



SVKM J .V. PAREKH International School

Academic portion to be covered for the 1st term of the session 2019-20

GRADE –III

English:

Strands	Learning Expectations CAIE – CPP Expectations	Learning Experiences
Reading	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • Extend the range of reading. • Explore the different processes of reading silently and reading aloud. • Investigate how settings and characters are built up from details and identify key words and phrases. • Explore implicit as well as explicit meanings within a text. • Answer questions with some reference to single points in a text. • Scan a passage to find specific information and answer questions. • Identify the main points or gist of a text. • Begin to infer meanings beyond the literal e.g. about motives and character. • Infer the meaning of unknown words from their context. • Consider how choice of words can heighten meaning. • Consider words that make an impact, e.g. adjectives and powerful verbs. 	<p>Children will extend their range of reading and will be provided exposure to various types of texts such as:</p> <p style="text-align: center;"><u>FICTION</u></p> <p>➤ Fictional Stories (Fables, fairy tales, folktales and Narrative texts)</p> <ul style="list-style-type: none"> • Stories-Fables, Fairytales – Children will read and comprehend different fables and fairytales and will identify the different features in them. • Folk Tales-Children will read folk tales, distinguish it from other types of stories, comprehend the language used and identify how characters have been depicted by the writer. <ul style="list-style-type: none"> • Children will understand that it is fiction that invites suspension of reality. • Children will explore different components of the story. • Children will identify the key words and phrases in the story. • Children will read the story to answer questions or inference and personal response. • Children will discuss various known stories. <p>➤ Descriptive text</p>

<ul style="list-style-type: none"> • Understand the main stages in a story from introduction to resolution. • Retell or paraphrase events from the text in response to questions. • Understand how expressive and descriptive language creates mood. • Express a personal response to a text and link characters and settings to personal experience. • Read further stories by a favourite writer, and compare them. • Read aloud with expression to engage the listener • Sustain the reading of 48-64 page books, noting how at exits organized into sections or chapters. <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Identify the main purpose of a text. • Understand and use the terms ‘fact’, ‘fiction’ and ‘non-fiction’. • Understand how points are ordered to make a coherent argument. • Understand how paragraphs and chapters are used to organize ideas. • Identify different types of non-fiction text and their known key features • Locate information in a non-fiction text using a contents page and index. • Consider ways that information is set out on a page and on a screen e.g. lists, charts, bullet points. • Use IT sources to locate simple information. 	<ul style="list-style-type: none"> • Children will be exposed to images of different characters and people or a scene. • Children will understand that descriptive text is a nonfiction form of writing, written with the intention of describing various characters and settings by making use of powerful adjectives. <p>➤ Reader</p> <p>The Red Badge of Courage – Children will do detailed book study and analysing the cover page, themes, characters and story elements.</p> <p style="text-align: center;"><u>NON-FICTION</u></p> <p>➤ Informative text</p> <ul style="list-style-type: none"> • Children will be exposed to different types of informational texts. • Children will understand that it is nonfiction writing, written with the intention of informing the reader about a specific topic. • Children will read and understand simple instructions.
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	<p><u>Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects:</u></p> <ul style="list-style-type: none"> • Use knowledge of punctuation and grammar to read with fluency, understanding and expression. • Identify all the punctuation marks and respond to them when reading. • Practice using commas to mark out meaning within sentences. • Identify adverbs and their impact on meaning. • Investigate past, present and future tenses of verbs. • Investigate the grammar of different sentences: statements • Re-read own writing to check punctuation and grammatical sense. 	<p>Children will use the punctuation skills while reading and writing to express clarity in meaning of a sentence with the use of full stops, exclamation marks or question marks at the end of a sentence.</p> <p>Children will learn to identify commas for occasions where a slight pause is needed to separate elements of a sentence to understand it better.</p> <p>Children will identify adverbs in a given sentences and understand its role in the sentence.</p> <p>Children will identify the verb and tense in a sentence by circling and labelling it. They will be able to write a sentence using the past, present, or future tense.</p> <p>Children will be able to self-edit their own written work with appropriate punctuation.</p>
<p>Writing</p>	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • Explore different ways of planning stories, and write longer stories from plans. • Elaborate on basic information with some detail. • Explore alternative openings and endings for stories. 	<p>Based on the reading that the children will do, appropriate writing exercises will be provided to them after exposing them to appropriate strategies and the relevant rules for writing the various types of texts. Some of them have been listed below:</p> <p>Children will explore, understand and plan different components of a story -settings, plot, characters, problems and solutions will be.</p> <p>Children will be given story beginnings and encouraged to write a different ending for the same story. They will be asked to change the sequence of events and retell a story/ change the characters to retell a story.</p>

<ul style="list-style-type: none"> • Write character profiles, using detail to capture the reader’s imagination. • Write first-person accounts and descriptions based on observation. • Develop descriptions of settings in stories. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Explore the layout and presentation of writing, in the context of helping it to fit its purpose. • Collect and present information from non-fiction texts. • Establish purpose for writing, using features and style based on model texts. • Begin to adopt a viewpoint as a writer, expressing opinions about characters or places. • Begin to use paragraphs more consistently to organize and sequence ideas. • Choose and compare words to strengthen the impact of writing, including some powerful verbs <p style="text-align: center;"><u>Use accurate Spellings:</u></p> <p>Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants</p> <ul style="list-style-type: none"> • Use all the letters in sequence for 	<ul style="list-style-type: none"> ➤ Descriptive writing - Use the given word lists to help write descriptions of people using appropriate vocabulary words based on physical descriptions/attire. <p><u>Non-Fiction</u></p> <p>Children will extend their range of reading and will be provided exposure to various types of texts such as: Informative Text.</p> <p>Children will revise the elements of nonfiction text and identify what they already know about this genre.</p> <p>Children will learn about different text features used in nonfiction and identify the text structure of a specific passage.</p> <ul style="list-style-type: none"> ➤ Information texts- Children will be exposed to different types of informational texts. <p>Children will understand that it is nonfiction writing, written with the intention of informing the reader about a specific topic.</p> <ul style="list-style-type: none"> ➤ Letter writing- Children will be exposed to the format of letter writing (informal). They will read different informal letters. They will write an informal letter inviting their friend for a birthday party. <p>Children will learn to use the dictionary based on alphabetization and figure out the appropriate meaning of the required word based on the usage:</p>
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<p>alphabetical ordering.</p> <ul style="list-style-type: none"> • Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words. • Identify syllabic patterns in multisyllabic words. • Check and correct spellings and identify words that need to be learned. • Spell words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough</i>. • Investigate spelling patterns; generate and test rules that govern them. • Revise rules for spelling words with common inflections, e.g.ing,ed and s. • Confirm all parts of the verb <i>to be</i> and know when to use each one. • Use more powerful verbs, e.g. <i>rushed</i> instead of <i>went</i>. • Know Irregular forms of common verbs. • Experiment with varying tenses within texts, e.g. in dialogue. • Generate synonyms for high frequency words, e.g. <i>big, little, good</i>. • Explore and distinguish the spelling and meaning of common homophones. 	<ul style="list-style-type: none"> ➤ Definitions of words. ➤ Alphabetical ordering of words. ➤ Using a dictionary to find words using alphabetization. ➤ Understand the different spelling strategies. ➤ Spelling two-syllable words containing double consonants. <ul style="list-style-type: none"> ➤ Learn that the letter – strings ‘ough’ can represent different sounds <ul style="list-style-type: none"> /uff/as in tough /ow/as in plough /oh/as in dough /oo/as in through <p>Children will explore, collect and classify spelling patterns related to formation of plurals.(words ending with –f and fe –</p> <p>Children will recognize and use the eight parts of the auxiliary verb ‘to be’--<i>am, is, are, was, were, be, being</i> and <i>been</i>.</p> <p>Children will list examples on the chart, such as <i>write - wrote, bite -bit,</i> and <i>run – ran</i> and identify the verbs- changed from present to past tense, but they do not have the -ed at the end.</p> <p>Children will work together in groups; discuss synonyms they will get for words bad, cute, sweet, big and small; and pen down on a chart paper.</p> <p>Children will identify Homophones - recognize the words that sound the same but have different</p>
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	<p><u>Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects:</u></p> <ul style="list-style-type: none"> • Collect examples of adjectives and use the terms appropriately. • Practice using commas to mark out meaning within sentences. • Use a range of end-of-sentence punctuation with accuracy. • Re-read own writing to check punctuation and grammatical sense. • Understand how paragraphs are used to organize ideas. • Ensure consistency in the size and proportion of letters and the spacing of words. • Practice joining letters in handwriting. • Build up handwriting speed, fluency and legibility. 	<p>spellings; the meaning of the word will determine its spelling.</p> <p>Children will use the punctuation skills while reading and writing to express clarity in meaning of a sentence with the use of full stops, exclamation marks or question marks at the end of a sentence.</p> <p>Children will identify and use adjectives describing number, order, colour and feeling. They will compose sentence using adjectives, verbs and nouns for precision, clarity and impact and complete them using nouns, adjectives, verbs and adverbs.</p> <p>Children will use commas for occasions where a slight pause is needed to separate elements of a sentence to understand it better.</p> <p>Children will be able to self-edit their own written work with appropriate punctuation.</p> <p>Children will see paragraphs in the hierarchy 'word – sentence –paragraph'. They will understand that the paragraphs make a text easier to read by breaking the dense text into manageable sections. They will also learn about indenting.</p> <p>Children will be encouraged to:</p> <ul style="list-style-type: none"> • Perform transcription writing to improve the speed of writing and hand writing. • Use dictionary to find out the meaning of unknown and new words.
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	<ul style="list-style-type: none"> • Use IT to write, edit and present work. • Identify misspell words in own writing and keep individual spelling logs. • Use reading as a model for writing dialogue. • Write simple sentences, dictated by the teacher, from memory. • Use a dictionary or electronic means to find the spelling and meaning of words. 	<ul style="list-style-type: none"> • Reread and recheck their written work to avoid casual errors.
<p>Speaking and listening</p>	<ul style="list-style-type: none"> • Organize ideas in a longer speaking turn to help the listener. • Vary use of vocabulary and level of detail according to purpose. • Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments. • Deal politely with opposing points of view. • Listen carefully in discussion, contributing relevant comments and questions. • Adapt the pace and loudness of speaking appropriately when performing or reading aloud. • Adapt speech and gesture to create a character in drama. • Comment on different ways that meaning can be expressed in own and others' talk. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> ➤ Children will listen to a variety of recorded texts which encourage and make them think. ➤ They listen and learn correct pronunciation and intonation of spoken language. ➤ They will use their listening skills to comprehend these oral texts/ songs/ etc for enhancing their comprehension and understanding skills ➤ They will also learn to listen to each other and interpret what is being said in class to encourage positive social skills. <p><u>Speaking</u></p> <ul style="list-style-type: none"> ➤ Children will participate in class discussions and debates in which they will listen to everyone's point of view and then make appropriate comments. ➤ Children will be encouraged through dialogue practice to improve their pronunciation and intonation of the spoken language. ➤ Children will also incorporate the grammar and punctuation rules while speaking.

		<ul style="list-style-type: none">➤ They will use their listening skills to comprehend these oral texts/ songs/ etc for enhancing their comprehension and understanding skills. ➤ They will also learn to listen to each other and interpret what is being said in class to encourage social skills.
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Mathematics:

Strands	Learning Expectations CAIE – CPP Expectations	Learning Experiences
<p>Number and number calculations</p>	<ul style="list-style-type: none"> • Read and write numbers up to 10,000. • Count on and back in ones, tens, hundreds and thousands from four-digit numbers. • Understand what each digit represents in a three- or four-digit number and partition into thousands, hundreds, tens and units. • Recognize multiples of 5, 10 and 100 up to 1000. • Round three- and four-digit numbers to the nearest 10, 100 or 1,000 • Recognize odd and even numbers • Make general statements about the sums and differences of odd and even numbers • Find 1, 10, 100 or 1000 more/less than three and four-digit numbers. • Place a four -digit number on a number line marked off in multiples of 100. • Place a three-digit number on a number line marked off in multiples of 10. • Compare four -digit numbers, use < and > signs, and find a number in 	<p>Children will be exposed to the concept of place value to understand comparison, ordering, number patterns to further enhance their understanding by grouping materials like base ten blocks, number cards, etc.</p> <p><i>Numbers up to 10,000</i></p> <ul style="list-style-type: none"> ➤ Numeration, expanded notation, number names, place value and value of the digits with the help of base ten blocks and digit cards. ➤ Comparing and ordering numbers using signs and place value charts. ➤ Number patterns and number sequencing using a number line. ➤ Even and odd numbers with the help of counters. ➤ Practical activities to find doubles and halves of all numbers up to 10 and 20. ➤ Placing the number on the number line and marking the mid-point on the number line. ➤ Rounding off and estimation of numbers upto 10,000 using a number line. ➤ Round off 2/3/4 digit numbers to the nearest ten, hundred and thousand using the rounding mountain. ➤ Estimating numbers using their knowledge of rounding off and marking the given numbers on the number line. ➤ Counting on; counting back with the help of a number line. ➤ Use place value cards up to 4 digits. ➤ Use of dice and number cards to create 3-digit, 4-digit numbers and place value game.

	<p>between.</p> <ul style="list-style-type: none"> • Order two- and three-digit numbers. • Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens. <p><i>Mental strategies</i></p> <ul style="list-style-type: none"> • Know the following addition and subtraction facts: <ul style="list-style-type: none"> – multiples of 100 with a total of 1000 – multiples of 5 with a total of 100 • Recognize two- and three-digit multiples of 2, 5 and 10. <p><i>Addition and subtraction</i></p> <ul style="list-style-type: none"> • Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers. • Add 100 and multiples of 100 to three-digit numbers. • Use the = sign to represent equality, e.g. $75 + 25 = 95 + 5$. • Add several small numbers. • Find complements to 100, solving number equations such as $78 + \square = 100$. • Add and subtract pairs of two-digit numbers. 	<p><i>Addition and Subtraction within 10,000</i></p> <ul style="list-style-type: none"> ➤ Addition of 4 digit numbers using place value charts. ➤ Subtraction of 4 digit numbers using place value charts ➤ Adding within 10,000 by regrouping in ones, tens, hundreds and thousands. ➤ Subtracting within 10,000 with regrouping in ones, tens, hundreds and thousands. ➤ Solving one step and multistep word problems involving addition/ subtraction by using part-whole bar model and comparison bar model. ➤ Creating multi-step word problems using addition and subtraction.
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• Add three-digit and two-digit numbers using notes to support.

• Re-order an addition to help with the calculation, e.g. $41 + 54$, by adding 40 to 54, then 1.

• Find 20, 30, ..., 90, 100, 200, 300 more/less than three-digit numbers.

Multiplication and Division

• Know multiplication/division facts for tables up to 12.

• Understand the relationship between halving and doubling.

• Understand the effect of multiplying two-digit numbers by 10.

• Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4,

5, 6, 9 and 10.

• Multiply teens numbers by 3 and 5.

• Begin to divide two-digit numbers just beyond $10\times$ tables, e.g. $60 \div 5$, $33 \div 3$.

• Understand that division can leave a remainder (initially as 'some leftover').

• Estimate and approximate when calculating, and check working.

Multiplication

- Multiplication tables up to 12
- Multiplication using place value charts
- Multiplication of 2, 3 and 4 digit numbers with one and two digits.

- Understand that division reverses multiplication (division is the inverse of multiplication). Use this to find related facts: $16 \text{ divided by } 2 = 8$

$$8 \times 2 = 16$$

$$30 \text{ divided by } 10 = 3$$

$$3 \times 10 = 30$$

Division

- Quotient and remainder
- Division of 3 digit numbers with a 1 digit number and two digits.
- Use addition and subtraction, multiplication and division to solve 'story' problems in real life linked to any of the objectives.
- Use knowledge and understanding of inverse operations
- Explain how the estimate was made and justify why it is reasonable.

	<ul style="list-style-type: none"> • Make a sensible estimate for the answer to a calculation, e.g. using rounding. • Investigate a simple general statement by finding examples which do not satisfy it, e.g. when adding 10 to a number, the first digit remains the same. 	
Measure -	<p>Time</p> <ul style="list-style-type: none"> • Read and record time in minutes, recognize the relationship between second-minute-hour-day-week-month-year. • Be able to read the analogue clock and digital clock. • Read analogue clock to the nearest 5 minute. • Relate to the analogue notation to digital notation. • Know to read and calculate simple time intervals in hours and minutes. • Analyse the calendar and be able to calculate time intervals in days-weeks. 	<p>Time</p> <ul style="list-style-type: none"> ➤ Measuring time to the nearest 5 minutes and hours. Children will be exposed to real life examples of time tables, daily routines, weekly, monthly, yearly events to understand the importance of time and its various units of measurement. ➤ Children will be exposed to analogue and digital clocks and will be taught how to read a 12 hour. ➤ Calculation of elapsed time and related word problems using time line - Children will be provided with various events and learn to tabulate and estimate time duration ➤ Understanding, reading and interpreting calendars.
Data Handling	<ul style="list-style-type: none"> • Gather and organize and display data using tables and graphs, interpret information presented in a table, picture graph. • Answer a real-life question by collecting, organising and interpreting data, e.g. investigating the 	<p>Data Handling</p> <ul style="list-style-type: none"> ➤ Children will solve a given problem by collecting, organizing, representing and interpreting numerical data in simple lists and tables using ➤ Frequency Tables ➤ Tally Charts ➤ Venn Diagram ➤ Carroll Diagram

	<p>population of mini-beasts in different environments</p> <ul style="list-style-type: none"> • Analyse and represent data using tally charts, frequency tables, pictograms using appropriate symbols and units. • Be able to organize data in Venn and Carroll diagrams to sort data and objects using two criteria. 	<ul style="list-style-type: none"> ➤ Pictograms (Picture Graphs) ➤ Bar Charts
<p>Problem solving</p>	<ul style="list-style-type: none"> • Using techniques and skills in solving mathematical problems. • Describe and continue patterns which count on or back in steps of 2, 3, 4, 5, 10, or 100 • Identify simple relationships between numbers, e.g. each number is three more than the number before it. • Choose appropriate mental strategies to carry out calculations. • Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line. • Check the results of adding two numbers using subtraction, and several numbers by adding in a different order. • Check subtraction by 	<p>Children will</p> <ul style="list-style-type: none"> ➤ Create their own word problems involving the operations of addition, subtraction, multiplication and division. ➤ Use their mental skills and abilities to carry out operations of addition/subtraction for given word problems to present them in the written format. ➤ Explain the strategy used and also apply cross-checks to verify derived answers. ➤ Use doubling to carry out multiplication operations ➤ Comprehend that multiplication and division are inverse functions to check answers.

	<p>adding the answer to the smaller number in the original calculation.</p> <ul style="list-style-type: none">• Check multiplication by reversing the order, e.g. checking that $6 \times 4 = 24$ by doing 4×6• Check a division using multiplication, e.g. check $12 \div 4 = 3$ by doing 4×3• Explain a choice of calculation strategy and show how the answer was worked out.• Explore and solve number problems and puzzles, e.g. logic problems.• Use ordered lists and tables to help to solve problems systematically.	
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Science:

Strands	Learning Expectations CAIE – CPP Expectations	Learning Experiences
Scientific enquiry	<p><u>Ideas and evidence</u></p> <ul style="list-style-type: none"> • Collect evidence in a variety of contexts to answer questions or test ideas. <p><u>Plan investigative work</u></p> <ul style="list-style-type: none"> • Suggest ideas, make predictions and communicate these. • With help, think about collecting evidence and planning fair tests. <p><u>Obtain and present evidence</u></p> <ul style="list-style-type: none"> • Observe and compare objects, living things and events. • Measure using simple equipment and record observations in a variety of ways. • Present results in drawings, bar charts and tables. <p><u>Consider evidence and approach</u></p> <ul style="list-style-type: none"> • Draw conclusions from results and begin to use scientific knowledge to suggest explanations. • Make generalizations and begin to identify simple patterns in results 	<p>Children will perform various investigations, draw inferences based on their observations, view demonstrations, conduct surveys, and collect evidences to present their findings and plan fair test. They will also be taken for Field trip to enhance their understanding.</p> <p>They will also be engaged in various group and individual activities to explore and understand the targeted concepts.</p>
Chemistry	<p><u>Characteristics of materials</u></p> <ul style="list-style-type: none"> • Know that every material has specific properties, e.g. hard, soft, and shiny. • Sort materials according to their properties. • Explore how some materials are magnetic but many are not. • Discuss why materials are chosen for specific purposes on the basis of their properties. 	<p><u>Materials around us</u></p> <p>Children will</p> <ul style="list-style-type: none"> ➤ Explore different types of materials around them. ➤ Know that the materials have specific properties. ➤ Sort materials according to their properties ➤ Understand why materials are chosen for specific purposes on the basis of their properties. ➤ Understand that more than one material can be used to create a particular object.

<p>Biology</p>	<p><u>Humans and animals</u></p> <ul style="list-style-type: none"> • Describe differences between living and non-living things using knowledge of life processes. • Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction. • Explore and research exercise and the adequate, varied diet needed to keep healthy. • Know that some foods can be damaging to health, e.g. very sweet and fatty foods. • Explore human senses and the ways we use them to learn about our world. • Sort living things into groups, using simple features and describe rationale for groupings. • Know that humans (and some animals) have bony skeletons inside their bodies. 	<p><u>Humans and animals</u></p> <p>Children will</p> <ul style="list-style-type: none"> ➤ Sort living and nonliving things using the knowledge of seven life processes. ➤ Investigate and explore the components of Food pyramid and Balanced Diet, understand their importance along with regular exercise to be healthy. ➤ Conduct Supermarket survey- to understand that foods are assigned to various groups depending on what they contain. ➤ Understand that consumption of oily and sugary foods may lead to heart diseases and obesity. ➤ Understand the significance of types of teeth of various animals and the relation to the diet. ➤ Investigate and understand the importance of dental care. ➤ Identify and understand the significance of Five Senses that human being possess and will explore about non-human senses of some animals eg. echo location sense of bats etc. ➤ Classify animals into two groups-animals with back bones and those without back bones. ➤ Understand that some of the invertebrate animals have an outer skeleton called the exoskeleton
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		<ul style="list-style-type: none"> ➤ Classify animals according to their characteristics. ➤ Understand that humans are vertebrates with an internal skeleton and the importance of skeletons and muscles with the help of various experiences in movement in an activity 'Simon says' with parts of the body.
<p>Physics</p>	<p><u>Force, Friction and Gravity</u></p> <ul style="list-style-type: none"> • Know that pushes and pulls are examples of forces and that they can be measured with the force-meters. • Explore how forces can make objects start or stop moving • Explore forces can change the shape of objects. <ul style="list-style-type: none"> • Explore how forces, including friction can make objects move faster or slower or change direction. • Explore and evaluate the impact of friction a necessary evil. • Be able to describe situations in which frictional forces are helpful as well as those in which frictional forces resist motion. • Make observations and collect evidence to decide the impact of friction and grip. 	<p><u>Force</u></p> <p>Children will</p> <ul style="list-style-type: none"> ➤ Explore the forces by recalling upon real life experiences. ➤ Investigate the effects of application of forces, using their toy cars and balls ➤ Use the force meter to measure the amount of forces applied and understand how they affect the amount of distance travelled. ➤ Use playing dough to understand that force can change the shape of an object. <p><u>Friction</u></p> <p>Children will</p> <ul style="list-style-type: none"> ➤ Learn that '<i>friction is a necessary evil</i>'. They will understand that without friction, force is dangerous through different outdoor activities and exploring the tyre grooves of different vehicles. ➤ Explore surfaces which effects will increase or decrease the speed of an object thus understanding the amount of friction they produce.

Research Skill Development :

Theme of Research	Learning Expectations	Learning Engagement
<p><u>Personal</u> (Investigating myself and my local environment)</p> <ul style="list-style-type: none"> • Taking care of myself maintain personal hygiene. • Prevention is better than cure 	<p>Formulating Questions</p> <ul style="list-style-type: none"> • Pose purposeful, open, realistic and investigative questions <p>Planning</p> <ul style="list-style-type: none"> • Discuss and describe what is to be done to complete research objectives <p>Collecting Data</p> <ul style="list-style-type: none"> • Understand that newspapers, database, expert interviews and digital tools can be sources of information. <p>Recording Data</p> <ul style="list-style-type: none"> • Use appropriate medium to record information <p>Organizing Data</p> <ul style="list-style-type: none"> • Organize information logically, according to the purpose, and audience • Select the graphic organizer most appropriate in different situations. <p>Interpreting Data</p> <ul style="list-style-type: none"> • Draw conclusion based on organise data. <p>Presenting Research Findings</p> <ul style="list-style-type: none"> • Present information logically and clearly • Cooperate with peers to present work. 	<p>Children will:</p> <ul style="list-style-type: none"> • Frame questions on need and importance of personal hygiene. • Views videos on personal and discuss the same. • Listen attentively to guest speaker. • Record their information on a graphic organizers’. • Discuss case studies on personal hygiene. • Write a paragraph on maintaining personal hygiene. • Discuss real life scenarios. • Create posters to spread awareness.

Theme of Research	Learning Expectations	Learning Engagement
<p><u>Important Organization Around the World</u> (Inquiring the world around us)</p> <ul style="list-style-type: none"> • Important organization around the world which impacts our lives 	<p>Formulating Questions</p> <ul style="list-style-type: none"> • Formulate open ended questions about research topics from personal interest or by brainstorming with others. • Pose purposeful, open, 	<p>Children will:</p> <ul style="list-style-type: none"> • Plan for games in order to connect to their prior knowledge on how people organize themselves. • Visit a local organization to understand how it functions

<ul style="list-style-type: none"> • Case study-analyzing an organization in depth, style of functioning, contribution towards the society, etc • If I had an opportunity to design a plan for starting an organization it would address..... 	<p>realistic and investigative questions</p> <p>Planning</p> <ul style="list-style-type: none"> • Discuss and describe what is to be done to complete research objectives • Identify priorities and divide tasks into simple steps • Set target dates for tasks <p>Collecting Data</p> <ul style="list-style-type: none"> • Collect information using student-initiated surveys, interviews and reference texts. • Begin to browse and search on the internet with teacher guidance. • Skim and scan for information. <p>Recording Data</p> <ul style="list-style-type: none"> • Use appropriate medium to record information • Understand and summarize facts gathered <p>Organizing Data</p> <ul style="list-style-type: none"> • Organize information logically, according to the purpose, and audience • Select the graphic organizer most appropriate in different situations. <p>Interpreting Data</p> <ul style="list-style-type: none"> • Draw conclusion based on organize data. <p>Presenting Research Findings</p> <ul style="list-style-type: none"> • Present information logically and clearly • Show respect by listening to questions and giving logical answers. • Cooperate with peers to present work. 	<ul style="list-style-type: none"> • Interview people at different levels in a particular organization • Investigate and collect information about local and global organization • Analyze an organization in depth of their choice • Design and create an organization – focusing on the purpose of it and also the logo.
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Hindi :

Strands	Learning Experiences
Speaking and listening	<ul style="list-style-type: none">• Children will listen stories & poems and they will be shown video clips related to this.• They will be asked questions based on it and they will answer them.
Reading	<ul style="list-style-type: none">• Children will read stories & poems mentioned in the text book.• They will read stories & poems from other sources also.
Writing	<ul style="list-style-type: none">• Children will do writing exercises through stories and poems. They will practice writing answers of the questions based on the stories & poems.• Children will write numbers till 30.
Grammar and punctuation	<ul style="list-style-type: none">• Children will be able to understand usage of singulars and plurals in different contexts.• Children will be able to understand विलोम तथा समानार्थी शब्द, लिंग, वचन, वर्ण विच्छेद, चंद्रबिंदु, अनुस्वार, तुकबंदी वाले शब्द, and their uses• Children will explore many new words during process of learning grammar.

French :

Strands	Learning Experiences
➤ Listening & speaking	<ul style="list-style-type: none">• Role play to enhance the quality of their language skills. More emphasis will be given on the French pronunciations through role-plays and activities based on listening.• Learn and understand the audio-visual clips.• Understand and speak the common phrases used in the classroom.• Understand the classroom instructions and follow them efficiently.• Basic conversations which involve question and answer.• Recognize and speak about the position of the given object.
➤ Reading	<ul style="list-style-type: none">• Read various dialogues, rhymes and learning activities based on reading the given text.• Read short passages related to the vocabulary topics.• Read short passages in order to be able to differentiate between nouns, verbs, prepositions.• Recognize the word or a picture in order to use it in a sentence correctly.
➤ Writing	<ul style="list-style-type: none">• Children will frame meaningful sentences using different vocabulary, and other tools of grammar.• Children will be able to describe themselves in French.• Write the dictation of vocabulary in French.• Write the verbs and use them correctly in a sentence.
➤ Grammar and punctuation	<ul style="list-style-type: none">• Prepositions, “er” verbs, expression- « il y a »

Recommended reading:

1. Gulliver's Stories by Jonathan Swift
2. The Enchanted Forest Series by Roald Dahl
3. Pinocchio by Michael Morpurgo
4. The Reluctant Dragon by Kenneth Grahame
5. A-Z Mysteries by Anita Nair
6. Secret Seven by Iva Abbotson
7. I am inventing an invention by Lauren child
8. Alice in Wonderland by Lewis Carrol
9. Ambers Dressing Up Dream by Jenny Old Field
10. Magic Far Away Tree by Enid Blyton

Series:

1. Great Indian Classics From Amar Chitra Katha
2. Panchatantra Tales from Amar Chitra Katha
3. Freddy the Detective series by Walter R. Brooks
4. The famous Five series – Enid Blyton
5. The Chronicles of Narnia – C. S. Lewis