

NAVY CHILDREN SCHOOL, PORT BLAIR
SPLITUP SYLLABUS 2024-25
CLASS – III, EVS

S.NO.	MONTH	CHAPTER	TEACHING PERIODS	CONCEPT TO BE TAUGHT	LEARNING OUTCOME	SUGGESTED ACTIVITY
	April to June	Unit 1 – Our families and Communities				
1.	April & May	Chapter 1 – Family and Friends	23 days	<ol style="list-style-type: none"> 1. Indoor and outdoor games 2. Parts of houses (bedroom, living room, kitchen, bathroom, balcony, courtyard etc) 3. Games which we play in team, individually and with family members 4. Types of family and Importance of family 5. Role and duties of family members 6. Recapitulation of seasons and explanation about rainy season (Monsoon) 7. Celebration with the family 	<ol style="list-style-type: none"> 1. To learn about the indoor and outdoor games 2. With experience and discussion they will understand the various parts of houses and its uses 3. Understand the importance of team work and one's individual role in a team. 4. Learn that some games are played individually to pass time. 5. Games which they play with the family members to spend more time and bond with them 6. They already know about the various seasons. With the help of activity, they will know about monsoon 7. Will be able to classify various religious and harvest 	<ol style="list-style-type: none"> 1. Conduct class wise competitions to introduce the topic - games. 2. Role play on family members. 3. Special assembly On Relationship with the family members. 4. Celebrating weekends and fun filled day with the family members

					festivals.	
2.	June & July	Chapter 2 – Going to mela	11 days	<ol style="list-style-type: none"> 1. Means of transport 2. Traffic rules and safety measures to be taken in vehicles and school buses 3. Explanation about the bus stand, railway station, airport 4. Neighborhood services: police, fire fighter, hospital and ambulance 5. Discussion/explanation about the parking, stalls, booth, vendor, first aid, helpdesk, lost and found corner etc 6. Difference between Street food and homemade food 7. Stories and reasons behind the mela (fair) organized on bank of the rivers 8. Directions (east, west, north, south) and map reading 9. Modes of entertainment in mela are: games stall, fun 	<ol style="list-style-type: none"> 1. Understand the different types of transport: land, water, air, rail 2. Identify the various vehicles used in each type of transport 3. Developing ability to choose appropriate mode of transport as and when required 4. Understanding traffic rules and regulations and importance of adhering to traffic signals, sign boards and speed 5. Understand about the places from where public vehicles will be operated for the public transportation 6. Discussion on the stall present in the mela 7. Identify the food availability in street and at home 8. All kind of dishes available in the market can also be prepared at home 9. Easily understand the various reasons for celebrating mela 	<ol style="list-style-type: none"> 1. Organize mela with stalls at the school for experiential learning. 2. Role play on traffic rules and safety rules. 3. Show and tell about the items available in mela like: flute, kichen set, dholak, damru, puppets, bangles, wooden toys etc. 4. Plan school visit at nearby neighborhood services 5. Create a related situation and list various modes of entertainment like Open sky movie show

				rides, magic show, puppet show etc	10. Will be able to Identify all the four directions east, west, north, south 11. Understand , identify and sketch the nearby places in the form of map work	
3.	June & July	3. Celebrating Festivals	12 days	<p>1. Seasons</p> <p>2. Festivals (Religious, Harvesting, National)</p> <p>3. Importance and Role of flowers in celebrating festivals</p> <p>4. Uses of flowers for decoration, food, medicines, dye etc.</p> <p>5. State / Transitional food of India</p> <p>6. Mode of transport</p> <p>7. Understand about the importance and uses of sign boards in and around your surroundings</p> <p>8. Musical instrument (string, percussion and wind musical instrument)</p>	<p>1. Children will be able to understand about all the seasons</p> <p>2. Will be able to understand about the reason why and when we celebrate all three types of festivals</p> <p>3. Enable them to understand about the variety of flowers available in the different regions.</p> <p>4. Easily understand about various floral plants and that farmers can earn money by selling them.</p> <p>5. Observe and understand about the uses of flowers in our day to day life.</p> <p>6. Will be able to identify and classify state and traditional food.</p> <p>7. Recapitulation of means of transport.</p> <p>8. Will see the sign boards and</p>	<p>1. Celebrate any festival in the class room with traditional food, costume etc</p> <p>2. Visit the school garden and identify the variety of flowers and their uses.</p> <p>3. Community lunch with state food and traditional food</p> <p>4. Draw and paste relevant sign boards in your class and school campus.</p> <p>5. Integrate the topic with music period and experience variety of musical</p>

					understand the uses and importance of sign boards. 9. Seeing the models of musical instruments they will be able to understand about all the musical instruments.	instruments.
TERM – I ASSESSMENT - 1						
	August to September	Unit 2 – Life around us				
4.	August	4.Getting to know Plants	10 days	<p>1. Different types of plants found in the surroundings- Herbs, Shrubs, Trees, Climbers and Creepers.</p> <p>2. Elaborated descriptions of Herbal plants and grass family plants.</p> <p>3. Introduction of millets grain.</p> <p>4.Know more about leaves Structure and uses of leaves (food ,medicine, decoration, flavor and fragrance)</p> <p>5. Identification and classification of leaves and fruits with the help of smell using the sense organ- nose.</p> <p>6. Parts of plant, their functions and uses.</p> <p>7. Naming of fruits and vegetables in local language and mother tongue.</p>	<p>1. To learn about different types of plants (herbs, shrubs, trees, creepers and climbers).</p> <p>2. Will be ble to understand the living condition for the survival of plants.</p> <p>3. Will be ble to Identify and recognise the importance and uses of leaves.</p> <p>4. Develop general awareness about millets</p> <p>5. Enable them to understand that some grass plants are useful and produce grains to eat e.g. rice, wheat.</p> <p>6. Know and correlate the previous knowledge of leaves Like shape, size, colour, structure etc.</p> <p>7. Understand and be able to identify that leaves are used for various purpose like food,</p>	<p>1.Herbarium File: Collect and paste different types of leaves (size, shape, colour, and small).</p> <p>2. Tree bark shading on paper using pencil or crayons.</p> <p>3. Using dry leaves make pictures of different animals.</p> <p>4. Make greeting card using different colour leaves.</p> <p>5. Tree plantation drive</p>

				<p>8. Observe nature and animals around you.</p>	<p>medicine, decoration, flavor and fragrance.</p> <p>8. Observe and be able to identify different parts of plant.</p> <p>9. Participating in classroom discussion about the parts of plants.</p> <p>10. Understand and identify the medicinal value of plants.</p> <p>11. Inculcate the value to take care of plants and their essential requirements to grow.</p>	<p>in school. record observation</p> <p>6. Collect and paste medicinal and edible leaves (available in your kitchen and garden).</p> <p>7. Visit the school garden and identify herbs, shrubs and trees whose roots, flowers, leaves and seeds we eat.</p>
5.	August	5. Plants and Animals live together.	11 days	<p>1. Role of animals to balance the nature according to their habitat.</p> <p>2. Classification of animals, birds and insects based on their eating habits and habitats (terrestrial, arboreal, aquatic, Nocturnal animals).</p> <p>3. Movement of animals (hop, jump, climb, run)</p> <p>4. Explain about animals and insects that live in soil and help to make the soil fertile, airy, humus.</p> <p>5. Types of soil and how it is</p>	<p>1. Easily understand the role of each and every animal in the ecosystem and their importance.</p> <p>2. Recognise and understand about the habitats of animals.</p> <p>3. Enable them to understand that insects make the soil fertile, airy, humus and helps in absorbing water.</p> <p>4. Understand about the formation of soil and types of soil.</p> <p>5. They also understand that</p>	<p>1. Observe different types of animals in surroundings and arrange them from smallest to the biggest.</p> <p>2. Show and tell activity using the models of plants and animals.</p> <p>3. Finger puppets –using</p>

				<p>made up? (Sandy, Loamy and Silt soil)</p> <p>6. Concept of growing baby plant and growth of plants in jungles.</p> <p>7. Importance of rain water for the small plants and animals</p> <p>8. Insects depend on plants for their survival.</p> <p>9. Importance of co-existence in the eco-system.</p> <p>10. Birds Sound</p>	<p>different soils are used to grow different types of crop.</p> <p>6. Understand that baby plants growing in jungles need rain water to grow and change into tree naturally</p> <p>7. To identify and recognise different types of animals and the sound they make.</p> <p>8. Understand about soil and its features.</p> <p>9. Learn about different creatures living in the soil.</p> <p>10. Understands about the basic needs of animals.</p> <p>11.Importance of balanced eco-system</p>	<p>origami paper, ice- cream stick etc.</p> <p>4. Mask Making & Role Play: Make masks of different animals and imitate their sounds and movements.</p> <p>5. Make pictures of animals using thumb and finger prints.</p> <p>6. Make a bird using colour paper/origami paper and paste it in the notebook.</p> <p>7. Make a small nest (using a coconut shell, straw. Sticks, Cotton etc</p>
6.	September	6. Living in harmony	11 days	<p>1.About the environment</p> <p>2. Discussion on pet animals, farm animals, street animals and wild animals.</p> <p>3.Taking care of animals and plants present in our</p>	<p>1.Learn about herbivorous, carnivorous, omnivorous animals</p> <p>2. Will be able to understand that we need to help animals by providing them food shelter etc.</p>	<p>1. Make an animal/bird bath using a coconut shell.</p> <p>2. Group Activity-Drum Charade to be</p>

			<p>environment(by providing food, water and shelter)</p> <p>4. Discussion on uninvited animal guests in our home and the reasons why they are considered as unwanted animals.</p> <p>5. Uses of plants.</p> <p>6. Explanation on the topic :taking care of birds, street animals</p> <p>7. Things which we get from animals.</p> <p>8. Introduction to the topic: dispersal of seeds and the term fertile soil.</p> <p>9. Knowing that the insects live in a colony.</p> <p>10. Plants as our friend.</p> <p>11. Inter-dependence between plants and animals.</p> <p>12 Food habits of animals.</p> <p>13. Migration of birds.</p> <p>14 Empathy for plants and animals by not hurting them.</p>	<p>3. Will learn that unwanted animals spread infection and make us sick. .</p> <p>4. Will be able to understand the importance of veterinary doctor and developing interest to become a veterinary doctor.</p> <p>5. Understand about nurturing and caring of living things.</p> <p>6. To extend kindness towards all the living things.</p> <p>7. Participate in classroom discussion about the things which we get from the plants and animals.</p> <p>8. To know about different ways of seed dispersal</p> <p>9. Insects like ant, wasp honeybee live in a colony.</p> <p>10. Understand the new word migration and why birds undergo this process.</p>	<p>played (Children will enact the plants and animals name).</p> <p>3.Collage making – animals and plants</p> <p>4. Tabulate the animals and their uses for man.</p> <p>5. Name and identify different types of animals found in your locality.</p> <p>6.Poster making and Slogan writing about Mother nature</p> <p>7. List the pests seen in and around your house.</p> <p>8. Make a bird feeder using craft paper and keep water for the birds to</p>
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drink in a vessel.

TERM – I ASSESSMENT - 2

	October to November	Unit 3 – Gifts of Nature				
7.	October	7. Water – A precious gift	18 days	<ol style="list-style-type: none">1. Discussion about Monsoon and what we experience on a rainy day.2. Sources of water (Permanent and Temporary)3. Explain the term soil erosion.4. Uses of water for plants and animals.5. Storage of water6. Introduction and explanation of metal and metal utensils.7. Explanation about water scarcity and how to use water wisely.8. Explanation about ways of providing water to animals.9. Sources of getting water in dry areas10. Discussion on : rain water is safe for drinking or not.11. Introduction of water cycle.	<ol style="list-style-type: none">1. Recaptulation of the topic 'Seasons'2. Enable students to predict rainfall by observing the weather.3. Rain water is the main source of water4. Will be able to understand water is useful for plants as well as for animals5. With the help of metal pots, children will recognize the metals used for making utensils6. They will be able to understand that lack of water is called scarcity of water and is commonly found in dry areas like Rajasthan, Maharashtra etc7. Correlate with the day to day activities done during summer to provide water for birds by making bird bath8. Participate in classroom discussion about the methods used for providing water to street animals	<ol style="list-style-type: none">1. Water absorption activity using different materials like cotton, sponge, soil etc2. Role play or nukkad natak on the topic: conservation of water3. Make a clay pot using clay and water4. Reuse old water bottle by painting, decoupage etc.5. Show them different models of metallic pots like copper, brass, steel etc.

					<p>9. Develop an understanding about people carrying water from a long distance for day to day usage</p> <p>10. To understand from where the rain water comes</p>	
8.	November	8. Food we eat	11 days	<p>1. Components of food (energy giving food, body building food, protective food and roughage)</p> <p>2. Discussion and conversation with children on the topic balanced diet. Dal, roti, vegetables, rice, curd, salad are important in a meal for good health.</p> <p>3. Explanation and discussion on the topic climatic condition. Weather and soil are the responsible factors for growing fruits in different regions.</p> <p>4. Explanation about raw food and cooked food (vegetables, fruits and cereals)</p> <p>5. Introduce the topic seasonal food and seasonal vegetables</p> <p>6. Different parts of plants used for eating (leaves, fruits, seeds, stem roots etc.)</p>	<p>1. Enable them to understand about the various components of food and its role for the different parts of the human body.</p> <p>2. Will understand the topic balanced diet and will be able to recognize that dal, roti, vegetables, rice, curd, salad are essential on the plate.</p> <p>3. To understand that all the fruits cannot grow in all the places, production of fruits depends on weather and climatic condition of the particular area.</p> <p>4. To easily understand that some food items can be eaten raw and some of them need to be cooked before eating</p> <p>5. Some grains can be eaten after soaking and some need to be boiled and cooked properly before eating</p> <p>6. Actively participate in discussion about the seasonal fruits and vegetables as they</p>	<p>1. Prepare a balanced diet plate in the classroom</p> <p>2. Fruits, salad making competition</p> <p>3. show and tell activity for seasonal fruits and vegetables</p> <p>4. Dress up in your favourite fruit colour</p> <p>5. Classroom party/potluck</p>

				<p>7. Importance of eating grains like wheat, jowar, bajra.</p>	<p>are aware of them and see their availability in the market.</p> <p>7. Different parts of plant are used for eating purpose and are considered as healthy food</p> <p>8. Will be able to recapitulate the previous topic 'millets' and importance of including millets in their daily life</p>	
9.	November	9. Staying Healthy and happy	10 days	<p>1. Follow healthy habits in day to day life and develop a routine for the same</p> <p>2. Personal hygiene (oral hygiene and body hygiene)</p> <p>3. Explanation of the topic: Uses of herbal products (neem, babul, cloves, lemon)</p> <p>4. Keeping our surroundings neat and clean with the help of homemade and traditional cleaners.</p> <p>5. Animals are taking care of their own hygiene</p> <p>6. Recapitulation of indoor and outdoor games</p> <p>7. Identification and classification</p>	<p>1. Actively participate in discussion and will share that they are following healthy habits in their day to day life</p> <p>2. Understand the importance of oral hygiene, body hygiene and keeping their surroundings clean.</p> <p>3. Enable them to understand the use of herbal products (neem, babul, cloves, lemon) is the natural and effective way to maintain health and wellness</p> <p>4. Herbal products are also helpful for making all-purpose cleaners. Acid floor cleaners and chemicals are not safe to use</p> <p>5. To understand that animals also take care of their hygiene by bathing, removing ticks from</p>	<p>1. Make a personal hygiene chart</p> <p>2. Yoga and jumba exercise during the period</p> <p>3. Role play of a story about how animals keep them clean</p> <p>4. Workshop on safety measures at school</p> <p>5. Role play on the topic: Be aware of strangers</p> <p>6. Integrate</p>

				<p>between the traditional games and western games</p> <p>8. Importance of exercise and yoga in day to day life which helps in flexibility and gives strength to your body</p> <p>9. Safety rules at schools, park, home, playground etc.</p> <p>10. Generate awareness and explain about the strangers (unknown person) and also guide them not to interact with such people.</p> <p>11. Generate awareness in children for making a proper routine and schedule their day to day activities including sleeping, eating, studying, playing, using toilet etc.</p> <p>.</p>	<p>their body,</p> <p>6. Hundred percent involvement of students in classroom discussion on the topic indoor and outdoor games</p> <p>7. Happily enjoying games during the activity. Will be able to differentiate between traditional and western games.</p> <p>8. Awareness about importance of yoga and exercise</p> <p>9. Understand and apply the instructions given by the parents and teachers for their safety</p> <p>10. Children will understand that they should maintain distance from strangers for their own safety and security.</p> <p>11. Understand and will be able to make a time table as per their routine and try to follow it in their day to day life.</p>	<p>EVS period with sports period to make them understand about the safety measures to be taken while playing.</p>
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TERM – II ASSESSMENT - 3

	December to February	Unit 4 - Things around Us				
10.	December	10. This World of Things	10 days	<p>1. Natural and man made things</p> <p>2. Discussion and display of metals which we extract from the nature like iron, copper,</p>	<p>1. Will be able to understand that environment is made up of both natural and man-made things</p>	<p>1. Enlist , draw and colour natural things</p> <p>2. Provide</p>

				<p>aluminium, silver, gold etc</p> <p>3. Also explain them in a simple language that metals are extracted from alloys</p> <p>4. Concept of transparent, opaque and translucent</p> <p>5. Introduction and explanation about the primary colours and VIBGYOR colours (Rainbow)</p> <p>6. Explanation and identification of smooth, rough, dull and shiny surface also make them experience for the cold touch</p> <p>7. Musical instruments(strings, wind, percussion, keyboard and electronic instruments)</p> <p>8. States of matter a) Solid b) Liquid and c) Gas</p>	<p>2. Will understand that we get natural things from the nature</p> <p>3. With the help of various metal pots, will be able to identify various metals present in nature and their uses in our day to day life</p> <p>4. Observe, correlate and easily identify the things through which we can see, we cannot see and can partially see</p> <p>5. Will be able to understand about the primary colours: red, blue and yellow and we get more colours with the combination of primary colours</p> <p>6. Identify and experience rainbow and its seven colours</p> <p>7. Real experience will enable to identify smooth, rough, dull and shiny surface</p> <p>8. To enhance the knowledge of musical instruments made up of different materials</p> <p>9. Will understand the concept and will be able to identify that things present in our surroundings are in the form of solid, liquid and gas</p>	<p>different musical instruments to the children for playing</p> <p>3. Integrate the topic with the subject music</p> <p>4. Take students on a school round and show them transparent, opaque and translucent objects which are easily available in the school premises like desk, plastic rulers and glass</p>
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11.	January	11. Making things	19 days	<ol style="list-style-type: none"> 1. Concept of making earthen ware, other useful and decorative items made up of clay 2. Clay pots and earthenware are one of the oldest methods of making utensils 3. Concept of baking pots in the Kiln to make it strong 4. Discussion on painting the clay pots 5. Explanation on the topic pattern to be made on earthen ware and house hold items. <ol style="list-style-type: none"> a) Animal pattern b) Leaf pattern c) Traditional designs 6. Making of clay items with the help of moulds 7. Types of houses and material used for making houses. 8. Safety measures at work place 	<ol style="list-style-type: none"> 1. Will be able to learn that clay is used for making pots and utensils and it is called 'earthenware'. 2. Learn and share that clay pots are used by grandparents and parents. 3. Understand that pots are baked in big size oven called 'kiln' and this makes the earthen wear strong 4. Understand that painting the pots will increase sale of the product and add to their beauty. 5. Know and participate in classroom discussion : there are different patterns on various items like bed sheet, table chair etc 6. Learn and know that moulds are used to make items in a huge quantity 7. To understand with the help of previous knowledge that houses are permanent as well as temporary 8. To develop an understanding that safety measures are required in all the workplaces 	<ol style="list-style-type: none"> 1. Clay pot making activity 2. Students will collect locally available earthenware and display in class. 3. Diya and pot decoration using paint and other decorative items 4. Also collect household items having printed patterns 5. make traditional designs of rangoli (kolam) 6. Showing video on patterns made in clay wares in bulk
12.	February	12. Taking charge of waste	14 days	<ol style="list-style-type: none"> 1. Understand about the importance of cleanliness in our surroundings 	<ol style="list-style-type: none"> 1. Learn about the different types of waste created in our neighbourhood 	<ol style="list-style-type: none"> 1. Visit to SWCC for experiencing

			<p>2. Ways and means by which waste is created in our neighbourhood</p> <p>3. Concept of waste management system and importance of green, blue and red dustbins</p> <p>4. Discussion on: dump yard in our locality</p> <p>5. Segregation of waste in dry and wet form</p> <p>6. Discussion on Air, Water and Land pollution</p> <p>7. Concept of 4 R principles of waste management (Refuse, Reduce, Reuse and Recycle)</p> <p>8. Learn about the importance of Swachh Bharat Mission</p> <p>9. Concept of “zero waste village” (Silluk)</p> <p>10. Learn about the importance of team work</p> <p>11. Explanation of sharp and harmful things and disposable methods</p> <p>12. Role of sanitation workers and their safety concerns</p>	<p>2. understand about the disposal methods such as Green for organic waste, Blue for Recyclable waste, Red for Hazardous waste</p> <p>3. Understand about the reason to keep the dump yards far away from the living communities</p> <p>4. Learn about air, water and land pollution and the diseases caused by them</p> <p>5. Awareness about 4R waste management principles</p> <p>6. Knowing about waste free villages or places in our country</p> <p>7. Learn about government initiatives and their significance on Swachh Bharat Mission.</p> <p>8. Understanding the importance of cleanliness – waste free places</p> <p>9. Awareness about the methods of disposing harmful waste</p> <p>10. Recognizing and appreciating sanitation workers</p>	<p>segregated waste can be changed into natural manure</p> <p>2. Skit on Swachh Bharat</p> <p>3. Skit on uses of three colours dustbin</p> <p>4. Best out of waste activity</p>
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TERM – II ASSESSMENT - 4