Compares numbers up to 99 for their value based on their place value. 	<p>Play way learning- Activity Count letters in your name Snaps ,jump and count the letters in your name your friends name your family members name and find out whose name is the longest shortest and equal</p> <p>Integrating with EVS Observe the objects around you and write their names which objects name has highest number of letters Louis letters or equal letters share your observation with your friends</p> <p>Suggestive questions from mental maths question bank Page number 78 to 84</p>
		2	Toy Joy Teaching points (2D shapes 3 D shapes with their properties)	Recognizes basic , makes and classifies basic geometric shapes and their observable properties and understands and explains the relative relation of objects in space.	<ul style="list-style-type: none"> ● Identifies 2D and 3D Shapes and their properties. ● Is able to visualize 2D shapes as faces of 3D objects. 	<p>Integrating with Art Making different shapes from paper cutting and folding and making paper rangoli.</p> <p>Play way learning Make small groups and collect different objects try to make maximum shapes. Now see which group has made maximum number of shapes</p> <p>Suggested questions from mental maths question bank Page number 23 to 27</p>
2	July to September	3	Double Century Teaching points Introduction of 100, numbers upto 200 (Place value, Number line,formation of a number in different ways by addition)	Recognizes and uses numerals to represent quantities up to 200 with the understanding of decimal place value system Arrange numbers in ascending and descending order	<ul style="list-style-type: none"> ● Reads and writes number up to 200 using place value ● Compares numbers up to 200 using place value. 	<p>Play-way Learning Place value concept Prepare number slips of ones (1 to 9), tens (10, 20, 3090) and hundreds (100, 200, 300900) and put them in three different boxes. Now ask students to pick any three slips randomly and to make a number by arranging them properly and say it aloud for example a student pick three slips 30, 4 and 800, now arrange it as ones 4 , tens 30 and hundred 800, now make a number 834 ..say it aloud eight hundred thirty four Note : teacher can change place of boxes with the number slips box 2 ,box 3 , Box 1 Box 1 Box 2 Box 3 and so on.....</p> <p>Suggestive questions from mental maths question bank Page number 1,2,4,5</p>

	4	<p>Vacation with My Nani-Maa</p> <p>Teaching points (Extended Number line, extended place value upto 200, addition and subtraction related word problems)</p>	<p>Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems</p>	<ul style="list-style-type: none"> ● Analyses and applies an appropriate number operation in the situation/context ● Addition and subtraction of numbers up to 200 using different informal strategies. 	<p>Integration with sports /physical education</p> <ol style="list-style-type: none"> 1. Draw two number lines on a ground make two teams of children. Two children will participate at a time. Now, the teacher will say aloud different numbers and both children will jump as per the instructions in their number lines. 2. Use Ganitmala/Ginladi/ Number Cards for addition and subtraction. <p>Suggestive questions from mental maths question bank Page no.3,6,7,16 to 21</p>
	5	<p>Fun with Shapes</p> <p>Teaching points Numbers upto 500 (Exploring 2D and 3D shapes)</p>	<p>Recognizes, makes and classifies basic geometric shapes and their observable properties and understands and explains the relative relation of objects in space</p>	<ul style="list-style-type: none"> ● Traces 2-D outline of 3D objects. ● Is able to identify shapes such as triangles, squares and rectangles in different orientations. ● Is able to sort different 2D shapes on the basis of their characteristic features. ● Identifies and makes 2D shapes by paper folding, paper cutting, drawing on the dot grid, using straight lines etc. ● Describes 2D shapes by the number of sides, corners and diagonals. 	<p>Integration with arts</p> <ol style="list-style-type: none"> 1. Make some creative 2D shapes by using matchsticks ice cream sticks. 2. Make different 3D shapes using clay. <p>Suggestive questions from mental maths question bank Page no.28 to 31, 4 to 11</p>
	6	<p>House of Hundreds - I</p> <p>Teaching points (Number patterns above 100, Number line above 100, place value)</p>	<p>Recognises and uses numerals to represent quantities up to 500 with the understanding of decimal place value system Arrange numbers in ascending and descending order</p>	<ul style="list-style-type: none"> ● Reads and writes number up to 500 using place value. ● Compares numbers up to 500 using place value. 	<p>Play way learning Snap, clap and jump, say the number using following instructions- Snap for ones place, clap for tens place , jump for hundred place for example 384, 3 times jump, 8 times clap , 4 times snap.</p> <p>Suggestive questions from mental maths question bank Page no.10 to 14</p>

		7.	Raksha Bandhan Teaching points (Basic word problems related to Addition, subtraction, multiplication and division) Revision	Recognises multiplication as repeated addition and division as equal sharing Identify relationships amongst operations and applies the four basic operations on whole numbers to solve daily life problems.	<ul style="list-style-type: none"> ● Analyses and applies an appropriate number operation in the situation/context ● Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction ● Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily situations. 	Integration with language Giving hints to students to create word problems or situation themselves related to basic mathematical operation for example : You have 100 rupees note..... There are 40 students in a classroom..... Other students will find out the solution Suggestive questions from mental maths question bank Page no.14 question no.40 to 44
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THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE MID TERM EXAMINATION

3	October to December	8	Fair Share Teaching points (Fraction)	Represent and compares commonly used fractions in daily life such as $\frac{1}{2}, \frac{1}{4}$ etc as parts of unit wholes as locations on number lines and as division as whole numbers	<ul style="list-style-type: none"> ● Develops understanding of parts within whole. ● Develops understanding of halves and quarters in continuous whole and in discrete quantities. 	Integration with art 1. Concept of half, quarter etc can be made clear with the help of paper folding and cutting shapes like circular rectangles square triangular etc 2. Using puzzles, beads, marbles and blocks for fraction Suggestive worksheet from textbook Activity pages are given at the end of textbook 'maths mela' fraction cards
		9	House of Hundreds - II Teaching points (Different ways of making numbers above 500, locating number on the number line)	Recognises and uses numerals to represent quantities up to 500 with the understanding of decimal place value system Arrange numbers in ascending and descending order	<ul style="list-style-type: none"> ● Reads and writes number up to 1000 using place value. ● Compares numbers up to 1000 for their value based on their place value. 	Play way learning Concept of greater than, smaller than Distributing numbers randomly in class groups and selecting any two students to show their slips for example student one 300, student two 410 Now other students will tell which number is in greater, smaller or equal Suggestive questions from mental maths question bank Page no.6,7

	10	Fun at class party! Teaching points (Measurement of length using non standard and standard units)	<ul style="list-style-type: none"> Measures using non standard and standard units and recognises and appreciates the need for standard units. Uses appropriate unit and tool for the attribute being measured. 	<ul style="list-style-type: none"> Estimates & measures length and distance using standard units. Measures and compares different objects around them using standard and non-standard units. 	Experiential learning 1. Using non standard units like finger, handspan and foot steps etc for measuring length of a room length of a table, length of a book etc 2. Collect different objects around you and arrange them according to their length Suggestive questions from mental maths question bank Page no. 66 to 68
	11	Filling and Lifting Teaching points (Concept of litre, millilitre, basic word problems)	Performs simple measurements of weight and volume of objects in their immediate environment	<ul style="list-style-type: none"> Weighs objects using standard units Compares the capacity of different containers in terms of non-standard units Estimates & measures weight and volume using standard units 	Experiential Learning Take a jug full of water , how many cups, spoons, bowls or glasses are used to empty the jug compare your observation Suggestive questions from mental maths question bank Page no.69, 70
	12	Give and Take Teaching points (Basic word problems related to Addition, subtraction, concept of money and its basic word problems)	Performs addition and subtraction of two- or three-digits numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems Performs simple transactions using money up to INR 100	<ul style="list-style-type: none"> Adds and subtracts small amounts of money with or without regrouping Applies number operation of addition and subtraction as per context. Is able to use number line and Dienes block for solving various problems with different strategies 	Integration with performing art Creating a scene of market where fake currency are used for sale in purchase of different item students will do role play of shopkeeper and customer. Suggestive questions from mental maths question bank Page no.50 to 55 Page 44 to 47
	13	Time Goes On Teaching points (Concept of reading time in clock/ watch, concept of seconds, minutes, hours, days, months)	Performs simple measurements of time in minutes, hours, days, weeks and months	<ul style="list-style-type: none"> Reads the time and date correctly using a clock/ watch Identifies a particular day and date on a calendar Is able to measure the duration of different events that take minutes, hours, days, months to complete. 	Integration with EVS observe and note the time taken by the following events boiling milk brush your teeth to complete your meal Share your observation with your friends suggestive questions from mental maths question bank Page no.57 to 64

4	January to March	14	<p>The Surajkund Fair</p> <p>Teaching points (Symmetrical and asymmetrical simple shapes)</p> <p>Revision (February and March)</p>	<ul style="list-style-type: none"> ● Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements ● Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements ● Feels confident and sees mathematics as doable and worthwhile 	<ul style="list-style-type: none"> ● Extends pattern/symmetry of simple shapes, numbers. ● Is able to observe different patterns such as patterns in cloth, tiling on the floor, Rangoli around them. ● Is able to see the differences between symmetrical and non-symmetrical objects around them. ● Is able to create different tessellations by joining different shapes. 	<p>Integrating with EVS Make group of friends and collect objects around you. Classify them as symmetrical and a symmetrical Share your observation with other group draw symmetrical and asymmetrical shapes</p> <p>Suggestive questions from mental maths question bank</p> <p>Page no.33 to39 Other suggestive mental maths chapters Directions Page no.72 to 76 Riddles Page no. 86 to 90</p>
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The above-mentioned syllabus along with revision must be completed before the Annual Examination.