

NAVY CHILDREN SCHOOL, COIMBATORE
Split up Syllabus (2024-25)

CLASS III

SUBJECT: MATHEMATICS

Term I

Month	Chapter & No. of periods	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
June	1. What's in a Name? (9 Periods)	<ul style="list-style-type: none"> • Knowledge of simple Tally Marks. • Number Names (1-99) • Make a group • Data Collection • Application through activity 	<ul style="list-style-type: none"> • Arranges according to number/colour/shape and puts tally marks. • To count large groups of objects without using numbers. • Recognise pictograph is a type of data representation in which a picture or a symbol is used to represent data. • Understand ancient people used pictures or symbols for counting and denoting objects. 	<ul style="list-style-type: none"> • Keep track of all children entering and leaving the classroom. • Mark the shortest and longest names among boys and girls and in the overall class • Ask them to collect information from their friends about the number of people living in their homes. • Visit a park and find out the number of different colours of flowers. • Write few objects from home and segregate into different groups 	<ul style="list-style-type: none"> • Number Cards • objects inside and outside classroom 	<ul style="list-style-type: none"> • Write down the names of some friends and find the longest and shortest name. • Make puzzles of your own on numbers and ask your classmates
June	2. Toy Joy (10 periods)	<ul style="list-style-type: none"> • 3-D and 2-D Shapes Cuboid, cube, cylinder, cone, sphere • Plane figures (2 dimensions) sides and corners. 	<ul style="list-style-type: none"> • Recognise simple 2- dimensional and 3- dimensional shapes. • Count the number of sides/ corners / flat & curved faces in 2 and 3 dimensional objects. 	<ul style="list-style-type: none"> • Use old boxes (cubes and cuboids) and bottles (cylinders) to do craft work. Draw faces on them. 	<ul style="list-style-type: none"> • Paper • Sheet of paper (square or rectangular sheet) • Cardboard, gum 	<ul style="list-style-type: none"> • Worksheets based on shapes and designs. • Identify the following figures and tell the shape of these objects eg. Postcard, joker cap, dice, Sun etc.

		<ul style="list-style-type: none"> • Solid figures (3 dimension) faces, corners, edges. 	<ul style="list-style-type: none"> • Distinguish between a straight edge and a curved edge 	<ul style="list-style-type: none"> • Collect different objects around you to make a houses, towers, rockets, etc. • Construct and describe the sequence of construction 	<ul style="list-style-type: none"> • Geometrical shapes (math lab) 	<ul style="list-style-type: none"> • Finding shapes inside the classroom. • Showing a picture: questions will be asked on shapes and designs. • Counter the shape and write how many circles, rectangle, triangle, square this picture has • Name the shapes used in the models. • Describe how the shapes are arranged to make them.
July	3. Double Century (12 periods)	<ul style="list-style-type: none"> • Recognition and formation of numbers till 200 • Concept of century. • Forward and backward counting. • Write the number names up to 200. • Natural and whole numbers. • Place value chart. • Showing face value and place value of the given numeral. • Write expanded and short form. • Jumping numbers. 	<ul style="list-style-type: none"> • Form 3-digit numbers using three number cards or three dice. • Calculate how many more or less make a century. • Arrange the numbers in ascending and descending order. • Successor and predecessor • Represent the numbers in cards of 100s. • Express numbers in words and figures. • Perform and develop the concept of skip counting (forward and backward). 	<ul style="list-style-type: none"> • Count and estimate number of matchsticks/ Kidney beans/ chickpeas etc. • Snake and ladder • Arrange the students according to their heights in ascending and descending order. • One team will show a number using clap, snap and pat and the other team will guess it. Example: Clap – Snap Snap – Pat Pat Pat means 123 (One hundred and twenty three) • Divide the class in groups of 10 each. How many students remain? 	<ul style="list-style-type: none"> • Beads • Matchstick • 10x10 grid sheet • Blocks of strips of hundreds and ones. 	<ul style="list-style-type: none"> • Look at the picture. • Estimate and write the number of each of the following objects • Write the numbers in order. • Find the missing numbers • Mark the numbers in number line • Represent numbers with matchsticks in the form of bundles and loose sticks.

				<ul style="list-style-type: none"> • Using 10*10 grid skip counting by 2's, 3's, 4's etc. and colour the number. • Ask to make 3- digit numbers. • Arrange the strips of 100, 10, 1 according to the given numerals. 		
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ASSESSMENT 1

August	4. Vacation with My Nani Maa (11 periods)	<ul style="list-style-type: none"> • Define addition. • Forward counting. • Define subtraction. • Backward counting. • Add and subtract by using grid. • Calculate mentally by splitting the numbers into ones and tens and hundreds. • Split / break and add. • Story problem 	<ul style="list-style-type: none"> • Different strategies of jumping on the number line for solving the problems. • Revise skip counting for small numbers in the class. • Solving and getting answer in different ways • Adding and Subtracting with and without the Number Grid • Estimation and write the number greater or less than 100 • Addition and subtraction of 3- digit numbers by placing them in columns depicting different place value. • Story problem 	<ul style="list-style-type: none"> • Add two numbers on the number grid by playing the game. • Use a pair of dice keep a different coloured button for each player if they reach mango (+), if there is chilli(-) who reaches home first (pg 34 and 35) 	<ul style="list-style-type: none"> • Sets of number cards • Ginladi/beads • Number Grid 10 x 10 • Charts, Dice and crayons. 	<ul style="list-style-type: none"> • Use the tens frame to solve the following. Eg. $9 + 4 = \dots\dots\dots$ • Give the number grid from 1-100. • Add the numbers using the grid. a) $52 + 3 =$ b) $40 + 6 =$ • Subtract the numbers using the grid. a) $65 - 5 =$ b) b) $73 - 7 =$ • Solve: a) $258 + 354 =$ b) $152 + 33 =$ • Break the number and find the sum. $65 + 22$ • Word problems • Puzzles
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August	5. Fun with Shapes (10 periods)	<ul style="list-style-type: none"> • Different shapes (2-D /3-D) • Square and rectangle – Right angle • Curved and straight lines • Faces and edges • compare two rangolis and find their similarities and differences • Identifying the square corners • Triangle • Circle and its centre 	<ul style="list-style-type: none"> • Recognise the shapes and draw • Properties of Rectangle, Square, triangle and circle • Are the corners of the square and a rectangle the same? • Classifying shapes • Use the strip to check whether the corner of your table and the board are square corners? 	<ul style="list-style-type: none"> • Rangoli pattern • Making Rectangles and squares using match sticks • Build different shapes using matchsticks or clay • Draw circles using different objects available in class • Make a circle in playground • Make some puppets using circular shapes and play with them • Draw Pattern • Tangram • Children can play 'Find my rectangle game': Use dot paper. One child marks 2 opposite vertices of a rectangle on the dot paper. The second child has to complete the rectangle shape(s) 	<ul style="list-style-type: none"> • Dot grid • Geometrical shapes (Math Lab) • Match stick/Tooth pick • Plane sheet • Paper strip (Angle) • Clay 	<ul style="list-style-type: none"> • Make different varieties of objects using shape cut-outs. • Make cylinders and cones with paper • Make cubes and cuboids with the nets provided in the book. • Make an Envelope. • Build a Rectangle and Square using 4 sticks • Count and write the number of corners. • How many squares can you make with 12 matchsticks?
September	6. House of Hundreds – I (12 periods)	<ul style="list-style-type: none"> • Numbers and Number Names till 500 • Missing Numbers • Forward and backward counting • Counting by 10's • Number line • Number Patterns • 100's 10's and 1's • Compare, ordering 	<ul style="list-style-type: none"> • Recognise and write numbers and number names • Count forward and backward • Finding missing numbers • Count large numbers using 10's • Write numbers with the help of Match stick bundles. • Write number sentences in more than one way. 	<ul style="list-style-type: none"> • Using match sticks form numbers large numbers • Identifying the number by guessing • Clap. Snap and pat game 	<ul style="list-style-type: none"> • Number Slider • Number Line • Cards • Number grid 	<ul style="list-style-type: none"> • Look at the match stick bundle and write the number Which is more: 292 or 300? • Use a number line and show. • Mark numbers in Number Line. • Ask Questions on apartments Who am I?

		<ul style="list-style-type: none"> Finding greatest and smallest 	<ul style="list-style-type: none"> Identify and locate the numbers on the number line 			
September	7. Raksha Bandhan (14 periods)	<ul style="list-style-type: none"> Recognising repeated addition is multiplication. Recognising repeated subtraction is division. <ul style="list-style-type: none"> Find group, set size and product. How many times we added and subtracted the same number? Rewrite using + & - sign. Ways to write multiplication tables. Skip jump in number line/strip Patterns in multiplication and division Making the division and multiplication facts. <ul style="list-style-type: none"> Multiply by splitting method. Word problems. Multiply by column method of 2-digit number by 1- digit number with or without regrouping. 	<ul style="list-style-type: none"> Recite multiplication tables from 1 to 10. Explain group, set size and product. Different ways of grouping Solved simple word problems using daily life situations. Multiply 2-digit number by 1-digit number or 2-digit number by splitting method. Observe patterns in multiplication tables and deepens the understanding of the number system. Understand the concept of multiplying and divide with zero. <ul style="list-style-type: none"> Multiplying 2-digit numbers by 1-digit number with or without regrouping using column method. Divide numbers by long division method. Find dividend, divisor, quotient, and remainder. Identifies division is the inverse of multiplication. 	<ul style="list-style-type: none"> Make groups and set size using marbles. Ask children to stand in groups of four etc. Making groups and set size then finding the product using bindis. Collect 20 pencils from the students and divide equally among 5 students. <ul style="list-style-type: none"> Make a grid and find the product. Dodging tables activity or quiz. <p>Skip jumping game</p>	<ul style="list-style-type: none"> Marbles Bindis Chart paper Number cards Number strip 	<ul style="list-style-type: none"> Worksheets based on multiplication and division. <ul style="list-style-type: none"> Eg: How many times?, Rewrite using + & - signs, Multiply each number in the inner circle by the number in the centre and write in the outer circle, word problem. <ul style="list-style-type: none"> $5 + 5 + 5 = _ \times 5 = _$ 3×7 is 3 times $_$ $4 \times 8 = _$ One toy car cost ₹ 9 find the cost of three toy cars. Kavin saves Rs.6 everyday. After how many days he will have Rs.54? Multiplication with 10, 100 or 1000. Construct word problem

		<ul style="list-style-type: none"> To solve questions based on division with large numbers and Finding the dividend, divisor, and quotient 				
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ASSESSMENT 2

Term II

October	8. Fair Share (9 periods)	<ul style="list-style-type: none"> Knowledge of the fractional numbers. Concept of fraction. Introduction of the new terms like Whole, half and quarter Types of fractions, Ability to draw half part of the pictures. 	<ul style="list-style-type: none"> Understands the part or a fraction of the whole. Able to shade the said part of the given shape Able to write the fractional number for the shaded part of the shape. Understanding the concepts half, quarter and three-fourth and etc. Understands the types of fractions– like/ unlike fractions. Find the cost of $1/2$ kg, $1/4$ kg, $3/4$ kg of different objects Able to make half of given objects. Identify equivalent fraction and generate equivalent fraction to a given fraction 	<ul style="list-style-type: none"> Divide the given objects into halves in different ways. Finding fraction of a collection. Complete the picture by drawing the other half Solve day- to-day problem Role play-Mock shopping. Find the cost of given items and make list Solve day-to-day problems using a price list 	<ul style="list-style-type: none"> Square sheets, Rectangle sheet and circular sheets Price list of different items 	<ul style="list-style-type: none"> Worksheet based on identifying like, unlike, proper, improper and unit fractions Worksheet based on conversion of fractions
October	9. House of Hundreds – II (11 periods)	<ul style="list-style-type: none"> Numbers till 1000 Number Names Expanded form Ordering numbers Number Line Number pattern 	<ul style="list-style-type: none"> Locate the numbers in number line Find the number pattern Guess the number Write the appropriate numbers between which the number lie 	<ul style="list-style-type: none"> Draw to show numbers. Find and locate the numbers in number line Make 2 or 3 digit number. Making numbers using words by cards 	<ul style="list-style-type: none"> Tambola game match sticks, blocks or number line. 	<ul style="list-style-type: none"> Draw tiles to show the number Number pattern

		<ul style="list-style-type: none"> • Number puzzles 	<ul style="list-style-type: none"> • Solving number puzzles • Write different ways to show number- number sentence • Skip and solve • Number and Number Names till 1000 • Expanded form • Ordering • Make 2 & 3 digit number 			
November	10. Fun at Class Party! (13 periods)	<ul style="list-style-type: none"> • Define Non-Standard units • Define Standard units • Draw table to measure length. • Conversion from larger to smaller unit and viceversa. <ul style="list-style-type: none"> • Add to make it to 1cm, 1m, and 1 km. • Differentiate heavier and lighter objects by holding them in their hands. • Draw table to measure weight. • Convert g to kg and vice versa. • How many grams are needed to make 1 kg? • Guess the weight of a different things and by 	<ul style="list-style-type: none"> • Measures length using hand span, foot span, cubit, stride, arm length etc. • Understand people use different methods to measure length using non-standard units. <ul style="list-style-type: none"> • Compare length using an improvised or standard unit. • Compares and arranges the length using descriptive language. Eg. Short = long High = low, etc. <ul style="list-style-type: none"> • Identify long lengths are measured in (m) and short lengths are measured in (cm) and distance through (km) We use scale or tape to measure length. • Look at the arrangement of the table from smaller unit to larger unit. 	<ul style="list-style-type: none"> • Ask them to look around and see how lengths of different things are measured. • Will be made of three students with different heights and students will tell who is longest and shortest. • Ask them to measure different objects in the surroundings using things around them like cups, books etc. • Ask them to take 1 m tape or scale to measure table, door, etc. whether it is less than 1 m or more than 1 m. • To find the shortest and longest root between two points. 	<ul style="list-style-type: none"> • Rope, garlands, saree, shawl etc. <ul style="list-style-type: none"> • Tape/scale/ meter rod/ thread/ inch tape/ Paper strips • Hand span 	<ul style="list-style-type: none"> • Worksheets based on long and short, heavy and light <ul style="list-style-type: none"> • Measure the length of your arm and your friends are with your hand span. • Whose arm is longest? • Who is shortest amongst all? • Name and draw the standard tools. • Find the weight of your bag.

		<p>seeing the label or measuring with balance find the actual weight.</p> <ul style="list-style-type: none"> • Make a table of less than 1 kg and more than 1 kg. • Visualise different weighing machines. • Add & Subtract weight. 		<ul style="list-style-type: none"> • Measurement of pencil, cloth and distance between two points which are far. • Measure the length of body parts (nose, around the wrist, around the head, ear) of you and your friends also make a table of it. • Measurement of cloth. 		
November/December	11. Filling and Lifting (15 periods)	<ul style="list-style-type: none"> • Recognition of non-standard units to measure capacity using cups, jugs, mugs, juice bottles etc. • Application through activity given in the textbook. • Draw table to measure the standard units of capacity and weight. • Conversion from litres to ML and vice versa. • Convert g to kg and vice versa. • Using measuring jugs and mugs measure the level of liquid. • Differentiate heavier and lighter objects by holding them in their hands. 	<ul style="list-style-type: none"> • Recognising capacity is the measure of the amount of liquid a container can hold. • Measures and expresses the capacity of the container using improvised units such as jugs and mugs. • Convert from larger unit to smaller unit and vice versa. • Analyse how many millilitres are needed to make it to 1 litre. • Understand the standard unit to measure capacity is litre (l). • Smaller quantities are measured in millilitre (ml) and larger quantities are measured in litre (l). Guess the weight by holding the things with their hands. • Define weight is the measure of the heaviness of an object. • Explain the metric measure that are used to way objects kilogram (kg) and gram (g) 	<ul style="list-style-type: none"> • Ask them to observe in dayto-day life how milk, water, petrol, oil etc. are measured. Let them bring milk packet, oil packet to class and ask them to find out how petrol is filled in their parent's vehicle. • Taking different utensils ask them to find which can hold more than 1 litre and less than 1 litre. • Find out how many glasses of water you drink in a day find the capacity. • Compare the two junks and identify which one holds more liquid. • Compare the weights of different things by holding them in their hands. 	<ul style="list-style-type: none"> • Milk packet, oil packet etc. • Utensils • 1 litre jug • Jugs and mugs (math lab) • Chart of heavy or light things how weighing machines play important role in our daily life. • Balance 	<ul style="list-style-type: none"> • Worksheet to find out which is the appropriate unit (l/ml) (g, kg) a) Bucket of water b) Bottle of eye drop c) Ink in a pen d) a sack of rice • Draw drawings of some containers Eg. jug, mug • Simple addition and subtraction problem from daily life situations.

		<ul style="list-style-type: none"> • How many grams are needed to make 1 kg? • Guess the weight of a different things and by seeing the label or measuring with balance find the actual weight. • Make a table of less than 1 kg and more than 1 kg. • Visualise different weighing machines. • Add & Subtract capacity and weight 	<ul style="list-style-type: none"> • Identifies and feels lighter objects are measured in grams and heavier objects are measured in kilograms. • Express weight is measured using a weighing balance. • Compare weights of different things as per their weight. • Justify the correct weighing machine to measure things. • Add and subtract using columns of kg and g. 	<ul style="list-style-type: none"> • Use balance to know the weight of your water bottle and pencil box. 		
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ASSESSMENT 3

January	12. Give and Take (10 periods)	<ul style="list-style-type: none"> • Taking away and adding numbers • Relation between hundreds, tens and ones. • Number grid • Recognition of notes and coins. • Indian currency. • Ability to compute mentally using different denominations of notes and coins. • Importance of money and how to store it. • Identifies a point separates rupees and paisa. 	<ul style="list-style-type: none"> • Knowing the concept of taking away and adding numbers. • Use of numbers in identifying and making currency notes of different denomination. • Convert rupees to paisa and vice versa. • Attempts to make small amounts of money by using 3-4 notes of different denominations in different ways. • Who's of money in day today buying and selling situations? • Estimate the money required and money obtained in balance in simple buying situations. • Prepare a bill. 	<ul style="list-style-type: none"> • Collection of different old coins showing them to children, using a combination of different coins with various shapes and sizes using the patterns and tracing the coins on a paper. • Collects pictures of our Indian currencies. • Is it the market and buy 5 to 6 things and make a bill? • Writing the total amount of money by using the dummy notes and coins. • Playing shopping game. 	<ul style="list-style-type: none"> • Dienes Blocks • Paper. • Notes and coins. • Cardboard box, shoe box, gum to make money box. • Tickets of different places. 	<ul style="list-style-type: none"> • Real time problems on addition and subtraction • Mental Math • Worksheet on word problems related to money. • Addition and subtraction of money.
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		<ul style="list-style-type: none"> • Addition and subtraction of money. • Word problems. • Shopping (finding total cost) • Finding the ticket fare. 	<ul style="list-style-type: none"> • Understand different denominations of our Indian currencies. • Apply correct method to solve day to day life problems based on addition and subtraction of money. • Learns the different currencies used in our neighbouring countries. 	<ul style="list-style-type: none"> • Make money box and colour them and learn to save money. 		
January	13. Time Goes On (12 periods)	<ul style="list-style-type: none"> • Read the calendar days of the week, months, years leap year etc. • Festival celebrated in the months. • Birth certificate • Make a table which takes months, hours, days and minutes to complete that work. • Read the clock and hour and minute hand, o'clock etc. • Calendar magic. • Time line 	<ul style="list-style-type: none"> • Understanding of days, weeks, months and years they will also come to know about seasons and festivals related to these. • Knowledge about the use of clock and calendar. • Arrange the events in a proper sequence on a timeline. • Able to reads the given information in Birth certificate correctly. • Students will come to know that seconds, minutes, hours are interrelated and leads to formation of days, months and years. 	<ul style="list-style-type: none"> • Make a calendar. • Ask them to locate and circles the days and dates of festivals. <ul style="list-style-type: none"> • Draw or paste the calendar of any particular month and mark the important days and occasions of that month. • Ask them to make dummy clock • Ask them to make a schedule of the activities. Eg: Time activity: 9:00- Arrive at the park 9:15- Walking corridor 10:00- Visit the traffic park. Which activity lasted the longest? ____ Which activity lasted the shortest? ____ 	<ul style="list-style-type: none"> • Charts, colours, ice cream sticks or pins. • Things needed for the trip. • Calendar • Dummy clock. 	<ul style="list-style-type: none"> • Worksheets based on <ol style="list-style-type: none"> 1) What time will it be: <ol style="list-style-type: none"> a) 15 min after 1:10 = ____ b) 1 hour after 5:50 = ____ c) Half an hour after 8:40 = ____ 2) How older is your father than you? 3) How many seconds make an hour? How many days are there in a year? 4) How many months does a year have? 5) When did you have your breakfast? 6) List the months which have 31 days. 7) What is a leap year? 8) Write the last leap year. 9) Can there be 6 Sundays in a month? Why? 10) Prepare a chart showing your own daily routine.

February	14. The Surajkund Fair (7 periods)	<ul style="list-style-type: none"> • Recognition of patterns seen in nature, shapes and numbers. • Tile pattern • Symmetry • Rangoli • Aware about directions. 	<ul style="list-style-type: none"> • The differences between symmetrical and non-symmetrical objects around • Make patterns and designs from straight lines and other geometrical shapes. • Identify simple symmetrical patterns. • Realise the role of creating a pattern. • Recognise the basic unit for generating patterns. <p>Recognise the paths and direction</p>	<ul style="list-style-type: none"> • Create a pattern of your choice. • Complete different shapes to create a pattern. <ul style="list-style-type: none"> • Vegetable printing • Collect rangoli patterns from different parts of the country 	<ul style="list-style-type: none"> • Strings • Beads • Charts • Paper • Pictures of different geometrical shapes <ul style="list-style-type: none"> • Vegetables • Paints • Map 	<ul style="list-style-type: none"> • Worksheet based on patterns • Make a mask • Draw a rangoli • Make a Mala • Complete a half of a given rangoli. • Use rangometry shapes to fill the shapes with no gaps and overlaps. • Find the place/path
ASSESSMENT 4						