



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: English

Class: III

Term: I

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April		15	15	Bridge Course	<ul style="list-style-type: none"> • Kinds of noun. • Verbs • Short Paragraphs • Unseen passage and unseen poem • Adverbs • Complete the story with given clues. 	Noun & Verb Sorting Game (mixed nouns and verbs) Students pick a card Decide: Is it a noun or verb? Then further classify: Noun → common/proper Materials: Word cards /collective/abstract Verb → action word	Worksheet and “Noun Detective” Students find nouns in a short paragraph Then classify them: Common Noun (boy, city) Proper Noun (Ravi, India) Collective Noun (team, flock) ---- Abstract Noun (happiness, courage)	
2	June		18	3	Ch-1 Aladdin and the Magic Lamp	<ul style="list-style-type: none"> • Identify the main characters (Aladdin, the magician, the genie). 	Draw Your Magic Lamp Ask students to draw their own magical lamp. They write 3 wishes they would ask for.	Worksheet/ Story Sequencing Children read the given events and arrange them in	

					<ul style="list-style-type: none"> • Retell the story in the correct sequence (beginning, middle, end). • Describe the setting and important events in the story. • Understand the problem and solution in the story. 		the correct order to show how the story happens step by step.	
			3	Ch-2 Down the Rabbit Hole	<ul style="list-style-type: none"> • Identify the main character (Alice) and describe her personality. • Retell the key events of the chapter in sequence. • Describe the setting (the rabbit hole and the strange world). • Understand what happens when Alice follows the White Rabbit. 	Draw the Rabbit Hole Students draw Alice falling down the rabbit hole. Add objects she sees (books, shelves, jars).	Create Your Own Wonderland Students imagine a magical world like Alice's. Draw your "Wonderland" Add 3–4 strange things (talking animals, flying objects, upside-down houses) Write 4–5 sentences describing it	

				3	Gr- 1 Nouns - Collectives and Abstract	<ul style="list-style-type: none"> Identify the collective nouns and abstract nouns. Use collectives nouns correctly in their own sentences. Recognize the abstract nouns from the sentences. Compare collective and abstract nouns and explain the difference in simple terms. 	Students will be divided in to two groups Identify the abstract nouns from the given sentences.	<p>“Noun Garden”</p> <p>Activity Draw a garden Write collective nouns on flowers (e.g., a bunch of grapes, a flock of birds) Write abstract nouns on butterflies (e.g., happiness, love, bravery</p>	
				3	Gr -2 Nouns Singular and Plural.	<ul style="list-style-type: none"> understand the concept of singular and plural nouns. List out the singular and plural nouns. Recognize irregular plural nouns and learn their correct forms. 	Identify the correct plural form for the given singular nouns	<p>“Singular–Plural Market”Create a pretend classroom market Place items or pictures (1 apple, many apples, 1 toy, many toys) Students “buy” items by saying: “I want one apple” (singular) “I want three apples” (plural) They must use correct noun forms while speaking</p>	

				3	<p>Writing skills: Complete the story with given clues .</p>	<ul style="list-style-type: none"> • Develop creative thinking by using imagination to connect ideas and events. • Analyze the basic story elements. • Understand and follow clues to build a complete story with a beginning, middle and end. 	<p>Complete the story with given clues.</p>	<p>“Add a Twist!” After completing the story, students add a surprising ending Example: The lost puppy turns out to be magical Write 2–3 extra sentences</p>	
July 3		26		3	P-1 The Tree Hippopotamus	<ul style="list-style-type: none"> • Identify the poem is imaginary and humorous • Recognize rhyme and rhythm. • Describe the funny idea of a tree hippopotamus. 	<p>Poster Making Topic: “Save Trees, Save Animals” Draw and write one slogan.</p>	<p>My Special Tree Students draw their favorite tree Write 4–5 sentences: What kind of tree is it? Why is it special?</p>	
July		26 20	22	3	Ch-3 How The Sun Was Rescued	<ul style="list-style-type: none"> • Discuss the characters from the lesson. • Listout animals from the lesson. • Discuss the teamwork and collaboration in achieving a common goal. 	<p>Activity: Collage Making; Draw and make a collage of important scenes from the chapter in the correct order.</p>	<p>Role Play: The Rescue Mission Students act as: The Sun The Rescuer Other characters Create a short dialogue</p>	<p>Weekly test -3 Ch-1 ,Gr-1</p>

					<ul style="list-style-type: none"> Identify the main theme of the story such as courage and overcoming the challenges. 			
			4	Gr- 3 Adjectives Of Quality/ Number/quantity	<ul style="list-style-type: none"> Identify the adjectives from the sentences. Recall the adjectives. Explain the function of each type of adjectives. Identify the adjectives from the sentences. Recall the adjectives. 	Students will be divided into groups where they'll create a visual chart or word wall displaying base words and their adjective of quality/quantity and number.	<p>"Adjective Treasure Hunt"</p> <p>Students find objects in the classroom/home and describe them: <i>A red ball (quality) Three pencils (number) Some water (quantity)</i></p>	
			4	Gr -4 Adjectives Demonstrative and possessive	<ul style="list-style-type: none"> Differentiate between possessive adjectives and possessive pronouns. Identify the possessive adjectives from the sentences. Explain the function of each type of adjective. 	MindMap of adjectives. Demonstrative and possessive	<p>"Point and Say"</p> <p>Game Teacher places objects around the class Students point and say: <i>This book is new. That bag is heavy. These pencils are sharp. Those chairs are big.</i></p>	

				4	Gr-5 Forming Adjectives	<ul style="list-style-type: none"> List out the forming adjectives from the sentences. Identify the adjectives from the sentences. Recall the adjectives. 	<p>“Add a Tail” Game Write base words on the board: <i>care, help, joy, rain, hope</i> Give students suffix “tails”: -ful, -less, -y Students match and form new words: <i>care + ful → careful rain + y → rainy</i></p>	<p>“Word Builder Factory” Give base words: <i>care, help, play, joy</i> Students add endings: <i>careful, helpful, playful, joyful</i> Write sentences with new adjectives</p>	
				3	writing skills: Writing (Informal Letter)	<ul style="list-style-type: none"> Explain the purpose & format of informal letter. Clearly express their thoughts and ideas in a letter. Use correct punctuation in the informal letter. Recognize the purpose of informal letter. 	Write a letter to your friend telling them about your school picnic.	<p>“Letter Puzzle” Give parts of a letter mixed up: Greeting, body, closing, name Students arrange them in correct order.</p>	
				4	P- 2Homes	<ul style="list-style-type: none"> Recite the poem with correct rhythm, intonation and modulation. List out/recognize the rhyming words. Appreciate diversity in 	Paste the different types of animals homes described in the poem.	<p>My Dream Home Draw your dream house Write 4–5 sentences: Where is it? What rooms does it have?</p>	

						<p>nature.</p> <ul style="list-style-type: none"> • Discuss how the poet’s intention and explore how language is used to express feelings. 			
4	August	20	16	4	Ch-4 Mowgli Joins the Wolf Pack	<ul style="list-style-type: none"> • Recall the theme and characters from the lesson. • Improve the vocabulary. • List out the meanings from the story. • Identify the moral of the story. • Relate the story to real life situations • Express their opinions about the importance of teamwork and empathy in story. 	Activity: Collage Making; Draw and make a collage of important scenes from the chapter in the correct order.	<p>“If I Were Mowgli” Students imagine they are Mowgli Write 4–5 sentences: How would you feel living in the jungle? What would you do with the wolves.</p>	<p>Date:06/07/26 PT-1 Chapter:1,2 Poem: 1,2 Grammar: 1,2,3 Unseen Passage, Unseen Poem Creative Writing: Story Completion, informal letter.</p>
				3	P-3 The Song of the Engine	<ul style="list-style-type: none"> • Importance of travelling. • List out the rhyming words. • To recite the poem with correct rhythm, intonation and modulation. 	Draw a big rainbow, in each colour band write one thing that gives you hope.	<p>My Train Ride Experience Write 4–5 sentences: Have you travelled by train? What did you see</p>	

					<ul style="list-style-type: none"> Recognize how the poet personifies the train, attributing human qualities to it. 			
			5	Ch-5 Sailing Ships and Sinking Spoons	<ul style="list-style-type: none"> Identify which objects float and which sink in water. Compare different materials (metal, wood, plastic) and relate them to floating and sinking. Recognize that the shape of an object (like a ship) helps it float even if it is heavy. 	<p>Make a paper boat and test it</p> <ul style="list-style-type: none"> Try changing shape (foil boat activity) Observe floating objects at home 	<p>Make Your Own Boat. Use paper/foil to make a small boat Test how many coins it can carry before sinking</p>	
			3	writing skills: Diary Entry	<ul style="list-style-type: none"> Improve the writing skills, enhance the vocabulary, recognize the creativity. Construct coherent diary entries, reflecting thoughts, emotions and personal experiences in a structured format. Create well-structured and imaginative 	<p>Diary Entry</p> <p>“Imagine you are a superhero. What would your powers be ,and how would you use them for?”</p>	<p>“Secret Diary” Box Students write a short diary entry and put it in a “secret box”Teacher reads a few (without names)</p>	

						diary entry.			
					Revision				Date:25/08/26 Term -I Chapter-1 to 5 Poem-1,2,3 Grammar-1-to 5 Diary Entry, Informal Unseen passage ,unseen poem
5	Sept	22	17	5	Gr-6 Articles.	<ul style="list-style-type: none"> Identify and differentiate between indefinite and definite articles. Recall the articles. Underline the articles from the sentences. Apply the rules for using a and an based on the initial sound of the following word. Use appropriate articles in sentences with accuracy and clarity. 	Write a paragraph about your favorite place or a trip. Ensure correct use of a, an, the throughout.	“Article Treasure Hunt” Students look around the classroom Make sentences using articles: <i>a book, an apple, the board</i>	
				5	Gr-7, Verbs Tenses	<ul style="list-style-type: none"> Identify the verbs and tense errors in simple sentences and correct them. Recognize and use verbs in present,past and future, List out the verbs from the paragraph. 	“Time Travel Verbs” Give a verb: <i>play</i> Students say:Past: <i>played</i> Present: <i>play/plays</i> Future: <i>will play</i>	“Act the Tense” Game Teacher says a sentence: <i>I am running</i> (present) <i>I ran</i> (past) <i>I will run</i> (future) Students act it out	

				4	Gr-8 Verbs Tenses	<ul style="list-style-type: none"> Identify the verbs and tense errors in simple sentences and correct them. Recognize and use verbs in present,past and future, List out the verbs from the paragraph. 	Tense Sorting Chart Give sentences: <i>She eats. She ate. She will eat.</i> Students sort into: Present / Past / Future	Tense Story Builder Start a story: <i>Yesterday I went to the park...</i> Continue using past tense	
				4	Gr-9 Adverbs	<ul style="list-style-type: none"> List out the adverbs from the paragraph. Underline the adverbs from the sentences. Recognize the adverbs of manner,of time and of place from the sentences 	Adverb Action Charades Students will be divided in to two groups Group-1 pick a verb card and an adverb.card group -2 guess the verb and adverb.	Class test(pen/paper test)	

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6	Oct	21	21	2	Ch-6 Project sunshine	<ul style="list-style-type: none"> Recall the characters from the lesson. Listout the characters from the lesson. <p>Recognize how teamwork and creativity can help to</p>	Activity:Make a paper boat and paper plane.	Sunshine Jar of Kindness Students write kind acts on slips: <i>Helped my friend</i> <i>Shared my lunch</i> Put them in a "Sunshine Jar" Read a few daily	

						solve the problems.			
				2	P-4 Good Books	<ul style="list-style-type: none"> Recite the poem with correct rhythm, intonation and modulation. List out the rhyming words <p>Importance of reading books.</p> <p>Develop reading comprehension skills.</p>	Write a paragraph about your favourite book.	Character Diary Write a diary entry as a character Example: "I am Wilbur from <i>Charlotte's Web...</i> "	
				3	Gr-10 Pronouns	<ul style="list-style-type: none"> Identify the pronouns from the sentences. Underline the pronouns from the paragraph. Use appropriate demonstrative pronouns in sentences with accuracy and clarity. 	Replace nouns with personals pronouns in a sentences.	"Pronoun Hunt" Give a short paragraph Students find and underline pronouns: <i>he, she, it, they, we</i>	
				3	P- 5 The Sea's Treasures	<ul style="list-style-type: none"> List out the rhyming words. Recite the poem with correct rhythm, intonation and modulation. Identify descriptive words and action words used in the poem. Appreciate the beauty of nature, connections 	Draw any two sea's treasures things and colour it. My Visit to the Sea. Write 4-5 sentences: What did you see at the beach? What treasures did	Worksheet and Treasure Box Activity Students create a "Sea Treasure Box" Draw or paste items: Shells, pearls, fish, coral Write 2-3 sentences about their treasures	Weekly test-12 Ch-6 P-5 and Gr-9

				between the poem and real life sea creatures or treasures.	you find?		
			3	Ch-7 Exploring an Underwater World	<ul style="list-style-type: none"> Importance of protecting marine life and the ocean environment. List out the treasures that can be found in the sea. Use imagination to explore life under the sea. 	Paste any 5 water animals.write 2 sentences about each.	Class test(pen/paper test) and My Sea Creature Fact File Choose a sea animal (fish, octopus, dolphin) Write: Where it lives What it eats One interesting fact
			3	Gr- 11Conjunctions.	<ul style="list-style-type: none"> Identify the conjunctions from the sentences. Underline/circle the conjunctions from the sentences. Discuss the conjunctions where to use and, but, because or as. 	Conjunctions Quest! (and,but, because, or) Students will pick the conjunctions from the box and frame the sentences.	Worksheet and “ Join the Sentences” Game Give two simple sentences: <i>I like apples. I like oranges.</i> Students join using conjunctions: <i>I like apples and oranges.</i>
			3	Gr- 12 Interjections	<ul style="list-style-type: none"> Identify the interjection from the sentences. Underline the interjection from the paragraph. 	Look at the picture and rewrite the suitable interjection.	WorkSheet and “ Emotion Sounds” Game Students express feelings using interjections: <i>Wow!</i> (surprise) <i>Oh no!</i> (sadness) <i>Hurray!</i> (joy) <i>Ouch!</i> (pain)

				2	Writing Skill:Letter Writing (Formal)	<ul style="list-style-type: none"> • Understand and apply the proper format for a formal letter. • Explain the purpose & format of formal letter. • Clearly express their thoughts and ideas in a letter. • Use correct punctuation in the formal letter. • Recognize the purpose of formal letter. 	Write a formal letter to your class teacher requesting for a new identity card.	. “Who Do I Write To?” Give situations: Complaining about dirty park Requesting books from library Writing to principal Students choose correct receiver	
7	Nov	19	18	5	P-6 The Man from Planet X	<p>Identify the main idea and characters in the poem.</p> <p>Appreciate the idea of an imaginary visitor from another planet.</p> <p>Understand and use new words related to space and imagination.</p>	Write 3–4 sentences about your own imaginary planet. - Create a simple mask of the “Planet X visitor.” - Connect with space learning and mention astronauts like Kalpana Chawla and Neil Armstrong	<p>Class Test(pen/paper test)</p> <p>Design an Alien Draw your own alien from Planet X Write: Name Special powers Food habits</p>	
				3	Dialogue Writing,	<ul style="list-style-type: none"> • Explain the purpose & format of dialogue writing. 	Say dialogue	“Complete the Conversation” Give	

				<ul style="list-style-type: none"> • Write short dialogues based on familiar situation. • Use correct punctuation, indentation in dialogues. • Compose original dialogues using a given situation or theme. 	<p>between two best friend about their favourite activities.</p> <p>Two students come forward and have dialogues on the given scenario</p>	<p>half dialogues: A: "Where are you going?" B: "I am going to _____. " Students complete and extend the dialogue</p>	
5	Ch-8 Fly in space	<ul style="list-style-type: none"> • Identify simple facts about space, the sky, and objects beyond Earth. • Understand that astronauts travel to space using rockets. 	<p>Activity :Role Play. Write a paragraph about astronauts</p>	<p>Class test(pen/paper test) "My Space Journey" Students imagine they are astronauts Write 4–5 sentences: Where are you going? What do you see in space?</p>			
5	Gr-13 Prepositions.	<ul style="list-style-type: none"> • Define preposition • Identify the prepositions. • Listout the prepositions from the paragraph. 	<p>In the classroom. Students will identify the objects and say the correct preposition to describe its position.</p>	<p>Class Test(pen/paper test) "Where Is It?" Game Place objects in different positions: on the table, under the chair, behind the door Students describe: <i>The book is on the table</i></p>			

8	Dec	25	21	3	Gr-14 Punctuation.	<ul style="list-style-type: none"> Identify punctuations from the sentences. Underline the punctuation from the given paragraph. 	Punctuation Relay Divide the class into teams give each team a sentence strips with missing punctuation. One by one a team members runs to the board adds one correct punctuation mark.and tag the next.	Worksheet and Punctuation Hunt <ul style="list-style-type: none"> Give a short passage Students find and circle: Full stops (.) Question marks (?) Exclamation marks (!)	Date:07/12/26 PT-2 Chapter6,7 Poem-4,5 Grammar-10,11,12 Unseen Passage, unseen poem Formal Letter Dialogue Writing,
				3	Ch-9 Stage Fright	<ul style="list-style-type: none"> Explain what <i>stage fright</i> means in simple words. Share personal experiences of feeling nervous while speaking or performing. Speak a few lines confidently in front of others. 	Write 4–5 sentences: “I can overcome my fear by...” - Make an “I am confident” badge or poster.	Class test(pen/paper test) “My First Stage Experience” Students write 4–5 sentences: Have you ever spoken in front of others? How did you feel?	
				3	Ch-10 Raja’s useful collection.	<ul style="list-style-type: none"> Discuss the importance of resources fulness in 	Create your collection.	Worksheet and “My Useful Collection” Project ☑Students	

					<ul style="list-style-type: none"> everyday life. Analyze the collection of things. Foster a sense of responsibility by thinking about how their actions can positively impact others. 	<p>Draw or paste picture to create your own "useful collection."</p>	<p>bring/draw 5 useful items from home Write: Name of item Why it is useful</p>	
			3	Gr-15 Kinds of Sentences	<ul style="list-style-type: none"> Identify the different kinds of sentences. Recall the kinds of sentences. Define the kinds of sentences Identify and knows the function of different kinds of sentences. Listout the example of kinds of sentences. 	<p>Sentences sorting game :</p> <p>Students will divide into 2 groups. Give each group a mix of sentence cards.</p> <p>Recognize the sentences.</p>	<p>Worksheet and "Sentence Detective"</p> <p>Give mixed sentences Students identify:Statement Question Command Exclamation Sentence Sorting Race Give sentence cards Students quickly sort into: Declarative (statement) Interrogative (question) Imperative (command) Exclamator(exclamation)</p>	

				3	Gr-16 Sentences Positive/Negative.	<ul style="list-style-type: none"> Identify and differentiate between positive and negative sentences. Discuss the negative sentences onto affirmative sentences. 	Creative Twist Art : Students will draw two smiley faces *One for positive sentences * one for negative sentences.	Class Test(pen/paper test)and “Truth or Not?” Game: Teacher reads a sentence: <i>I like mangoes.</i> (positive) <i>I do not like mangoes.</i> (negative) Students identify and hold up: Positive Negative	
				3	Gr-17 Sentences Subject and Predicate."	<ul style="list-style-type: none"> Recognise the subject and predicate from the sentences. Identify the subject and predicate in simple and compound sentences. 	Students will take turns picking a sentence slip from a jar, read it aloud, identify the Subject and predicate, its kind to the class.	Worksheet and “Split the Sentence” Game Give full sentences: <i>The dog is barking.</i> Students split into: Subject: <i>The dog</i> Predicate: <i>is barking</i>	
				3	Gr-17 Sentences Subject and Predicate."	<ul style="list-style-type: none"> Recognise the subject and predicate from the sentences. Identify the subject and predicate in simple and compound sentences.	Students will take turns picking a sentence slip from a jar, read it aloud, identify the Subject and predicate, its kind to the class.	Worksheet and Match and Join Give two columns: Subjects (The boy, The cat) Predicates (is sleeping, is running) Students match correctly	

10	Jan	20	20		Revision				
11	Feb	23	19		Revision				Date:24/02/20 27 Term-2 Chapter- 6,7,8,9,10 Poem-4,5,6 Grammar-11 to 17 Creative writing: Dialogue Writing, Formal letter writing Unseen Passage, Unseen Poem.
12	March				Term II Exam				



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: II Language Kannada

Class: III

Term: I and II

Sl. No.	Month	WD	ID	No of Days /chapter	Chapter/Unit	learning objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4+2+3 4+2	<p>ಸೇತುಬಂಧ :</p> <p>ವರ್ಣಮಾಲೆ ಮತ್ತು ಒತ್ತಕ್ಷರಗಳು ಸಜಾತಿ (4)</p> <p>ವಿಜಾತಿ ಗುಣಿತಾಕ್ಷರಗಳು(2) ಲಿಂಗಗಳು (3)</p> <p>ವಚನಗಳು (4)</p> <p>ಪ್ರಾಸ ಪದಗಳು (2)</p>	<p>*ವಿದ್ಯಾರ್ಥಿಗಳು ಕನ್ನಡ ವರ್ಣಮಾಲೆಯ ಎಲ್ಲಾ ಅಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಲು ಮತ್ತು ಸರಿಯಾದ ಕ್ರಮದಲ್ಲಿ ಹೇಳಲು ಶಕ್ತರಾಗುವರು.</p> <p>*ಸ್ವರಗಳು ಮತ್ತು ವ್ಯಂಜನಗಳನ್ನು ಬೇರ್ಪಡಿಸಿ ಬರೆಯುವರು.</p> <p>*ಪುಲ್ಲಿಂಗ, ಸ್ತ್ರೀಲಿಂಗ ಮತ್ತು ನಪುಂಸಕ ಲಿಂಗಗಳನ್ನು ಗುರುತಿಸಲು ಸಾಧ್ಯವಾಗುವರು.</p> <p>*ಪದಗಳನ್ನು ಏಕವಚನದಿಂದ ಬಹುವಚನಕ್ಕೆ ಪರಿವರ್ತಿಸಲು ಸಮರ್ಥರಾಗುವರು.</p>	<p>ಪಾಠದಲ್ಲಿ ಸಂಯುಕ್ತಾಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಲು ಹೇಳುವುದು.</p> <p>ಪದಗಳನ್ನು ಪುಲ್ಲಿಂಗ/ಸ್ತ್ರೀಲಿಂಗವಾಗಿ ಬೇರ್ಪಡಿಸುವುದು.</p>	<p>*ಉಕ್ತಲೇಖನ.</p> <p>*ಪಠ್ಯವನ್ನು ಓದಿ ಅದರಲ್ಲಿರುವ ಸಜಾತಿ ಮತ್ತು ವಿಜಾತಿ ಒತ್ತಕ್ಷರಗಳನ್ನು ಗುರುತಿಸುವುದು.</p> <p>*ಪಾಠದಲ್ಲಿ ಬರುವ ಲಿಂಗ ಸೂಚಕ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬದಲಿಸಿ ಬರೆಯುವುದು.</p> <p>*ಮೌಖಿಕ ಪರೀಕ್ಷೆ</p> <p>*ಬಹು ಆಯ್ಕೆಯ ಪ್ರಶ್ನೆಗಳು</p>	WT -1(17/4/26) ವರ್ಣಮಾಲೆ ಸಂಯುಕ್ತಾಕ್ಷರ ಲಿಂಗಗಳು ವಚನಗಳು ಪಠ್ಯ ರಹಿತ ಗದ್ಯಭಾಗ
2	June	18	18	4+5+6 +3	<p>ಪಾಠ-1. ತುತ್ತೂರಿ(4periods)</p> <p>ಪಾಠ- 2 ನನ್ನ ಕನಸು (5 periods). ಕೂಡಿಸಿ ಬರೆಯಿರಿ ವಿರುದ್ಧ ಪದಗಳು</p>	<p>P-1 .1. ಸಂಗೀತ ವಾದ್ಯಗಳನ್ನು ಸ್ಮರಿಸುವರು ಹಾಗೂ ಅಹಂಕಾರವನ್ನು ಹೊಂದದೆ ಇದರೊಂದಿಗೆ ಸ್ನೇಹ ವಿಶ್ವಾಸ ಸೌಹಾರ್ದದಿಂದ ವರ್ತಿಸುವ ಹಾಗೂ ಸಹಾಯ ಮಾಡುವ ಮನೋಭಾವ ಹೊಂದುವಂತೆ.</p> <p>2 ಜಂಬ ಅಹಂಕಾರವನ್ನು ಅಂದರೆ ಎಲ್ಲರೊಂದಿಗೆ</p>	<p>*ನಿಮ್ಮ ಕನಸಿನ ಕುರಿತು ಕಿರು ಪ್ರಬಂಧರಚಿಸುವ ಚಟುವಟಿಕೆ</p> <p>*ಚಿತ್ರ ನೋಡಿ ವಾಕ್ಯ ರಚನೆ ಮಾಡಿಸುವ ಚಟುವಟಿಕೆ .</p> <p>ಅಜ್ಜ ಅಜ್ಜಿಯ ಜೊತೆ ಕಳೆದ ಬಾಲ್ಯದ ದಿನಗಳ ಬಗ್ಗೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>*ಘಟಕ ಪರೀಕ್ಷೆ, -ತುತ್ತೂರಿ</p> <p>*ಉಕ್ತಲೇಖನ,</p> <p>*ತಮ್ಮ ಭವಿಷ್ಯದ ಕನಸಿನ ಕುರಿತು ವ್ಯಕ್ತಪಡಿಸುವುದು.(Pick and speak)</p>	

				<p>ಪಾರ-3. ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆ (6periods)</p> <p>ವ್ಯಾಕರಣ:- ಪದಗಳನ್ನು ಜೋಡಿಸಿ ವಾಕ್ಯ ರಚಿಸಿ(ಜೋಡು ನುಡಿ ಸಮನಾರ್ಥಕ ಪದಗಳು ಗ್ರಾಂಥಿಕ ರೂಪ ಗಾದೆ ಮತ್ತು ಪೂರ್ಣಗೊಳಿಸು (3)</p>	<p>ಹೊಂದಿಕೊಂಡು ಹೋಗುವ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು.</p> <p>3. ವಸ್ತುಗಳನ್ನು ಇತರ ರೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳುವ ಮತ್ತು ಸಹಕಾರ ಮಾಡುವ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವರು</p> <p>ch-1. 1. ತಮ್ಮದೇ ಆದ ಕನಸುಗಳ ಕುರಿತು ಹೇಳಲು ಪ್ರಯತ್ನಿಸುತ್ತಾರೆ, ತಾವು ಕಂಡ ಕನ್ನಡ ಕನಸುಗಳನ್ನು ಇತರರೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳಲು ಪ್ರೇರೇಪಿಸಲಾಗುತ್ತಾರೆ.</p> <p>2. ಪ್ರಕೃತಿಯಿಂದ ಮನುಷ್ಯನಿಗೆ ದೊರೆಯುತ್ತಿರುವ ಅನುಕೂಲಗಳು ಮತ್ತು ಅವುಗಳನ್ನು ಪಡೆದು ಪ್ರಕೃತಿಯನ್ನು ರಕ್ಷಣೆ ಮಾಡುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಬೆಳೆಸುವುದು</p> <p>ch-3</p> <p>1.ನಮ್ಮ ಶಾಲೆಯಲ್ಲಿ ಆಚರಿಸುವ ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆಯನ್ನು ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆಯ ಹಿಂದೆ ಇರುವ ಮಹತ್ವವಾದ ಕಾರಣವನ್ನು ತಿಳಿಸುವುದು</p> <p>2. ಪದಗಳನ್ನು ಕ್ರಮಬದ್ಧವಾಗಿ ಜೋಡಿಸುವ ಸಾಮರ್ಥ್ಯ ಹೊಂದುವರು.</p> <p>3. ಪಾಠದಲ್ಲಿ ಬರುವ ಜೋಡಿ ನುಡಿ ಪದಗಳನ್ನು ಗುರುತಿಸುವ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವುದು</p> <p>4. ಕಂದ ಪದ್ಯದಲ್ಲಿ ಬರುವ ಗ್ರಾಮ್ಯ ಪದಗಳನ್ನು ಗುರುತಿಸುವರು.</p> <p>5. ಗಾದೆ ಮಾತುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುವ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವುದು.</p> <p>ch-4.1. ತಮ್ಮ ಮನೆಯಲ್ಲಿನ ಹಿರಿಯರ ಬಾಂಧವ್ಯವನ್ನು ಮತ್ತು ತಮ್ಮ ಮೇಲೆ ತೋರಿಸುವ</p>	<p>ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆಯನ್ನು ಕುರಿತು ಕಿರು ಪ್ರಬಂಧವನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>5 ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬಗಳ ವಿಶೇಷತೆಯನ್ನು ಕುರಿತು ಬರೆಯಿರಿ(SEA). ಯುಗಾದಿ ಹಬ್ಬದ ಮಹತ್ವ ಕುರಿತು ಕಿರು ಪ್ರಬಂಧ ರಚನೆ ಮಾಡುವ ಚಟುವಟಿಕೆ.</p> <p>*ಉಕ್ತಲೇಖನ</p> <p>* ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆಯ ಮಹತ್ವವನ್ನು ಕುರಿತು ಕಿರು ಟಿಪ್ಪಣಿ ಬರೆಯುವುದು.</p>	
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						ಕಾಳಜಿಯನ್ನು ಅರ್ಥೈಸುವುದು.			
3	Jul y	26	22	5+9+5 +3	<p>ಪಾಠ- 4 . ಕಂದ(5 periods)</p> <p>ಪಾಠ - 6 . ಈ ಸೂರ ಸ್ವಗತ(9 periods)</p> <p>ಪಾಠ-7. ಪ್ರಾಮಾಣಿಕ ಬಾಲಕ.(5 periods).</p> <p>ವ್ಯಾಕರಣ:- ಪದ ಬಳಸಿ ವಾಕ್ಯ ರಚಿಸಿ, ವಚನಗಳು ನುಡಿಗಟ್ಟು ಚಿತ್ರ ನೋಡಿ ವಾಕ್ಯ ರಚಿಸಿ,ಪತ್ರಲೇಖನ ವೈಯಕ್ತಿಕ (3periods)</p>	<p>ಕಾಳಜಿಯನ್ನು ಅರ್ಥೈಸುವುದು.</p> <p>ch-4.1. ತಮ್ಮ ಮನೆಯಲ್ಲಿನ ಹಿರಿಯರ ಬಾಂಧವ್ಯವನ್ನು ಮತ್ತು ತಮ್ಮ ಮೇಲೆ ತೋರಿಸುವ ಕಾಳಜಿಯನ್ನು ಅರ್ಥೈಸುವುದು.</p> <p>2. ತಾಯಿ ತನ್ನ ಮಗುವನ್ನು ಯಾವ ರೀತಿ ಪಾಲನೆ ಪೋಷಣೆ ಮಾಡುತ್ತಾಳೆ, ಆಕೆಯ ಶ್ರಮ ಮತ್ತು ಪ್ರೀತಿಯ ಪರಿಶುದ್ಧತೆಯನ್ನು ಅರಿತುಕೊಳ್ಳುವರು</p> <p>ch-6</p> <p>1. ನಾಡಿನ ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಹೋರಾಟ ಮಾಡಿ ಮಾಡಿದ ವೀರ ಮಹನೀಯರ ಹೆಸರುಗಳನ್ನು ಸ್ಮರಿಸುತ್ತಾರೆ.</p> <p>2. ಪದಗಳನ್ನು ಬಳಸಿ ವಾಕ್ಯಗಳನ್ನು ರಚಿಸುವ ಸಾಮರ್ಥ್ಯ ಹೊಂದುವರು.</p> <p>2. ಸ್ವಾತಂತ್ರ್ಯ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿಯುತ್ತಾರೆ ಹಾಗೂ ಈಸೂರ ಜನತೆಯ ಧೈರ್ಯ ಮತ್ತು ಸಾಹಸವನ್ನು ಮೆಚ್ಚುತ್ತಾರೆ.</p> <p>3. ದೇಶಕ್ಕಾಗಿ ಹೋರಾಡುವ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸುವುದು</p> <p>ch-7. 1. ಲಾಲ್ ಬಹುದ್ದೂರ್ ಶಾಸ್ತ್ರಿ ಅವರ ಕುರಿತು ಕಿರು ಪರಿಚಯವನ್ನು ತಿಳಿಸಿ ಹಾಗೂ ಅವರ ವ್ಯಕ್ತಿತ್ವವನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವರು.</p> <p>2.ಪ್ರಾಮಾಣಿಕತೆ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವವನ್ನು ತಿಳಿಸುವುದು</p> <p>3. ನುಡಿಗಟ್ಟು ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿಯುವರು.</p> <p>4. ವಚನ ಪದದ ಅರ್ಥ ಮತ್ತು ಅವುಗಳ ವಿಧಗಳನ್ನು ಅರ್ಥೈಸುವುದು.</p>	<p>ನಿಮ್ಮ ಶಾಲಾ ಪತ್ರಿಕೆಯಲ್ಲಿ ಪ್ರಕಟಿಸಲು ನಿಮಗೆ ಇಷ್ಟವಾದ ಒಂದು ವಿಷಯವನ್ನು ಕುರಿತು ಒಂದು ಕಿರು ಲೇಖನವನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ(2period)</p> <p>ದೇಶಕ್ಕಾಗಿ ಹೋರಾಟ ಮಾಡಿದ ವೀರ ಮಹನೀಯರ ಕುರಿತು ಚಿತ್ರದೊಂದಿಗೆ ವಿವರಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ(SEA)</p> <p>ಪ್ರಾಮಾಣಿಕತೆಯ ಕುರಿತು ಕಿರು ಟಿಪ್ಪಣಿ ರಚನೆ ಮಾಡುವ ಚಟುವಟಿಕೆ.</p> <p>ವಚನಗಳನ್ನು ವಾಕ್ಯಗಳಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>ನುಡಿಗಟ್ಟುಪದಗಳಿಂದ ವಾಕ್ಯಗಳು ರಚನೆ ಮಾಡುವ ಚಟುವಟಿಕೆ.</p>	<p>*ಘಟಕ ಪರಿಚ್ಛೇ, ಈಸೂರ ಸ್ವಗತ</p> <p>*ಉಕ್ತಲೇಖನ</p> <p>*Think -pair -share</p>	<p>(Portion for PT 1):-ch- 1 to ch:-4 . ಪದ್ಯಪಾಲದ ಹಿಂದಿರುವ ವ್ಯಾಕರಣಾಂಶಗಳು,ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ ಲೇಖನ, ಚಿತ್ರಲೇಖನ, ಪಠ್ಯ ರಹಿತ ಹಾಗೂ ಪಠ್ಯ ಸಹಿತ ಗದ್ಯಭಾಗ</p>

4	August	20	16	4+2+10	<p>ಪಾಠ 8- ಸಂಕ್ರಾಂತಿ(4periods)</p> <p>ವ್ಯಾಕರಣ:- ಲಿಂಗಗಳು(2)</p> <p>ಪುನರಾವರ್ತನೆ (10)</p>	<p>ch-8. ಸಂಕ್ರಾಂತಿ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿದು ಆಚರಣೆ ಹಿಂದಿರುವ ಮಹತ್ವವನ್ನು ಅರಿಯುತ್ತಾರೆ.</p> <p>2. ಪದ್ಯವನ್ನು ರಾಗವಾಗಿ ಹಾಡುತ್ತಾರೆ ಹಾಗೂ ಅದರಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸುತ್ತಾರೆ.</p> <p>3. ಲೇಖನ ಚಿಹ್ನೆಗಳ ಮಹತ್ವ ಮತ್ತು ಉಪಯೋಗವನ್ನು ಅರ್ಥೈಸುವುದು</p> <p>4. ಲಿಂಗ ಮತ್ತು ಅದರ ವಿಧಗಳನ್ನು ಅರಿಯುವರು.</p>	<p>ಸಂಕ್ರಾಂತಿ ಹಬ್ಬದ ವಿಶೇಷತೆ ಕುರಿತು ಪ್ರಬಂಧ ರಚಿಸುವ ಚಟುವಟಿಕೆ</p> <p>ಭಗೀರಥ ಪಾಠದ ಮುಖ್ಯ ಘಟನೆಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ವ್ಯವಹಾರಿಕ ಪತ್ರಲೇಖ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>ವಾಕ್ಯಗಳಲ್ಲಿ ಲೇಖನ ಚಿಹ್ನೆಗಳನ್ನು ಬಳಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>**ಘಟಕ ಪರೀಕ್ಷೆ- ಸಂಕ್ರಾಂತಿ</p>	<p>WT :-13 13/8/2025 Portions ch-ಈಸೂರು ಸ್ವಾಗತ. ch-ಪ್ರಾಮಾಣಿಕ ಬಾಲಕ</p>
PSI. No.	Month	WD	ID	No of Days /chapter	Chapter/Unit	learning objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	Sep	22	17	5+7+2+3	<p>ಪಾಠ-9 -ಭಗೀರಥ (5 periods ಲೇಖನ ಚಿಹ್ನೆಗಳು</p> <p>ಪಾಠ -10. ಮೃಗಾಲಯದಲ್ಲಿ ಒಂದು ದಿನ(7 periods)</p> <p>ವ್ಯಾಕರಣ:- ಕಾಲಗಳು ,ಕೂಡಿಸಿಬರೆಯಿರಿ(2) ಪತ್ರಲೇಖನ ವ್ಯವಹಾರಿಕ ಪತ್ರ (3periods)</p>	<p>ch-9 ಭಗೀರಥ ಎಂಬ ಹೆಸರನ್ನು ಸ್ಮರಿಸುತ್ತಾರೆ ಹಾಗೂ ಅವನು ಮಾಡಿದ ಕಠಿಣ ಪರಿಶ್ರಮದ ಫಲವನ್ನು ತಿಳಿಸುವುದು</p> <p>ch-10.1. ಮೃಗಾಲಯದ ಅರ್ಥವನ್ನು ತಿಳಿದು, ಪ್ರಾಣಿಗಳ ಕುರಿತು ಕಾಳಜಿ ಮತ್ತು ಅವುಗಳಿಗೆ ತೊಂದರೆ ಮಾಡಬಾರದೆಂಬುದನ್ನು ಸೂಚನಾ ಫಲಕಗಳ ಮಹತ್ವವನ್ನು ವಿಶ್ಲೇಷಿಸುವುದು.</p> <p>2. ಕಾಲಗಳ ಮೂರು ವಿಧಗಳನ್ನು ಸ್ಮರಿಸುವರು.</p> <p>3. ಪತ್ರಲೇಖನ ವಿಧಗಳನ್ನು ಅರಿತು ವ್ಯವಹಾರಿಕ ಪತ್ರ ಬರೆ ವಿಧಾನಗಳನ್ನು ಅರ್ಥೈಸುವುದು.</p>	<p>ಸೂಚನಾ ಫಲಕಗಳನ್ನು ಬರೆದ ರಚಿಸುವ ಚಟುವಟಿಕೆ.</p> <p>ಕಾಡು ಪ್ರಾಣಿಗಳು ಹಾಕು ಪ್ರಾಣಿಗಳ ಹೆಸರುಗಳನ್ನು ಚಿತ್ರ ಸಮೇತ ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ</p> <p>ಕಾಲಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ಪದಗಳನ್ನು ಕೂಡಿಸಿ ಅಥವಾ ಬಿಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>ಕೊಟ್ಟಿರುವ ವಾಕ್ಯಗಳಿಗೆ ಸೂಕ್ತ ಲೇಖನ ಚಿಹ್ನೆಗಳನ್ನು ಬಳಸಿ ಬರೆಯುವುದು.</p> <p>ಉಕ್ತಲೇಖನ,</p> <p>ಉಕ್ತಲೇಖನ,</p> <p>*ತಾವು ವೀಕ್ಷಿಸಿದ ಮೃಗಾಲಯ ಅಥವಾ ಯಾವುದೇ ಐತಿಹಾಸಿಕ ಸ್ಥಳದ ಕುರಿತು ತಮ್ಮದೇ ಆದ ಮಾತುಗಳಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸುವುದು.</p> <p>Think -pair -share</p> <p>Open Book test</p>	<p>Portion for Term -1 . ch-1 to ch-8 , ಪದ್ಯಪಾಠದ ಹಿಂದಿರುವ ವ್ಯಾಕರಣ ಅಂಶಗಳು, ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ ಲೇಖನ, ಚಿತ್ರಲೇಖನ, ಪಠ್ಯ ರಹಿತ ಹಾಗೂ ಪಠ್ಯ ಸಹಿತ ಗದ್ಯಭಾಗ</p>
5	Oct	21	21	7+7+2+3+4	<p>ಪಾಠ -11. ಜಾತ್ರೆ(7periods).</p> <p>ಪಾಠ 12- ಅನಾರೋಗ್ಯದ ಸಿಂಹ(7periods)</p> <p>ವ್ಯಾಕರಣ:-</p>	<p>ch-11 ತಮ್ಮ ಊರಿನ ಜಾತ್ರೆಯ ಕುರಿತು ತಮ್ಮದೇ ಆದ ಮಾತುಗಳಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸುತ್ತಾರೆ, ಕರ್ನಾಟಕ ಜಾನಪದ ಕಲೆಗಳ ಕುರಿತು ಮಾಹಿತಿ ಹೊಂದುತ್ತಾರೆ.</p> <p>2. ಯಕ್ಷಗಾನ ಬಯಲಾಟ, ಕಂಸಾಳಿ, ಡೊಳ್ಳು ಜಾನಪದ ಕಲೆಗಳ ಮಹತ್ವವನ್ನು ತಿಳಿಸುವುದು</p>	<p>.ಕರ್ನಾಟಕದ ಜನಪದ ಕಲೆಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ (SEA)</p> <p>ಜಾತ್ರೆ ಕುರಿತು ಕಿರು ಟಿಪ್ಪಣಿ ರಚನೆ ಮಾಡುವ ಚಟುವಟಿಕೆ</p> <p>ನಿಮ್ಮ ನೆಚ್ಚಿನ ಪ್ರಾಣಿಯ ಬಗ್ಗೆ ೫ ವಾಕ್ಯಗಳನ್ನು</p>	<p>Open Book test -ಹೊಯ್ಸಳ</p> <p>ಉಕ್ತಲೇಖನ,</p> <p>*ಹೊಯ್ಸಳನ ಸಾಹಸ ಮತ್ತು ಗುರುನಿಷ್ಠೆಯನ್ನು ಕುರಿತು ತಮ್ಮ ಮಾತುಗಳಲ್ಲಿ ವ್ಯಕ್ತಪಡಿಸುವುದು</p>	<p>Term II WT -10 9/10/2026 ch -ಜಾತ್ರೆ ch -ಅನಾರೋಗ್ಯದ ಸಿಂಹ</p>

					<p>ಒಗಟು (3)ಸಮನಾರ್ಥಕ ಪದಗಳು ವಚನಗಳು ಲಿಂಗ (4periods)</p>	<p>ch-12.</p> <p>1. ಸಿಂಹವು ಕಾಡಿನ ರಾಜ ಎಂದು ಏಕೆ ಕರೆಯಲ್ಪಡುತ್ತದೆ ಎಂಬುದನ್ನು ಗ್ರಹಿಸುತ್ತಾರೆ, ಅದರ ಶಕ್ತಿ ಮತ್ತು ಧೈರ್ಯದ ಬಗ್ಗೆ ತಿಳಿಯುತ್ತಾರೆ</p> <p>2. ಒಗಟುಗಳನ್ನು ಬಿಡಿಸಿ ಹೇಳುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೊಂದುವರು.</p> <p>2. ತಮ್ಮದೇ ಆದ ವಾಕ್ಯಗಳಲ್ಲಿ ಕಥೆಯನ್ನು ಮರು ಕಥನ ಮಾಡಲು ಪ್ರಯತ್ನಿಸುತ್ತಾರೆ.</p>	<p>ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>		
	No v	19	18	8+10	<p>ಪಾಠ-13. ಹೊಯ್ಸಳ (8periods).</p> <p>ಪುನರಾವರ್ತನೆ (10)</p>	<p>ch-13 ಹೊಯ್ಸಳರ ಕಾಲದ ಪ್ರಮುಖ ವಾಸ್ತುಶಿಲ್ಪ ಶೈಲಿಯ ಬಗ್ಗೆ ಸರಳವಾಗಿ ತಿಳಿಸುವುದು</p> <p>2. ಪಾಠದಲ್ಲಿ ಉಲ್ಲೇಖವಾಗಿರುವ ಹೊಯ್ಸಳ ಕಾಲದ ದೇವಾಲಯಗಳ ಹೆಸರನ್ನು ಹೇಳಲು ಪ್ರಯತ್ನಿಸುತ್ತಾರೆ,</p> <p>3. ತಮ್ಮ ಸುತ್ತಮುತ್ತ ಇರುವ ಪ್ರಾಚೀನ ಕಾಲದ ಐತಿಹಾಸಿಕ ಸ್ಥಳಗಳ ಕುರಿತು ಮಾಹಿತಿ ಪಡೆಯಲು ಆಸಕ್ತಿ ಬೆಳೆಸುವುದು.</p> <p>4. ಹೊಯ್ಸಳ ಸಾಮ್ರಾಜ್ಯವು ಕರ್ನಾಟಕದ ಒಂದು ಪ್ರಸಿದ್ಧ ಐತಿಹಾಸಿಕ ಸಾಮ್ರಾಜ್ಯವಾಗಿತ್ತು ಎಂಬುದನ್ನು ತಿಳಿಸುವುದು</p>	<p>ಪಾಠದಲ್ಲಿ ಬರುವ ಗ್ರಾಮ್ಯ ಪದಗಳನ್ನು ಗ್ರಾಂಥಿಕ ಪದಗಳಾಗಿ ಪರಿವರ್ತಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ನೀವು ನಿಮ್ಮ ತಂದೆ ತಾಯಿಯೊಂದಿಗೆ ಮಾಡಿದ ಪ್ರವಾಸದ ಅನುಭವಗಳನ್ನು 10 ವಾಕ್ಯಗಳಲ್ಲಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ದೇವಾಲಯಗಳ ಹೆಸರುಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ಐತಿಹಾಸಿಕ ಸ್ಥಳದ ಮಹತ್ವದ ಕುರಿತು ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>ಒಗಟು ಬಿಡಿಸಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p> <p>ಸಮನಾರ್ಥಕ ಪದಗಳನ್ನು ಹುಡುಕಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>ಘಟಕ ಪರೀಕ್ಷೆ-ಆಡೋಣ ಬಾ ಉತ್ತರೇಖನ,</p> <p>ಪುನರಾವರ್ತನೆ ಪರೀಕ್ಷೆಗಳು</p>	<p>(Portion for PT 2):-ch-9 to ch:-12. ಪದ್ಯಪಾಠದ ಹಿಂದಿರುವ ವ್ಯಾಕರಣಾಂಶಗಳು,ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ ಲೇಖನ, ಚಿತ್ರಲೇಖನ, ಪಠ್ಯ ರಹಿತ ಹಾಗೂ ಪಠ್ಯ ಸಹಿತ ಗದ್ಯಭಾಗ</p>
6	Dec	25	21	6+1+1+1+8+2+2	<p>ಪಾಠ-16. ಮುಳುಗದ ಸೂರ್ಯ (6)periods) ವ್ಯಾಕರಣ:- ಗ್ರಾಂಥಿಕ ಪದ (1) ನಾನಾರ್ಥಕಗಳು (1) ಸಮನಾರ್ಥಕ ಪದಗಳು.(1)</p>	<p>ch-16, ಮುಳುಗದ ಸೂರ್ಯ ಪದದ ಅರ್ಥವನ್ನು ಅರಿತು ಗವಾಯಿಯವರ ಸಾಧನೆಯನ್ನು ಮತ್ತು ಅವರ ಪಾಂಡಿತ್ಯವನ್ನು ತಿಳಿಸುವುದು</p> <p>2. ಸಾಧಿಸುವ ಛಲವಿದ್ದರೆ ಯಾವುದೇ ರೀತಿಯ ಅಡೆತಡೆಗಳ</p>	<p>ಪಾಠದಲ್ಲಿ ಬರುವ ನಾನಾರ್ಥಕ ಪದಗಳನ್ನು ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ.(4periods).</p> <p>5 ಗ್ರಾಮೀಣ ಆಟಗಳ ಕುರಿತು ಚಿತ್ರದೊಂದಿಗೆ ಬರೆಯುವ ಚಟುವಟಿಕೆ(SEA)</p> <p>ಗ್ರಾಮ್ಯ ಪದಗಳನ್ನು ಗ್ರಾಂಥಿಕ ಪದಗಳನ್ನು</p>	<p>ತಮ್ಮ ನೆಚ್ಚಿನ ಆಟದ ಕುರಿತು ಮಾತನಾಡುವುದು.</p>	<p>Term-II WT -19 29/1/2027 Portion ch -ಮುಳುಗದ ಸೂರ್ಯ</p>

					<p>ಪಾಠ-15. ಆಡೋಣಬಾ(8 periods) ಪತ್ರಲೇಖನ(2)</p> <p>ಪುನರಾವರ್ತನೆ (2)</p>	<p>ಬಂದರು ಅವುಗಳನ್ನು ಹೆದರಿಸಿ ನಿಲ್ಲಬೇಕು ಎಂಬುದನ್ನು ತಿಳಿಸುವುದು.</p> <p>3. ನಾನಾರ್ಥ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿದು ಪಾಠ ಮತ್ತು ಪದ್ಯದಲ್ಲಿ ಬರುವ ನಾನಾರ್ಥ ಪದಗಳನ್ನು ಗುರುತಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು</p> <p>ch-15 1. ತಮ್ಮ ನೆಚ್ಚಿನ ಆಟದ ಕುರಿತು ಮಾತನಾಡಲು ಪ್ರಯತ್ನಿಸುತ್ತಾರೆ ಹಾಗೂ ಆಟಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಅಗತ್ಯತೆಯನ್ನು ಕುರಿತು ತಿಳಿಯುತ್ತಾರೆ.</p> <p>2. ತಮ್ಮ ಸ್ನೇಹಿತರೊಂದಿಗೆ ಸಹಕಾರ ಮನೋಭಾವದಿಂದ ಸ್ನೇಹದಿಂದ ವರ್ತಿಸಲು ತಿಳಿಸುವುದು</p>	<p>ಬರೆಯುವ ಚಟುವಟಿಕೆ. ಸಮನಾರ್ಥಕ ಪದಗಳನ್ನು ಹುಡುಕಿ ಬರೆಯುವ ಚಟುವಟಿಕೆ.</p>		<p>ಸಿಂಹ. ch -ಆಡೋಣ ಬಾ</p>
8	Jan	20	20		ಪುನರಾವರ್ತನೆ				<p>Portion for Term -2 . ch- 9, 10,11,12 13,15,16 ಪದ್ಯಪಾಠದ ಹಿಂದಿರುವ ವ್ಯಾಕರಣ ಅಂಶಗಳು, ಪತ್ರಲೇಖನ, ಪ್ರಬಂಧ ಲೇಖನ, ಚಿತ್ರಲೇಖನ, ಪಠ್ಯ ರಹಿತ ಹಾಗೂ ಪಠ್ಯ ಸಹಿತ ಗದ್ಯಭಾಗ</p>
9	Feb	23	19		ಪುನರಾವರ್ತನೆ				

Subject Teacher

Subject I/C

VP

Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Hindi II Language

Class: III

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	5+5+5	Bridge course				
					स्वर व्यंजन ,वर्णमाला ,मात्रा,वाक्य रचना संज्ञा 1 सीखो भाषा और लिपि, वर्ण ,मात्राएँ,शब्द और वाक्य अपठित गद्यांश कहानी	सकारात्मक सोच ,प्रकृती से सीखने की प्रेरणा देना	अभिनय बच्चे फूल ,सूरज बनकर अभिनय के साथ कविता बोलना	मापदंड और समझ व व्याख्या सुनना और उत्तर देना	
					2 चींटी, संज्ञा	श्रम और परिश्रम के महत्व को समझना आत्मविश्वास को बढ़ावा	चित्र और कॉलाज बनाना	कविता की समझ और रचनात्मकता	WT 1 (17-4-2026) 1सीखो 2 चींटी व्याकरण भाग
	June	18	18	7+7+4	3 कितने पैर, लिंग,वचन	संवाद शैली को समझना ,प्रेरणा लेना	अगर मैं पत्रकार होता लेखन कार्य	समझ और विश्लेषण भाषा कौशल	
					4 बया हमारी चिड़िया रानी, विलोम, पर्यायवाची 5 आम का पेड़ अनुच्छेद लेखन	प्रकृति और पक्षियों के प्रति रुचि व संवेदनशीलता बढ़ाना	घोंसला बनाना ,चिड़िया की कहानी बनाना	प्रेक्षण क्षमता सक्रिय भागीदारी	
	July	26	22	7+7+8					



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Hindi II Language

Class: III

Term: II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	Sep.	22	17		11 एक जादुई पिटारा पठित गद्यांश अपठित गद्यांश ,चित्र वर्णन	लेखन और मौखिक प्रस्तुति मे आत्मविश्वास बढ़ाना जानवरों और पक्षियों के आवास की जानकारी देना	पिटारे मे क्या क्या है उसकी तस्वीर बनाइए मेरा पसंदीदा जानवर -लेखन और चित्रकारी	श्रवण ,पठन पाठ की समझ रचनात्मकता	WT 10 (9-10-2026) पाठ 11एक जादुई पिटारा,12अपना अपना काम पाठों संबंधित व्याकरण
2	Oct	21	21	7+7+7	12 अपना अपना काम वाक्यों को सही क्रम में लिखो चित्र वर्णन 13 पेड़ों की अम्मा कहानी पूरी करो	प्रकृति और पर्यावरण के प्रति संवेदना जगाना ,पेड़ों के महत्व को समझना और उन्हें बचाने का संदेश देना	पेड़ लगाओ -कहानी सूनाओ	श्रवण ,पठन ,अभिव्यक्ति	
3	Nov	19	18	6 +6+6	14 किसान की होशियारी समरूपी भिन्नार्थक शब्द,काल	बुद्धिमता और चतुराई के महत्व को समझना	कहानी को चित्रों मे दिखाना	नैतिकता और तर्कशीलता	

					15 भारत पत्र लेखन, अनौपचारिक	भारत देश की विविधता (भाषा, संस्कृति, पर्व) को समझाना देशभक्ति की भावना और राष्ट्रीय प्रतीकों की जानकारी	भाषा विविधता का खेल -भारत की विभिन्न भाषाओं के कुछ शब्द बच्चों से बलवाना	भारत का नक्शा बनाकर उसमें पाँच राज्यों का नाम लिखे	
					16 चंद्रयान वाक्यांश के लिए एक शब्द	विद्यार्थी भारत के वैज्ञानिक प्रयासों की जानकारी प्राप्त करेंगे विज्ञान में भारत की प्रगति पर गर्व की भावना उत्पन्न होगी	रोल प्ले -एक बच्चा वैज्ञानिक बने और बाकी बच्चे पत्रकार की तरह सवाल पूछें -चंद्रयान क्या है ? यह क्यों भेजा गया ? आदि	चित्र कार्य सूचना लेखन	
4	Dec	25	21	7 + 7 + 7	17 बोलने वाली माँद अनेकार्थी शब्द, विशेषण	छात्र कहानी की मुख्य घटनाओं को समझ सके छात्र कहानी में निहित संदेश को पहचान सके	माँद या जंगल का चित्र बनाकर उस पर दो-तीन वाक्य लिखो	व्यवहारिक मूल्यांकन, लेखन मूल्यांकन	PT 2 पाठ 11 एक जादुई पिटारा 12 अपना अपना 13 पेड़ों की अम्मा 14 किसान की होशियारी 15 भारत वाक्यों को सही क्रम में, चित्र वर्णन, कहानी पूरी करो, समरूपी भिन्नार्थक शब्द, काल, वाक्यांश के लिए एक शब्द
					18 हम अनेक किन्तु एक, महावरे, विराम चिन्ह	छात्र विविधता में एकता का महत्व समझें सहिष्णुता, भाईचारा, एकता जैसे मूल्यों को पहचानें	समूह गतिविधि - भारत के विभिन्न	सहपाठी मूल्यांकन प्रस्तुति मूल्यांकन	

							राज्यों की पोशाक ,खाना ,भाषा ,त्योहार आदि की जानकारी हासिल करके पोस्टर बनाना प्रस्तुति मूल्यांकन		
5	Jan.	20	20		पुनरावर्तन	Term 2 पाठ 11 से 18 पठित गद्यांश अपठित गद्यांश ,चित्र			WT 19 (29-1-2026)पाठ 17 बोलने वाली माँद,18 हम अनेक किन्तु एक व्याकरण भाग
	Feb.	23	19		पुनरावर्तन Term 2 portion पाठ 11 से 18 पठित गद्यांश अपठित गद्यांश ,चित्र अपठित बोध (दो), पठित बोध गद्यांश और पद्यांश (दो), व्यावहारिक व्याकरण -भाषा और लिपि,वर्ण ,मात्राएँ,शब्द और वाक्य,संज्ञा,लिंग ,वचन ,विलोम ,समरूपी भिन्नार्थक शब्द,क्रिया मुहावरे ,पाठ्यपुस्तक एवं पूरक पाठ्य पुस्तक रचनात्मक लेखन	कहानी,पत्र लेखन ,अनुच्छेद लेखन ,भाषा ,लिपि ,संज्ञा ,सर्वनाम,काल ,क्रिया ,विशेषण ,विराम चिन्ह ,पर्यायवाची ,मुहावरे ,विलोम शब्द ,वचन ,पठित पद्यांश,			
6	March				Term II Exam				



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP
Syllabus Bifurcation: 2026-27

Subject: EVS

Term: I

Class: III

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	15	Bridge Course *Our body *Plants and animals *Environment and Community	Our Body <ul style="list-style-type: none"> Identify body parts and their uses. Explain sense organs. Follow basic hygiene and healthy habits. Plants and Animals <ul style="list-style-type: none"> Identify common plants and animals. Know basic needs of plants and animals. Show care for living things. Environment <ul style="list-style-type: none"> Describe surroundings (living and non-living). Keep environment clean. Practice simple eco-friendly habits. Community <ul style="list-style-type: none"> Know people in the community. Explain roles of helpers. Learn sharing and helping others. 	Paste the images of living and non-living things (any 5) Draw a plant write its body parts	Worksheet Quiz	
2	June	18	18	2	Ch-1 My Family Activity: Family Scrap book	Remember <ul style="list-style-type: none"> Define family and list types such as nuclear and extended family. Recall members in their own family. Understand <ul style="list-style-type: none"> Explain relationships among family members using examples. Describe family resemblances and roles of each member. Apply <ul style="list-style-type: none"> Construct a family tree representing their own family structure. Demonstrate ways of helping family members in daily life. Analyze <ul style="list-style-type: none"> Differentiate between nuclear and extended families. Compare responsibilities of different family members. Evaluate <ul style="list-style-type: none"> Justify the importance of caring for elderly and differently-abled family members. Assess how cooperation contributes to a happy family. Create <ul style="list-style-type: none"> Design a model or chart showing a family tree. Create role-play/skits showing teamwork and helping behavior in families. 	Making of a family scrap book	Oral Test	

				3	Ch-2 -Sharing and Caring	<p>Remember</p> <ul style="list-style-type: none"> List ways of helping family members. Recall examples of caring behavior. <p>Understand</p> <ul style="list-style-type: none"> Explain why sharing and caring are important in daily life. Describe ways to support elderly and differently abled individuals. <p>Apply</p> <ul style="list-style-type: none"> Demonstrate helping behaviors at home and school. Practice sharing resources with peers. <p>Analyze</p> <ul style="list-style-type: none"> Distinguish between helpful and unhelpful behaviors. Examine situations where caring is required. <p>Evaluate</p> <ul style="list-style-type: none"> Justify the need for empathy and kindness in relationships. Assess the impact of helping others. <p>Create</p> <ul style="list-style-type: none"> Create role-plays/skits demonstrating sharing and caring. Design posters promoting kindness and helping others. 	Activity: Appreciate your friend	Class test(pen/pa per test)	
				4	Ch-3- Games Are Fun!	<p>Remember</p> <ul style="list-style-type: none"> List indoor and outdoor games. Recall games played in the past and present. <p>Understand</p> <ul style="list-style-type: none"> Explain the importance of games for health and enjoyment. Describe differences between traditional and modern games. <p>Apply</p> <ul style="list-style-type: none"> Classify games into categories (indoor/outdoor). Participate in group games demonstrating teamwork. <p>Analyze</p> <ul style="list-style-type: none"> Compare past and present games. Examine the idea of “play as work.” <p>Evaluate</p> <ul style="list-style-type: none"> Assess the benefits of playing games regularly. Justify the importance of teamwork and fair play. <p>Create</p> <ul style="list-style-type: none"> Design a chart comparing traditional and modern games. Create a new game with simple rules. 	Activity: Speak about the ancient game I like	Quiz	
				4	Ch-4 -Working People Do	<p>Remember</p> <ul style="list-style-type: none"> List different occupations and workers. Recall examples of work done at home and outside. <p>Understand</p> <ul style="list-style-type: none"> Explain the importance of different occupations. Describe how people contribute to society through work. <p>Apply</p>	Identifying the skills and training required in any five occupation I like	Oral test	

						<ul style="list-style-type: none"> • Demonstrate ways of helping at home. • Identify occupations in their surroundings. <p>Analyze</p> <ul style="list-style-type: none"> • Differentiate between types of work (paid/unpaid). • Examine the issue of child labor. <p>Evaluate</p> <ul style="list-style-type: none"> • Justify why child labor should be discouraged. • Assess the dignity of all types of work. <p>Create</p> <ul style="list-style-type: none"> • Create posters on “Respect All Work” or “Say No to Child Labor.” • Design a role-play showing different occupations. 			
				5	Ch-5- World of Plants	<p>Remember</p> <ul style="list-style-type: none"> • Identify parts of a plant. • Recall names of common plants. <p>Understand</p> <ul style="list-style-type: none"> • Explain functions of different plant parts. • Describe interdependence between plants and living beings. <p>Apply</p> <ul style="list-style-type: none"> • Label diagrams of plants. • Observe and record different plants in surroundings. <p>Analyze</p> <ul style="list-style-type: none"> • Compare different types of plants. • Examine how plants support life on Earth. <p>Evaluate</p> <ul style="list-style-type: none"> • Justify the importance of plants in daily life. • Assess the need to protect plants. <p>Create</p> <ul style="list-style-type: none"> • Create a plant model/chart showing parts and functions. • Design a poster on “Save Plants. 	Write the recipes of 5 home remedies using plants and their uses	Oral test	
3	July	26	22	5	PT-I Revision				
				5	Ch - 6- Leaves of Plants	<p>Remember</p> <ul style="list-style-type: none"> • Identify parts of a leaf. • Recall different types of leaves. <p>Understand</p> <ul style="list-style-type: none"> • Explain how leaves make food for the plant. • Describe uses of leaves. <p>Apply</p> <ul style="list-style-type: none"> • Collect and classify different leaves. • Label parts of a leaf diagram. <p>Analyze</p> <ul style="list-style-type: none"> • Differentiate leaves based on shape, size, and color. • Examine why leaves shed and change color. <p>Evaluate</p>	SEA-1 Collect some fallen leaves & sort them as large & small leaves and write the type of edges	Quiz	PT- 1 (Ch 1 to Ch 4) 06.07.26 to 10.07.26

						<ul style="list-style-type: none"> Assess the importance of leaves for plants and humans. Justify conservation of plants. <p>Create</p> <ul style="list-style-type: none"> Prepare a leaf scrapbook/album. Design creative artwork using leaves (leaf printing/collage). 			
			6	Ch - 7- World of Animals	<p>Remember</p> <ul style="list-style-type: none"> Identify different types of animals. Recall common features of animals. <p>Understand</p> <ul style="list-style-type: none"> Explain eating habits of animals (herbivores, carnivores, omnivores). Describe shelters and habitats of animals. <p>Apply</p> <ul style="list-style-type: none"> Classify animals based on food habits and habitats. Identify animals in their surroundings and describe their features. <p>Analyze</p> <ul style="list-style-type: none"> Compare animals based on physical features and adaptations. Differentiate between wild and domestic animals. <p>Evaluate</p> <ul style="list-style-type: none"> Justify how animals adapt to their environment. Assess the importance of animals in nature. <p>Create</p> <ul style="list-style-type: none"> Create charts/models showing types of animals and their habitats. Design a project on animal adaptations. 	Making of animal mask	Quiz		
			6	Ch -8- Birds	<p>Remember</p> <ul style="list-style-type: none"> Identify common birds. Recall parts of a bird's body (beak, feathers, claws, wings). <p>Understand</p> <ul style="list-style-type: none"> Explain the functions of feathers, beaks, feet, and claws. Describe different types of bird nests and calls. <p>Apply</p> <ul style="list-style-type: none"> Match birds with their beaks and feeding habits. Observe and record birds in the surroundings. <p>Analyze</p> <ul style="list-style-type: none"> Compare different birds based on their features and habitats. Differentiate types of nests built by birds. <p>Evaluate</p> <ul style="list-style-type: none"> Assess how bird features help them survive. Justify the importance of birds in the ecosystem. <p>Create</p> <ul style="list-style-type: none"> Design models of bird nests. Create charts showing types of birds and their adaptations. 	Activity: Making a peace Dove	Quiz	Weekly test-6 (Ch 5 & Ch 6) 24-07-2026	

4	August	20	16	5	Ch - 9 Worms and Insects	<p>Remember</p> <ul style="list-style-type: none"> Identify common insects, worms, and snails. Recall body parts of insects. <p>Understand</p> <ul style="list-style-type: none"> Explain characteristics of insects and worms. Describe the life of insects like ants and bees. <p>Apply</p> <ul style="list-style-type: none"> Classify insects as useful or harmful. Observe insects and record their behavior. <p>Analyze</p> <ul style="list-style-type: none"> Compare butterfly and moth. Differentiate insects, worms, and snails. <p>Evaluate</p> <ul style="list-style-type: none"> Critique how ants and bees live and work together. Assess the role of insects in the environment. <p>Create</p> <ul style="list-style-type: none"> Create models or diagrams of insects. Design charts showing useful and harmful insects. 	Activity: Identify 10 insects that you see in your surroundings and write their names in your mother tongue and local language	Class test(pen/pa per test)	<p>Term I (Ch 1 to Ch 10) 25.08.26 to 07.09.26</p>
				5	Ch-10- Sources of Food	<p>Remember</p> <ul style="list-style-type: none"> List different sources of food. Recall foods obtained from plants and animals. <p>Understand</p> <ul style="list-style-type: none"> Explain the importance of food for growth and energy. Describe different types of food and nutrients. <p>Apply</p> <ul style="list-style-type: none"> Classify food based on sources (plant/animal). Identify healthy food choices in daily life. <p>Analyze</p> <ul style="list-style-type: none"> Compare plant-based and animal-based food sources. Examine components of a balanced diet. <p>Evaluate</p> <ul style="list-style-type: none"> Assess the importance of a balanced diet. Justify healthy eating habits. <p>Create</p> <ul style="list-style-type: none"> Prepare a balanced diet chart. Design posters on healthy food habits. 	SEA-2 Make a balanced diet chart	Oral Test	
4	August			6	Revision for Term-1				
5	Sept	22	17	8	Term-I Examinations				

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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP
Syllabus Bifurcation: 2026-27

Subject: EVS

Term: II

Class: III

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
5	Sept	22	17	9	Ch-11- Cooking	Remember <ul style="list-style-type: none"> List of methods of cooking food. Recall utensils and kitchen tools. Understand <ul style="list-style-type: none"> Explain why food is cooked. Describe different cooking methods. Apply <ul style="list-style-type: none"> Demonstrate simple no-fire cooking activities. Identify utensils used for different cooking methods. Analyze <ul style="list-style-type: none"> Compare different cooking methods and their effects on food. Differentiate between traditional and modern kitchen tools. Evaluate <ul style="list-style-type: none"> Assess the benefits of safe and hygienic cooking. Evaluate the use of alternative methods like solar cooking. Create <ul style="list-style-type: none"> Design a simple recipe using no-fire cooking. Create a model or chart of a kitchen setup.	Activity: Making a healthy sandwich	Class test (pen/paper test)	
6	Oct	21	21	7	Ch-12- Types of Houses	Remember <ul style="list-style-type: none"> Identify different types of houses. Recall materials used to build houses. Understand <ul style="list-style-type: none"> Explain why different types of houses are needed. Describe features of houses in different regions. Apply <ul style="list-style-type: none"> Classify houses based on materials and location. Identify types of houses in their surroundings. Analyze <ul style="list-style-type: none"> Compare temporary and permanent houses. Examine how climate affects the type of house. Evaluate <ul style="list-style-type: none"> Justify the importance of safe and strong houses. Assess suitability of houses in different environments. Create <ul style="list-style-type: none"> Design models of different types of houses. Create charts showing houses from various regions. 	Making a photo frame	Quiz	
				7	Ch-13- Mapping	Remember <ul style="list-style-type: none"> Define maps and symbols. 	Make a root map from HST Shopping	Class test (pen/paper test)	

						<ul style="list-style-type: none"> Recall directions (North, South, East, West). <p>Understand</p> <ul style="list-style-type: none"> Explain the purpose of maps. Describe different map symbols and their meanings. <p>Apply</p> <ul style="list-style-type: none"> Use simple maps to locate places. Draw a basic map of home/school. <p>Analyze</p> <ul style="list-style-type: none"> Compare maps and globes. Interpret symbols and directions on maps. <p>Evaluate</p> <ul style="list-style-type: none"> Assess the usefulness of maps in daily life. Justify the need for map reading skills. <p>Create</p> <ul style="list-style-type: none"> Create a map using symbols and directions. Design a treasure map using basic mapping skills. 	Complex to JVM HST		
				7	Ch-14- Importance of Water	<p>Remember</p> <ul style="list-style-type: none"> List sources of water. Recall uses of water. <p>Understand</p> <ul style="list-style-type: none"> Explain why water is essential for life. Describe the role of water for plants, animals, and humans. <p>Apply</p> <ul style="list-style-type: none"> Identify daily uses of water at home and school. Demonstrate ways water is used responsibly. <p>Analyze</p> <ul style="list-style-type: none"> Compare different sources of water. Examine effects of water scarcity. <p>Evaluate</p> <ul style="list-style-type: none"> Justify the need to conserve water. Assess the impact of water misuse. <p>Create</p> <ul style="list-style-type: none"> Create posters on "Save Water." Design awareness campaigns about water conservation. 	SEA 2 - Presentation of Water cycle, List of reverse that flow in Karnataka and mention their origin.	Oral Test	
7	Nov	19	18	6	Ch - 15- Using water Wisely	<p>Remember</p> <ul style="list-style-type: none"> Recall ways to save water. Identify activities that waste water. <p>Understand</p> <ul style="list-style-type: none"> Explain importance of using water wisely. Describe consequences of water wastage. <p>Apply</p> <ul style="list-style-type: none"> Practice water-saving methods in daily life. Demonstrate proper use of water at home and school. 	To keep check on every tap in your wing for two days during break	Quiz	Weekly test- 15 20-11-2026 (Ch 10,11,12)

					<p>Analyze</p> <ul style="list-style-type: none"> • Differentiate between necessary use and wastage of water. • Examine real-life situations of water misuse. <p>Evaluate</p> <ul style="list-style-type: none"> • Assess effectiveness of water conservation methods. • Justify responsible water usage. <p>Create</p> <ul style="list-style-type: none"> • Create slogans/posters on water conservation. • Design a plan to reduce water wastage at home/school. 			
			6	Ch - 16- Travel	<p>Remember</p> <ul style="list-style-type: none"> • List different means of transport. • Recall types of travel (land, air, water). <p>Understand</p> <ul style="list-style-type: none"> • Explain importance of transport in daily life. • Describe uses of different vehicles. <p>Apply</p> <ul style="list-style-type: none"> • Classify vehicles based on mode of transport. • Identify suitable transport for different journeys. <p>Analyze</p> <ul style="list-style-type: none"> • Compare different modes of transport. • Examine advantages and disadvantages of each. <p>Evaluate</p> <ul style="list-style-type: none"> • Assess the importance of safe travel practices. • Justify use of eco-friendly transport. <p>Create</p> <ul style="list-style-type: none"> • Design charts/models of different transport systems. • Create posters on road safety rules. 	Write a story of family trip. Mention 5 means of transport.	Class test (pen/paper test)	
			6	Ch-17- Communication	<p>Remember</p> <ul style="list-style-type: none"> • List different means of communication. • Recall traditional and modern communication methods. <p>Understand</p> <ul style="list-style-type: none"> • Explain importance of communication in daily life. • Describe how communication has changed over time. <p>Apply</p> <ul style="list-style-type: none"> • Use different communication tools effectively. • Demonstrate sending simple messages. <p>Analyze</p> <ul style="list-style-type: none"> • Compare traditional and modern communication methods. • Examine advantages and limitations of each. <p>Evaluate</p> <ul style="list-style-type: none"> • Assess the impact of communication technology. • Justify the importance of clear communication. <p>Create</p>	Making of walkie-Talkie with paper cups	Quiz	

						<ul style="list-style-type: none"> • Create charts showing evolution of communication. • Design a role-play using different communication methods. 			
8	Dec	25	21	5	Revision for PT-II				
				5	Ch-18- Pottery Remember <ul style="list-style-type: none"> • Identify pottery items. • Recall materials used in pottery. Understand <ul style="list-style-type: none"> • Explain the process of making pottery. • Describe uses of clay objects. Apply <ul style="list-style-type: none"> • Observe and identify pottery in daily life. • Demonstrate simple clay modeling. Analyze <ul style="list-style-type: none"> • Compare handmade and machine-made pottery. • Examine the role of potters in society. Evaluate <ul style="list-style-type: none"> • Assess the importance of pottery as a traditional craft. • Justify the need to preserve such skills. Create <ul style="list-style-type: none"> • Create clay models/artifacts. • Design projects on traditional crafts. 	SEA-4 Making a Bowl with clay and paint	Oral Test	PT – II (Ch -13 to Ch -16) 07.12.26 to 10.12.26	
				5	Ch-19- Textiles- Remember <ul style="list-style-type: none"> • Identify types of fabrics. • Recall sources of fibers. Understand <ul style="list-style-type: none"> • Explain how textiles are made. • Describe uses of different fabrics. Apply <ul style="list-style-type: none"> • Classify fabrics based on their sources. • Identify suitable clothing for different seasons. Analyze <ul style="list-style-type: none"> • Compare natural and synthetic fibers. • Examine the process of making cloth. Evaluate <ul style="list-style-type: none"> • Assess importance of textiles in daily life. • Justify choosing appropriate clothing. Create <ul style="list-style-type: none"> • Design fabric charts or samples. • Create simple weaving or craft activities. 	Tie and Dye , Vegetable printing	Quiz		
				6	Ch - 20 Conserving Our Natural Resources Remember <ul style="list-style-type: none"> • List natural resources. • Recall examples of renewable and non-renewable resources. Understand		Oral Test worksheet		

					<ul style="list-style-type: none"> • Explain importance of conserving resources. • Describe effects of resource depletion. <p>Apply</p> <ul style="list-style-type: none"> • Practice conservation methods in daily life. • Identify ways to reduce, reuse, and recycle. <p>Analyze</p> <ul style="list-style-type: none"> • Differentiate renewable and non-renewable resources. • Examine human impact on natural resources. <p>Evaluate</p> <ul style="list-style-type: none"> • Assess importance of sustainable practices. • Justify conservation efforts for future generations. <p>Create</p> <ul style="list-style-type: none"> • Design posters/projects on conservation. • Create action plans for protecting natural resources. 			
9	Jan	20	20		Revision for Term-II			
10	Feb	23	19		Revision & Term-II Examination			
11	March				Term II Exam			
								Term II Exam (Ch 10 to Ch 20) 07.12.26 to 10.12.26

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HOD

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Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Maths

Class: III

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	2+2+7+4	Bridge Course- Number names, Place value and face value of 3-digit numbers, Four fundamental operation of 3-digit numbers, Tables up to 10.	Students will be able to Read and writes numbers up to 999 using place value. Compares numbers up to 999 for their value based on their place value. Identify odd and even numbers. Define successor and predecessor.	Lab activity: By using flash cards Arrange the 4-digit numbers in ascending and descending order.	Quiz, worksheet.	
2	June	18	18	5 + 6 + 3 + 4	Ch -1 Numbers up to 10000 Chapter 2- Addition Chapter -3 Subtraction (MPT- 2) Revision for PT -1	Students will be able to *identify odd and even numbers. *Uses the concept of rounding numbers. Round off numbers to nearest tens/hundreds" • Add 3-digit and 4-digit numbers • Understand addition with and without carry • Solve word problems based on addition • Estimate sums by rounding numbers • Use basic properties of addition. *Estimates difference of numbers .	SEA activity 1: Represent 4- digit numbers on the Abacus. Lab activity: Properties of addition.	Class test,	WT – 3 (20/6/26) Ch-1,2

						<p>*Solves simple daily life problems using addition and subtraction of four-digit numbers without and with regrouping.</p> <p>*Solves real life word problems involving addition and subtraction.</p>			
3	July	26	21	11+10	<p>CH-3 Subtraction Cont...</p> <p>CH- 4 Multiplication</p>	<p>Solves simple daily life problems using addition and subtraction of four-digit numbers without and with regrouping.</p> <p>Solves real life word problems involving addition.</p> <p>Solves real life word problems involving subtraction.</p> <p>*Solves a variety of daily life problems using multiplication.</p> <p>*Multiplies 2-3 digit numbers by 2 digit numbers with and with out regrouping.</p> <p>Solves real life word problems involving multiplication. *Recalls and uses multiplication tables to solve.*Creates and solves patterns, games, puzzles using multiplication .</p>	<p>Lab activity (ch-3):Take turns to roll the dice 4 times to make a 4-digit number. Write both the numbers formed and find their difference.</p> <p>Lab activity(ch-4):To learn how to multiply numbers by using the number wheel.</p>	worksheet	<p>PT-1 (6/7/26)</p> <p>Ch-1,2,3 (MPT-2)</p> <p>WT-7(24/7/26)</p> <p>Ch-3 , 4</p>
4	August	20	16	7 + 4 + 5	<p>CH- 5 Division</p> <p>CH- 6 Fractions</p>	<p>Students will be able to</p> <p>*Divide 3-4 digit numbers by 1 digit numbers.</p>	SEA activity 2:Equal groups.	Quiz	<p>Term-1 Exam (25/8/26)</p> <p>Ch-1,to 6 and tables 2 to 10</p>

					Term-I Revision	<p>*Applies division in real life problem solving contexts.</p> <p>*Represents $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ part of a collection by shading and representing symbolically</p> <p>*identifies half, one-fourth, three fourths of a whole in a given picture by paper folding.</p> <p>*Represent a number as a part of the whole and determine the fraction</p> <p>*Solves real life problems based on fractions. .</p>	<p>Lab activity(ch-5): Division as repeated subtraction.</p> <p>Lab activity(ch-6): Paper folding activity for fraction.</p>		
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TERM II

5	September	22	15	4 + 4 + 7	<p>CH- 7 Shapes</p> <p>CH-8 Patterns</p> <p>CH-9 Measurement (My practice time - 5)</p>	<p>Students will be able to</p> <p>*identifies and makes 2D-shapes by paper folding, describes 2D (sides and corners) and 3D shapes by the number of sides ,corners and faces.</p> <p>* fills a given region leaving no gap . identifies the centre, radius and diameter of the circle.</p> <p>*Identifies repeated units in a geometric pattern and explain the features of the unit. Identifies the base tile making patterns</p> <p>*recognize different measuring units for length, weight and capacity. Measures, compares and orders length and heights of common objects using non standard units.</p>	<p>Lab activity(Ch-7): Activity based on symmetry.</p> <p>Lab activity(ch-8):By using Colour beads make a pattern of necklaces.</p> <p>SEA activity : Look for pictures from the magazines ,old news papers and place in a required places. (Length ,weight and capacity)</p>	Class test, worksheet	
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						*Converts meter into centimeter and vice versa.			
6	October	21	21	10+11	Ch-9 Measurement Cont... . Ch-10 Time	<p>Student will able to</p> <ul style="list-style-type: none"> *Weighs objects using standard units– grams and kilograms using simple balance . *Comparing and converting units. *Compares the capacity of different containers in terms of standard units. *Solves problems by adding and subtracting measures involving grams & kilograms in real life situations. *Solves real life word problems involving measurements. * Read the time on a clock to the hour ,quarter past and quarter to through understanding the role of the hour hand and the minutes. *Draw minute and hour hand in a clock to represent a given time . *Answers questions and infers information from a calendar on months, their duration ,days of the week. *Reads clock time in hour and minutes and expresses the time in a.m. and p.m. 	<p>Lab activity (ch-10): Create a time table for a daily routine.</p> <p>SEA - Make a model of clock and represent time using quarter past and quarter to.</p>	Class test, worksheet, oral test	WT -5 (16/10/26) Ch-7,8,9 (upto MPT -3)

7	November	19	18	11 + 7	Ch -11 Money Revision for PT -2	Students will be able to *recognize and identify coins and currency ,calculate with money. *Solve sums conversion of money. *Solves simple addition and subtraction real life problems involving money. *Importance of budgeting and saving. *Records data using tally marks, simple tables and pictographs. * Interprets data and answers questions on simple tables and pictograph.	SEA activity :Observe the RS 200 note and answer the questions. Lab activity(Ch-11) :Prepare a bill for the following Stationery items.	Class test, worksheet	
8	December	25	20	20	Ch 12- Data Handling	*Records data using simple tables and pictographs. * Interprets data and answers questions on simple tables and pictograph.	SEA activity(ch-11) Make a bar graph by using different coloured bars to represent each weather condition.	Class test, worksheet	PT-2 (07-12-26) CH- 7,8,9
9	January	20	20	20	Revision for Term-2				
10	February	23	19	19	Term-II Examination				Term II – Exam (24/2/27) Ch-7,8,9,10,11,12 and Ch-1 (10% term 1)Tables 2 to 10
11	March				Term-II Examination				



Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	6	2+2+2	ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು ರೇಖಾಭ್ಯಾಸ	ವರ್ಣಮಾಲೆಯನ್ನು ಪುನರ್ ಮನನ ಮಾಡುವುದರೊಂದಿಗೆ ಒತ್ತಕ್ಷರಗಳ ವಿಧಗಳನ್ನು ತಿಳಿಯುವುದು. ಒತ್ತಕ್ಷರಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವುದು	ಸ್ವರಗಳು ಹಾಗೂ ಸ್ವರ ಚಿಹ್ನೆಗಳೊಂದಿಗೆ ಗುಣಿತಾಕ್ಷರಗಳ ರಚನೆ ಚಟುವಟಿಕೆ	ಸಜಾತಿ ಹಾಗೂ ವಿಜಾತಿ ಒತ್ತಕ್ಷರಗಳ ವಿಂಗಡಣೆ (Class test)	
2	June	18	7	3+3+4	ಪುನರಾವರ್ತನೆ ವರ್ಣಮಾಲೆ ಗುಣಿತಾಕ್ಷರ ಹಾಗೂ ಒತ್ತಕ್ಷರಗಳು ಪಾಠ ೧ ಎಂಥಾ ದೇಶ ನಮ್ಮದು	ಸರಳ ಪದಗಳನ್ನು ಬರೆಯುವರು. ಚಿತ್ರಗಳನ್ನು ಗುರುತಿಸಿ ಚಿತ್ರಗಳ ಹೆಸರನ್ನು ಹೇಳುವುದು. ಪದ್ಯದ ರಾಗ ಕಲಿಕೆ ಪಾಠ ಪದಗಳನ್ನು ಗುರುತಿಸುವುದು	ಸರಳ ಗುಣಿತಾಕ್ಷರ ಪದಗಳನ್ನು ಓದಿಸುವ ಚಟುವಟಿಕೆ.	ಗುಣಿತಾಕ್ಷರಗಳ ಬರವಣಿಗೆ ತೆರೆದ ಪುಸ್ತಕ ಪರೀಕ್ಷೆ	
3	July	26	10	5+5+2	ಪಾಠ ೨ ಬೇಡ ಮತ್ತು ಕೋತಿ ಪಾಠ ೩ ಕಾಮನಬಿಲ್ಲು, ಪಾಠ ೪ ನೀಲಿನರಿ	ಪಾಠದಲ್ಲಿನ ಸರಳ ಪದಗಳನ್ನು ಹಾಗೂ ಗುಣಿತಾಕ್ಷರ ಪದಗಳನ್ನು ಗುರುತಿಸಿ ಓದುವುದು. ಕೆಲವು ಕಠಿಣ ಪದಗಳ ಅರ್ಥವನ್ನು ತಿಳಿಯುವರು. ಕಾಮನಬಿಲ್ಲಿನಲ್ಲಿರುವ ಬಣ್ಣಗಳ ಮಾಹಿತಿಯನ್ನು ಹೊಂದುವುದು.	ಕಠಿಣ ಪದಗಳ ಅರ್ಥವನ್ನು ತಿಳಿಸುವ ಚಟುವಟಿಕೆ	ಉಕ್ತಲೇಖನ ಬಣ್ಣಗಳ ಹೆಸರುಗಳು ವಿರುದ್ಧಾರ್ಥಕ ಪದಗಳು Oral test	weekly test- 6(31/7/26) ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು ಸರಳ ಪದಗಳು, ಚಿತ್ರ ಗುರುತಿಸಿ ಹೆಸರಿಸಿ
4	August	20	9	3+3+4	ಪುನರಾವರ್ತನೆ				TERM 1 EXAM -Ch 1 to 5
5	Sep	22	9		ಪಾಠ ೬- ಸಾಹಸಿ ರಮೇಶ	ಪಾಠದಲ್ಲಿನ ಸರಳ ಗುಣಿತಾಕ್ಷರ ಪದಗಳನ್ನು ಓದಲು ಪ್ರಯತ್ನಿಸುವುದು. ಶಿಕ್ಷಕರು ಹೇಳಿದ ಪದಗಳನ್ನು ಬರೆಯುವುದು.	ಕುಟುಂಬದಲ್ಲಿನ ಒಬ್ಬರ ಭಾವಚಿತ್ರವನ್ನು ಅಂಟಿಸಿ ಅವರೊಂದಿಗಿನ ಸಂಬಂಧವನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ	ಪಾಠ ಪರಿಚಯ ತೆರೆದ ಪುಸ್ತಕ ಪರೀಕ್ಷೆ	TERM 1 EXAM -Ch 1 to 6

6	Oct	21	9	3+3+3	ಪಾಠ ಲ ಆರೋಗ್ಯವೇ ಭಾಗ್ಯ ಪಾಠ ೯ ರಾಷ್ಟ್ರಪಿತ(Oral) ಆಟ 10 ಹಾಲಿನದು ಹಾಲಿಗೆ ನೀರಿನದು ನೀರಿಗೆ	ಪಾಠದಲ್ಲಿನ ಕೆಲವು ವಾಕ್ಯಗಳನ್ನು ಓದುವುದು. ಮಕ್ಕಳು ಆರೋಗ್ಯದ ಬಗ್ಗೆ ಇರುವ ಮಾತುಗಳನ್ನು ಅರಿಯುವರು. ಮಕ್ಕಳು ರಾಷ್ಟ್ರಪಿತ ಎಂದರೆ ಮಹಾತ್ಮ ಗಾಂಧೀಜಿ ಎಂದು ತಿಳಿಯುವುದು	ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಅಕ್ಷರಗಳಲ್ಲಿ ಬರಿಸುವ ಚಟುವಟಿಕೆ (೧ to ೧೦)	ಉಕ್ತ ಲೇಖನ ಬಿಟ್ಟು ಸ್ವಲ್ಪ ತುಂಬಿರಿ ಬಿಡಿಸಿ ಬರೆಯಿರಿ. Class test	
7	Nov	19	8	3+3+5	ಪಾಠ ೧೧ ಅಜ್ಜನ ಜುಟ್ಟು (oral) ಪಾಠ ೧೨ ಬೆಳೆಯುವ ಮೈರು ಮೊಳಕೆಯಲ್ಲಿ	ಪಾಠದಲ್ಲಿನ ಪಾತ್ರಗಳ ಪರಿಚಯ ಹೊಂದುವುದು. ಮಕ್ಕಳು ತಾವು ಅಜ್ಜನೊಂದಿಗೆ ಮಾಡುವ ಕೀಟಲೆಗಳನ್ನು ಶಿಕ್ಷಕರೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳುವುದು.	ಪಕ್ಕಿಗಳ ಚಿತ್ರಗಳನ್ನು ತೋರಿಸಿ ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ	ತರಗತಿ ಪರೀಕ್ಷೆ	
8	Dec	25	10	5+5+3	ಪಾಠ 13 ಗುಟ್ಟು ರಟ್ಟು (Oral) ಪಾಠ 14 ಬಲಿ ಚಕ್ರವರ್ತಿ	ಪಾಠದಲ್ಲಿನ ಪಾತ್ರಗಳನ್ನು ಬರೆಯುವುದು.	ಪ್ರಾಣಿ ಹಾಗೂ ಪಕ್ಷಿಗಳ ಚಿತ್ರಗಳನ್ನು ತೋರಿಸಿ, ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ	ಸರಳ ವಾಕ್ಯಗಳ ರಚನೆ	weekly Test -7 (18/12/26) ಗುಣಿತಾಕ್ಷರಗಳು Ch-8 to 10
9	Jan	20	9		ಪಾಠ 14 ಬಲಿ ಚಕ್ರವರ್ತಿ	ಬಲಿಚಕ್ರವರ್ತಿ ಪಾಠದ ನೀತಿಯನ್ನು ಅರಿಯುವುದು		ತೆರೆದ ಪುಸ್ತಕ ಪರೀಕ್ಷೆ	
10	Feb	23	9		ಪುನರಾವರ್ತನೆ				Term 2 exam ch-8 to 14

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Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: IT

Class: III

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	April	13	4	4	Bridge Course: Parts of a computer, Input, Process and Output devices	Recall basic parts of computer, identify input/output devices, understand IPO Cycle.	Identify devices in lab, picture sorting	Practical in lab	Understand IPO
2	June	20	6	6	Ch 1: How a Computer Works	Understand working of computer, types of devices, hardware & software	Draw IPO cycle, group discussion	Oral + worksheet	Unit Test 1
3	July	20	8	8	Ch 2: Windows 10 Operating System	Learn OS basics, GUI, desktop, icons, taskbar	Hands-on practice on desktop, icon arrangement	Practical + observation	

4	Aug.	20	6	6	Ch 3: Enhance a Drawing with Paint Tools	Use paint tools, print pictures, save	Drawing in Paint, coloring activity	Lab performance	WT-7 on 31/07/26 Ch-1-2
5	Sep.	20	6	6	Ch 4: Hello, Logo Turtle	Learn MSW Logo basics, commands, screen component	Practice simple commands	Practical + worksheet	
						Term-1 Chapter 1--4			

JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: IT

Class: III

Term: II

Sl No	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term
1	Oct.	19	6	6	Ch 5: Walking with Logo Turtle	Use commands like FD, BK, RT, LT, PU, PD	Draw shapes using commands	Practical + worksheet	
2	Nov.	22	6	6	Ch 6: Creating a Document (Word 2016)	Create, save, open documents	Typing activity, formatting text	Practical + class test	
3	Dec.	26	6	6	Ch 7: Play with Text	Enter, edit, select, delete text, use undo/redo, print document	Typing practice, editing activity, error correction worksheet	Practical + oral + worksheet	WT:16 on18/12/26 Ch 6 Creating a document (word 2016)

	Jan.	22	6		Revision	
	Feb	22				Term-2 Ch-5,6,7

Subject Teacher

HOD

Vice Principal

Principal




JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Art

Class: III

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4	1. Colour Disc	Students will understand how primary colours blend to create secondary colours through the visual effect of high-speed rotation.	Students will paint a circular cardboard disc with alternating primary colour segments and spin it rapidly using a string or a pencil to observe the "disappearing" colours. 	Observe whether the student can correctly predict and identify the new colour formed while the disc is in motion.	
					2. Pinwheel	Students will demonstrate how to transform a 2D square into a 3D kinetic sculpture while identifying rotational symmetry.	Students will decorate both sides of a square paper, cut diagonal lines toward the center, and secure alternating corners to a straw using a pushpin.	Evaluate students based on the functional rotation of their pinwheel and their ability to explain how the blades catch the wind.	(HW)
					3. Shading Techniques	Students will identify how light creates highlights and shadows on objects to make them appear three-dimensional.	Students will practice drawing a basic circle and applying a "pencil pressure" gradient to transform it into a shaded sphere.	The teacher will use a simple rubric to check if the student successfully transitioned from dark to light tones without harsh lines.	
2	June	18	18	6	4. Cotton Ball Painting	Students will apply texture and color-blending techniques by using cotton balls as unconventional painting tools to create a soft, dappled visual effect.	Students will dip cotton balls into tempera paint—using clothespins as handles—to dab and layer colors onto their paper to form clouds, sheep, or landscapes.	We will evaluate the artwork based on the successful application of "stippling" (dabbing) rather than traditional brush strokes to achieve a	

3	July	22	22	4				textured finish.	
					5. Under the Sea	Students will identify various marine creatures and apply different textures to represent the underwater environment.	Students will use wax-resist techniques to draw sea life with crayons and paint over them with blue watercolor washes to create an "ocean" effect.	We will evaluate the artwork based on the creative use of space and the successful application of mixed media techniques.	(HW)
					6. Little Picasso	Students will identify the characteristics of Cubism, specifically focusing on fragmented shapes and multiple viewpoints.	Students draw a traditional face, cut it into "shards," and glue them back together in a non-traditional, overlapping arrangement.	A checklist assessing if the student included at least three different geometric perspectives in their final portrait.	
					7. Tulip Garden	Students will identify the basic geometric shapes found in tulip petals and apply color layering techniques to create depth in a garden scene.	Students will draw a field of tulips using "U" shapes for the blossoms and then use sponges or brushes to dab vibrant colors for a textured garden background.	We will use a checklist to evaluate if students correctly layered their colors and maintained the distinct cup-like structure of the tulip flowers.	(HW)
		8. Word Colouring	Students will learn to integrate text and visual design by using vibrant colors to enhance the meaning of a specific word.	Students will sketch a bold, bubble-letter word and fill each letter with patterns or gradients that reflect the word's definition.	we will evaluate the artwork based on the creative use of color contrast and the clarity of the chosen word.				
		9. Lantern Patterns	Students will apply geometric and organic shapes to create repetitive patterns on a 2D lantern template.	Students draw a series of alternating symbols and lines using vibrant colors to decorate their paper lantern.	Assess the variety and consistency of the patterns used based on a simple "Excellent, Good, or Developing" scale.	(HW)			
		10. Funny Faces	Students will learn to use exaggerated facial features and asymmetrical shapes to convey humor and character emotion.	Students will participate in a "roll-a-dice" drawing game where different numbers correspond to wacky eyes, noses, and mouths to assemble a unique character.	Teachers will evaluate students based on their ability to combine at least three distinct exaggerated elements into a cohesive and				

								imaginative portrait.		
						11. Dot Painting	Identify the historical and cultural significance of Aboriginal dot painting techniques.	Students analyze authentic Aboriginal artworks to identify common symbols like "U" shapes for people or concentric circles for waterholes.	we circulates to check if students are maintaining consistent spacing between dots during the process.	(HW)
4	August	16	16	6		12. Smiley Caps	Students will learn to create expressive characters by repurposing plastic bottle caps into colorful "Smiley" faces.	Students will paint bottle caps with bright colors and use permanent markers to draw diverse facial expressions and patterns.	The teacher will evaluate the variety of emotions depicted and the neatness of the decorative details applied to each cap.	
						13. Origami Heart	Students will develop fine motor skills and geometric awareness by following a multi-step folding sequence to create a symmetrical paper heart.	Students will practice foundational folds through a guided demonstration, then personalize their completed hearts using patterns or written messages.	The teacher will use a checklist to evaluate the precision of the students' folds and their ability to successfully complete the sequence independently.	(HW)
						14. Pop-up Greeting Card	Identify and utilize basic paper-folding techniques like the "box fold" or "V-fold" to create three-dimensional depth.	Students follow a step-by-step demonstration to cut and fold a central "support tab" into their card base.	Check if the card successfully pops up and folds flat without catching or tearing.	
						15. Tangram Tricks	Students will learn to identify geometric shapes and arrange them to create recognizable figures or patterns.	Students will manipulate a seven-piece tangram set to recreate specific animal or object silhouettes provided on a worksheet.	The teacher will observe if the student correctly positioned all seven pieces without overlaps to complete their chosen design.	(HW)
5	September	17	17	2	Term I Examination					



JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Art

Class: III

Term: II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	21	21	6	17. Paper Curtains	Students will develop fine motor skills and understand symmetry by creating decorative hanging patterns through precise folding and cutting.	Students will fold colorful paper strips accordion-style and cut geometric notches to reveal a continuous lace-like pattern when unfolded.	The teacher will evaluate the finished curtain based on the student's ability to maintain a connected chain of shapes without accidentally cutting through the edges.	
					16. Tea Party	Students will design and illustrate a balanced tabletop composition featuring tea-related objects and decorative patterns.	Students will draw a teapot and cups using basic shapes and then decorate them with intricate floral or geometric designs.	The teacher will evaluate the artwork based on the creative use of symmetry and the neatness of the applied patterns.	(HW)
					18. Freehand Art	Students will develop hand-eye coordination and confidence by drawing organic shapes and lines without the use of rulers or tracing tools.	Students will practice drawing continuous line animals or garden scenes using various pencil pressures to create light and dark strokes.	The teacher will evaluate the student's ability to maintain a steady line and fill the drawing space proportionally.	
					19. Sailing Ship	Students will identify and draw basic geometric shapes to construct the different parts of a sailing vessel.	Students will sketch a large hull and add triangular sails using colored paper or oil pastels to create a sense of movement on paper waves.	The teacher will review each artwork to ensure it includes the essential components of a ship, such as the hull, mast, and sails.	(HW)
7	November	18	18	6	20. School Bag	Students will develop observational drawing skills by identifying and sketching the basic geometric shapes and	Students will draw a contour outline of their school bag and decorate it using vibrant patterns or	The teacher will evaluate the artwork based on the inclusion of key bag features like zippers,	

8	December	21	21	6		functional details of their own school bags.	textures to reflect their personal style.	straps, and pockets within a balanced composition.	
					21. Bougainvillea Plant	Students will explore the unique structure of bougainvillea by identifying its thin, paper-like bracts and vibrant color patterns.	Students will use crumpled tissue paper or light watercolor washes to recreate the clustered, delicate texture of bougainvillea flowers on a sketched vine.	The teacher will evaluate how effectively students captured the plant's characteristic density and layering using their chosen art medium.	(HW)
					22. Baby Cactus	Students will identify basic organic shapes and use overlapping techniques to create the appearance of depth in their artwork.	Students will sketch rounded cactus shapes in colorful pots and add "needles" using short, rhythmic pencil strokes or fine-liners.	The teacher will review the final pieces to see if students effectively used varied line weights to distinguish between the plant and its textures.	
					23. Little Magician	Students will apply color-mixing techniques and hidden-line drawing to create an "optical illusion" artwork that appears to change when viewed.	Students will fold paper into accordions and paint two different characters on the opposing angled surfaces to create a kinetic "magical" transformation.	The teacher will check if the student successfully aligned the colors and shapes so that both distinct "magic" images are visible from their respective angles.	
					24. Newspaper Lion	Students will develop fine motor skills and explore texture by repurposing newspaper to create a stylized lion portrait.	Students will tear and layer strips of newspaper to build a textured mane around a painted lion face.	The teacher will evaluate the student's ability to create a full, layered mane using the tearing and gluing technique.	
					25. Number Art	Students will demonstrate how to transform Arabic numerals into creative illustrations using basic lines and shapes.	Students will choose a specific number and sketch a corresponding character or object, such as turning a "2" into a swimming swan.	The teacher will evaluate the artwork based on the student's ability to keep the original number recognizable within their final drawing.	(HW)

					26. Autumn Tree	Students will identify warm color palettes and practice basic color mixing to represent seasonal changes in nature.	Students will use sponge painting or cotton swab techniques to layer red, orange, and yellow tempera paint onto a pre-drawn tree trunk.	The teacher will evaluate the student's ability to demonstrate varied leaf textures and a cohesive use of warm colors.	
					27. Warli Painting	Students will use basic geometric shapes like triangles, circles, and lines to represent human figures and daily life scenes in the traditional Warli style.	Students will draw a rhythmic circle of dancing figures around a central element on a textured brown background using white paint or pens.	The teacher will evaluate the student's ability to maintain a consistent stick-figure proportion and repetitive pattern throughout the composition.	(HW)
9	January	20	20	8	28. Beautiful Village	Students will apply principles of perspective and scale to draw a harmonious rural landscape featuring traditional houses and nature.	Students will use oil pastels or watercolors to illustrate a village scene that includes a winding path, small huts, and surrounding greenery.	The teacher will evaluate the artwork based on the student's ability to fill the space effectively and use vibrant colors to depict the atmosphere.	
					29. Independence Day	Students will recognize the importance of national symbols and colors while practicing symmetrical design through patriotic art.	Students will create a tricolor "Unity Wheel" using paper folding and cutting techniques to represent the national flag.	The teacher will evaluate the creative use of symbolic colors and the student's ability to explain the meaning behind their artwork.	(HW)
					30. Dancing Daisies	Students will demonstrate how to use curved lines and overlapping shapes to create the illusion of movement and depth in floral compositions.	Students will paint a field of daisies with varied stem heights and petal orientations to simulate flowers swaying in the wind.	The teacher will evaluate the artwork based on the student's ability to vary the placement and angle of the flowers to suggest a "dancing" motion.	
					31. Spinning Top	Students will explore the relationship between motion and color by observing how	Students will design vibrant, symmetrical patterns on cardstock circles and attach them	The teacher will evaluate the student's ability to create a balanced	

						circular patterns transform when spun.	to a central axis to create functional spinning tops.	design that produces a visible color-blending effect during rotation.	
10	February	19	19	6	32. Incy Wincy Spider	Students will develop fine motor skills and spatial awareness by illustrating a sequential scene from the nursery rhyme using mixed media.	Students will construct a moveable spider using cardstock and pipe cleaners to "climb" up a hand-drawn waterspout attached to a sliding string.	The teacher will evaluate the artwork based on the student's ability to visually represent the sun, rain, and spider in a clear narrative sequence.	
					33. Snake Chain	Students will develop fine motor skills and understand the concept of repetition by linking paper loops to create a three-dimensional form.	Students will cut colored paper strips, glue them into interlocking rings, and add a decorated head and tongue to complete the snake.	The teacher will evaluate the finished craft based on the consistency of the loop sizes and the neatness of the adhesive application.	
11	March				Term II Examination				

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VP

Principal