

**Term-I SYLLABUS of Session 2022-23**  
**EVS (Level-1)**  
**CLASS-3**

S. No.	CH. NO.	CHAPTER NAME	LEARNING OUTCOMES	MAPPING WITH PREVIOUS CLASSES	WORKBOOK/ ACTIVITY
1	1.	POONAM'S DAY OUT Content <ul style="list-style-type: none"> <li>• Diversity in Animals</li> <li>• Size</li> <li>• Sound</li> <li>• Wings</li> <li>• Tails</li> <li>• Feet</li> <li>• Finsetc.</li> <li>• Classification of animals on the basis of where they live, how they move.</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identifies simple features of animals &amp; birds in the immediate surroundings.</li> <li>• Groups birds, animals according to differences/ similarities (appearance / place of living/ movement)</li> </ul>	N/A	WS-1,2,3,4,5
2	2.	THE PLANT FAIRY <ul style="list-style-type: none"> <li>• Diversity in plants</li> <li>• Aroma</li> <li>• Texture</li> <li>• Shape</li> <li>• Colour</li> <li>• Trunk</li> <li>• Branches</li> <li>• Parts of plant</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identifies simple observable features (eg. Shape, colour, texture, aroma) of leaves, trunk and bark of plants in the immediate surroundings.</li> <li>• Groups trees on the basis of their thickness.</li> </ul>	N/A	WS-1,2,3,4,5

The above mention syllabus must be completed by 30 September 2022. Revise the syllabus before Mid Term Examination

## MAPPING OF CLASS III, IV & V EVS (2022-23)

Sr. No.	CLASS III	CLASS IV	CLASS V
1	<b>FAMILY AND FRIENDS &amp; THINGS WE MAKE AND DO</b>  1 Poonam's Day Out 2 The Plant Fairy 7 Saying without speaking 8. Flying High 12. Work We Do 13. Sharing Our Feelings 16. Games We Play 19. Our Friends-Animals 21. Families Can Be Different	<b>FAMILY AND FRIENDS &amp; THINGS WE MAKE AND DO</b>  2.Ear to Ear 3.A Day with Nandu 4. The Story of Amrita 9. Changing Families 11.The Valley of Flowers & 5. Anita and Honeybees 12. Changing Times 15. From Market to Home	<b>FAMILY AND FRIENDS &amp; THINGS WE MAKE AND DO</b>  1 Super Senses 2. A Snake Charmer's Story 5. Seeds and Seeds 15. Blow Hot, Blow Cold 16. Who will do this Work? 20. Whose Forests? 21. Like Father, Like Daughter
2	<b>TRAVEL</b>  11. From Here to There 17.Here Comes a Letter 22. Left-Right	<b>TRAVEL</b>  1 Going to School 6. Omana's Journey 7. From the Window 8. Reaching Grandmother's House	<b>TRAVEL</b>  11. Sunita in Space 12. What if it Finishes....?
3	<b>FOOD</b>  6. Food We Eat 10. What is Cooking	<b>FOOD</b>  14. Basva's Farm	<b>FOOD</b>  3. From Testing to Digesting 19. A Seed Tells a Farmer's Story
4	<b>WATER</b>  3. Water O' Water! 9. It's Raining	<b>WATER</b>  13. A River's Tale 18. Too Much Water; Too Little Water	<b>WATER</b>  6. Every Drop Counts 7. Experiments with Water 8. A Treat for Mosquitoes
5	<b>SHELTER</b>  5. Chhotu's House 18. A House Like This	<b>SHELTER</b>  17. Nandita in Mumbai	<b>SHELTER</b>  13. A Shelter So High! 14. When the Earth Shook!

**SYLLABUS of Session 2022-23**

**EVS (Level 2)**

**CLASS-3**

S. No.	CH. NO.	CHAPTER NAME	LEARNING OUTCOMES	MAPPING WITH PREVIOUS CLASSES	WORKBOOK/ ACTIVITY
1	1.	<b>POONAM'S DAY OUT</b> Content <ul style="list-style-type: none"> <li>• Diversity in Animals</li> <li>• Size</li> <li>• Sound</li> <li>• Wings</li> <li>• Tails</li> <li>• Feet</li> <li>• Fins etc.</li> <li>• Classification of animals on the basis of where they live, how they move.</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identifies simple features of animals &amp; birds in the immediate surroundings.</li> <li>• Groups birds, animals according to differences/ similarities (appearance / place of living/ movement)</li> </ul>	N/A	WS-1,2,3,4,5
2	2.	<b>THE PLANT FAIRY</b> ·Diversity in plants <ul style="list-style-type: none"> <li>• Aroma</li> <li>• Texture</li> <li>• Shape</li> <li>• Colour</li> <li>• Trunk</li> <li>• Branches</li> <li>·Parts of plant</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identifies simple observable features (eg. Shape, colour, texture, aroma) of leaves, trunk and bark of plants in the immediate surroundings.</li> <li>• Groups trees on the basis of their thickness.</li> </ul>	N/A	WS-1,2,3,4,5
3	3.	<b>WATER 'O' WATER!</b> <ul style="list-style-type: none"> <li>• Sources of water.</li> <li>• Forms of water.</li> <li>• Containers used for storing water</li> <li>• Rain as a main source of water</li> <li>• Uses of water</li> <li>• Importance of water</li> <li>• Conservation of water</li> </ul>	The learner <ul style="list-style-type: none"> <li>• List sources of water</li> <li>• Describes uses of water at home and surroundings.</li> <li>• Compares the quantity of water in different containers.</li> </ul>	N/A	WS-1,2,3,4,5

S. No.	CH. NO.	CHAPTER NAME	LEARNING OUTCOMES	MAPPING WITH PREVIOUS CLASSES	WORKBOOK
4	5.	CHHOTU'SHOUSE <ul style="list-style-type: none"> <li>• Importance of familymembers</li> <li>• Parts of a house</li> <li>• Animals living in and around house ( pet, domestic, uninvited animals)</li> <li>• Cleanliness</li> <li>• Need of shelter</li> <li>• Use of toilet</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identifies places of living</li> <li>• Observes, explores their home/ family and relations.</li> </ul>	N/A	WS-1,3  Living Beautifully: - Personal Hygiene.  Living Beautifully :- Good Manners
5	6.	FOOD WE EAT <ul style="list-style-type: none"> <li>• Healthy vs unhealthy food</li> <li>• Sources of food</li> <li>• Food eaten as raw, cooked and both</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Describes likes-dislikes, need of food for people of different age group.</li> <li>• Identifies locally available food items.</li> <li>• Describe major ingredients of different food items.</li> </ul>	N/A	WS-1,4  Knowledge Booster: - Our Food.
6	7.	SAYING WITHOUT SPEAKING <ul style="list-style-type: none"> <li>• Needs of Differently-abled children</li> <li>• Use of Sign language Different facial expression</li> <li>• Do's and Don'ts with Differently-abled children</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Questions, discusses, critically think &amp; reflect on the needs of the differently abled.</li> <li>• Recognizes different expressions and gestures.</li> </ul>	N/A	WS-1,2,3  Living Beautifully: - Taking care of our sense organs and our body parts.
7	8.	FLYING HIGH <ul style="list-style-type: none"> <li>• Features of commonly found birds</li> <li>• Eatinghabits, Habitats</li> <li>• Types ofbeak</li> <li>• Feet, Sound, Shape, Size</li> <li>• Colour, Claws, Movement</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identify simple features of birds.</li> </ul>	N/A	WS-1,2,3,4,5

8	9.	<b>IT'S RAINING</b> <ul style="list-style-type: none"> <li>• Water for plants and animals.</li> <li>• Benefits of rain.</li> <li>• Problems due to rain</li> <li>• Conservation of water</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identifies different forms of water.</li> <li>• Describes need of water for plants and animals.</li> </ul>	N/A	WS-1,3
9	10	<b>WHAT IS COOKING?</b> <ul style="list-style-type: none"> <li>• Methods of cooking</li> <li>• Variety of food</li> <li>• Kinds of cooking devices</li> <li>• Safety measures while cooking</li> <li>• Cooking without Fire</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identify fuel used for cooking at home.</li> <li>• List the various methods of cooking.</li> <li>• Explore the various fuels, vessels and cooking devices used in the past.</li> <li>• Group food on the basis of being eaten raw and cooked.</li> </ul>	N/A	WS-1,2,3,4,5  Living Beautifully: - Healthy Hands.

**The above mention syllabus must be completed by 30 September 2022. Revise the syllabus before Mid Term Examination.**

S. No.	CH. NO.	CHAPTER NAME	LEARNING OUTCOMES	MAPPING WITH PREVIOUS CLASSES	WORKBOOK
10	11	<b>FROM HERE TO THERE</b> <ul style="list-style-type: none"> <li>• Means of transport (no. of vehicles, driven by humans or animals, landforms etc.)</li> <li>• Different uses of transport</li> <li>• Emergency services</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identifies and describes different types of means of transport</li> </ul>	N/A	WS-1,2,4  Knowledge Booster: - Traffic Signal.
11	12	<b>WORK WE DO</b> <ul style="list-style-type: none"> <li>• Work done by different people.</li> <li>• Our helpers.</li> <li>• Names of buildings where work is done like hospitals, banks, schools etc.</li> <li>• Family members and work they do.</li> </ul>	The learner <ul style="list-style-type: none"> <li>• Identifies works people do at home/ school/ neighbourhood</li> </ul>	N/A	WS -1,3

12	13	<p>SHARING OUR FEELINGS</p> <ul style="list-style-type: none"> <li>• Introduction to Braille</li> <li>• Sense organs and their role in day to life</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>• Questions, discusses, critically think &amp; reflect on the needs of the differently abled.</li> <li>• Recognizes different expressions and gestures</li> </ul>	N/A	<p>WS-1,2,3</p> <p>Fun Experiments :- SugandhitPothi.</p> <p>Leaving Beautifully :- We respect and care.</p>
13	16	<p>GAMES WE PLAY</p> <ul style="list-style-type: none"> <li>• Local games</li> <li>• Indoor-outdoor games</li> <li>• Board games</li> <li>• Different sports personalities</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>• Identifies types of games</li> </ul>	N/A	<p>WS-1,2,4</p>
14	17	<p>HERE COMES A LETTER</p> <ul style="list-style-type: none"> <li>• Journey of a letter</li> <li>• Making of letterbox</li> <li>• Different types of stamps</li> <li>• Post office and its working</li> <li>• Introduction to telephone</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>• Identifies means of communications.</li> <li>• Describes the journey of a letter from home to post office and post office to home.</li> </ul>	N/A	<p>WS-1,2,4,5</p>
15	18	<p>A HOUSELIKE THIS</p> <ul style="list-style-type: none"> <li>• Diversity in houses</li> <li>• Structures of houses with respect to the climatic conditions</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>• Identifies types of houses.</li> <li>• Identifies material used in construction of houses.</li> </ul>	N/A	<p>WS -2,4</p>
16	19.	<p>OUR FRIENDS ANIMALS</p> <ul style="list-style-type: none"> <li>• Different food that animals eat.</li> <li>• Wild animals/ Domestic animals.</li> <li>• Animal food chain</li> <li>• Pet animals</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>• Describes the importance of animals.</li> </ul>	N/A	<p>WS-3,5,4</p>

17	21	<p>FAMILIES CAN BE DIFFERENT</p> <ul style="list-style-type: none"> <li>• Diversities in families</li> <li>• Concept of family tree</li> <li>• Effects of migration</li> <li>• Change that happens in a family over time</li> <li>• Importance of family</li> <li>• Sensitization towards homeless children and their adoption.</li> <li>• Family as a support system.</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>• Identifies relationships among family members.</li> <li>• Describes types of families.</li> </ul>	N/A	WS-1,2,3,4,5
18	22	<p>LEFT-RIGHT</p> <ul style="list-style-type: none"> <li>• Mapping in two dimensions</li> <li>• Landmarks and their symbols</li> <li>• Simple route maps</li> <li>• Different directions</li> <li>• Chart of different symbols</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>• Identifies signs and signboards directions.</li> </ul>	N/A	WS-1,2,3,4,5

**The whole syllabus must be completed by 31<sup>st</sup> January 2022. Revise the syllabus before Annual Examination.**