

Class 3 Syllabus for the Session (2026–27)

Term 1

L-1 Living and Non-living Things L-2 All About Birds L-3 All About Animals L-4 Food and Feeding Habits of Animals L-5 All About Plants L-6 Our Scientists L-7 Yoga and Ayurveda

Term 2

L-8 Safety Habits L-9 Our Environment L-10 Water and Air L-11 Movement of the Earth L-12 Going into Space L-13 Light, Sound and Force L-14 About Soil

Term 1 (Monthly Plan)

April

L-1 Living and Non-living Things L-2 All About Birds

May

L-3 All About Animals L-4 Food and Feeding Habits of Animals PT-1 (L-1 and L-2)

July

L-5 All About Plants L-6 Our Scientists

August

L-7 Yoga and Ayurveda

September

Half Yearly Examination Term 2 (Monthly Plan)

October

L-9 Our Environment L-10 Water and Air

November

L-8 Safety Habits

L-11 Movement of the Earth

December

L-12 Going into Space L-13 Light, Sound and Force PT-2 (L-9, L-10)

January

L-14 About Soil

February

Revision for Final Examination

March

Final examination

LESSON PLAN

(TERM-1) L-1: Living and Non-living Things

1. Learning Outcomes

Students will be able to:

Understand the meaning of living and non-living things through real-life examples.

Identify characteristics such as growth (plants grow taller), movement (animals move), breathing (humans breathe), and reproduction (living things produce young ones).

Explain the basic needs of living things such as food, air, water, and shelter, and why they are important.

Classify objects correctly into living and non-living categories.

2. Previous Knowledge Testing

Teacher will ask:

Does a toy car grow bigger with time? Why not?

Why do plants need water daily?

Can a stone move on its own?

Students will respond orally, helping the teacher understand their prior knowledge.

3. Teaching Aids

Charts, flashcards, real objects (plant, stone, toy), blackboard, short animated videos

4. Pedagogical Strategies

Question-answer method

Group discussion

Activity-based learning

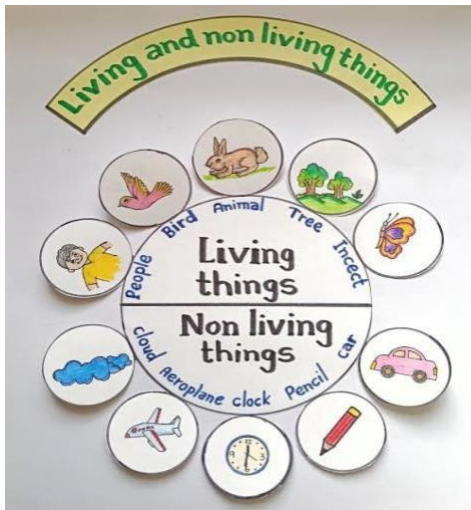
Visual teaching

5. Hands-on Activity

Students will sort given objects into living and non-living categories and explain their choices.

Conclusion: Living things grow, breathe and need food; non-living things do not. 6.

Art Integration



Students draw and label living and non-living things with reasons.

7. Interdisciplinary Linkage

Science, EVS, Mathematics (sorting), Art

8. Life Skills

Develop care and responsibility for living beings

9. Teaching Process

Introduction → characteristics → examples → needs → revision

10. Recapitulation

What is a living thing?

Give examples

11. Resources Including ICT

Videos, smartboard activities

L-2: All About Birds

Number of teaching days – 12

1. Learning Outcomes

Students will be able to:

Identify different types of birds found around them.

Describe main body parts such as beak, wings, feathers, claws and tail.

Understand how birds fly using wings and light bones.

Explain feeding habits based on beak types (e.g., parrot cracks seeds, eagle tears flesh).

Learn about nesting habits and care of young ones.

2. Previous Knowledge Testing

Teacher will ask:

Which birds do you see daily?

Have you seen a bird flying? How does it fly?

What do birds eat?

3. Teaching Aids

Bird charts, real feathers, models, flashcards, videos

4. Pedagogical Strategies

Observation method, demonstration, discussion, role-play

5. Hands-on Activity

Students mimic bird movements and match birds with their food.

Conclusion: Birds have special body parts that help them fly, eat and survive.

6. Art Integration



Students color bird pictures and create paper birds.

7. Interdisciplinary Linkage

Science, Art, Physical Education

8. Life Skills

Develop habit of feeding birds and caring for nature

9. Teaching Process

Day 1–3: Body parts of birds

Day 4–6: Types of birds (flying, water, flightless)

Day 7–9: Food and nesting

Day 10–12: Activities and revision

10. Recapitulation

Which bird swims?

Which bird has a strong beak?

11. Resources Including ICT

Videos, smartboard, flashcards

L-3: All About Animals

Number of teaching days – 12

1. Learning Outcomes

Students will be able to:

Classify animals into wild, domestic, pet, and aquatic animals.

Identify different habitats such as forest, desert, water, and home.

Recognize body coverings like fur, feathers, scales, shells.

Understand animal sounds and food habits.

2. Previous Knowledge Testing

Name some animals you know Which

animals live in forests?

3. Teaching Aids

Charts, models, toy animals, pictures

4. Pedagogical Strategies

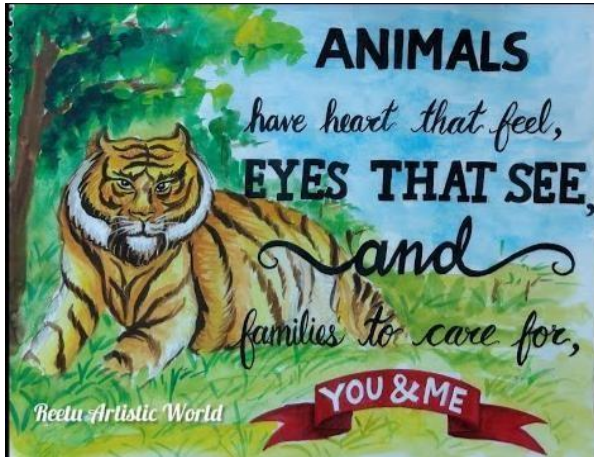
Storytelling, discussion, matching games

5. Hands-on Activity

Students sort animals into groups based on habitat.

Conclusion: Animals live in different environments and adapt accordingly.

6. Art Integration



Draw animals or create clay models

7. Interdisciplinary Linkage

Science, Geography

8. Life Skills

Be kind and caring towards animals

9. Teaching Process

Types → habitats → food → body covering

10. Recapitulation

Match animals with sounds

11. Resources Including ICT

Animal videos

L-4: Food and Feeding Habits of Animals

Number of teaching days – 12

1. Learning Outcomes

Identify herbivores, carnivores, omnivores

Understand simple food chains 2.

Previous Knowledge Testing

What do cows eat?

3. Teaching Aids

Charts, pictures

4. Pedagogical Strategies

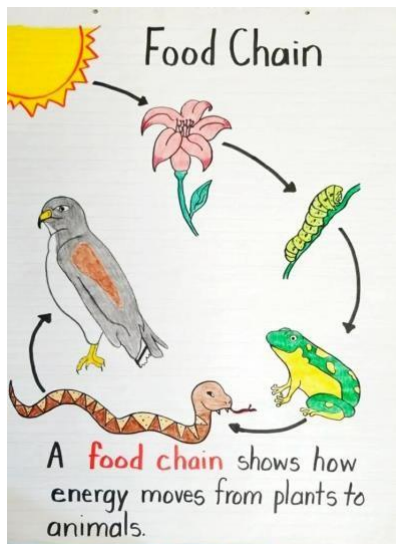
Activity-based, demonstration

5. Hands-on Activity

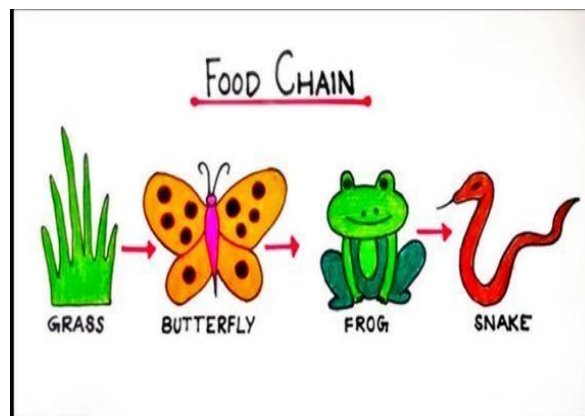
Food sorting activity

Conclusion: Animals depend on different types of food

6. Art Integration



Draw food chain



7. Interdisciplinary Linkage

Health education

8. Life skills

Respect balance of nature

9. Teaching Process

Types of eaters → food chain

10. Recapitulation

Give examples

11. Resources

Videos

L-5: All About Plants

Number of teaching days – 12

1. Learning Outcomes

Identify parts of plants and their functions

Understand how plants grow

2. Previous Knowledge Testing

What are plant parts?

3. Teaching Aids

Live plants, charts

4. Pedagogical Strategies

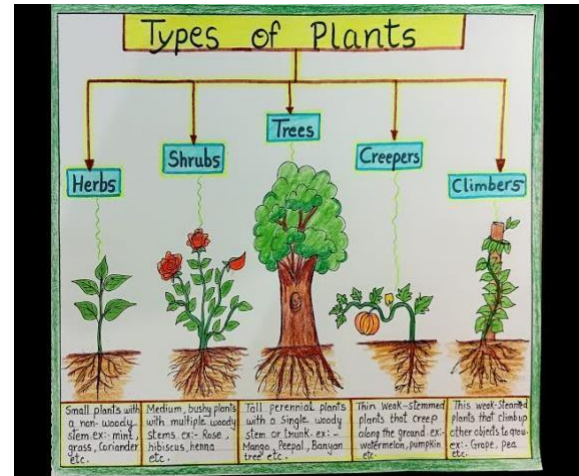
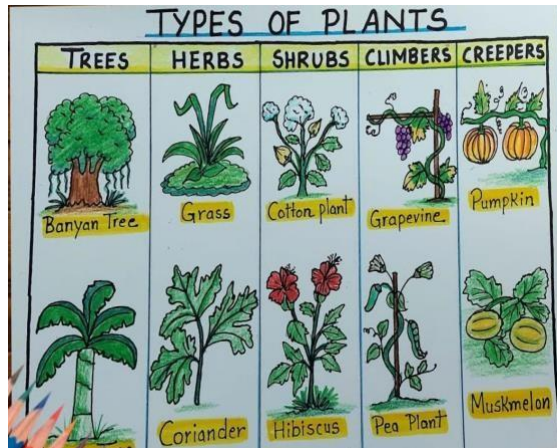
Observation, demonstration

5. Hands-on Activity

Plant seed and observe

Conclusion: Plants make their own food

6. Art Integration



Label plant diagram

7. Interdisciplinary Linkage

EVS

8. Life Skills

Care for plants

9. Teaching Process

Parts → functions → growth

10. Recapitulation

Name plant parts

11. Resources

Videos

L-6: Our Scientists

Number of teaching days – 10

1. Learning Outcomes

Students will be able to:

Identify some famous scientists and understand their contributions.

Develop curiosity about inventions and discoveries.

Understand how science helps improve our daily life.

Appreciate the role of scientists in society.

2. Previous Knowledge Testing

Teacher will ask:

Do you know any scientist?

Who invented rockets or machines?

Have you heard about any invention?

3. Teaching Aids

Charts of scientists, pictures, flashcards, videos, simple models

4. Pedagogical Strategies

Storytelling method, discussion, visual learning, activity-based teaching

5. Hands-on Activity

Students will participate in role-play activity where they act as scientists and present simple ideas or discoveries.

Conclusion: Scientists help us by making useful inventions and discoveries.

6. Art Integration



Students will draw pictures of scientists and label their work.

7. Interdisciplinary Linkage

Science, History, General Knowledge

8. Life Skills

Curiosity, creativity, and problem-solving skills

9. Teaching Process

Day 1–2: Introduction to scientists

Day 3–5: Stories of famous scientists and their inventions

Day 6–8: Discussion on importance of science

Day 9–10: Activity and revision

10. Recapitulation

Name one scientist

What did they invent?

11. Resources Including ICT

Videos, smartboard, charts

L-7: Yoga and Ayurveda

Number of teaching days – 12

1. Learning Outcomes

Students will be able to:

Understand the importance of yoga in daily life.

Perform simple yoga exercises and breathing techniques.

Learn basic ideas of Ayurveda and natural remedies.

Develop awareness about healthy lifestyle habits.

2. Previous Knowledge Testing

Do you do exercise daily?

Have you seen people doing yoga?

What do you do to stay healthy?

3. Teaching Aids

Charts showing yoga poses, yoga mats, videos, pictures of herbs

4. Pedagogical Strategies

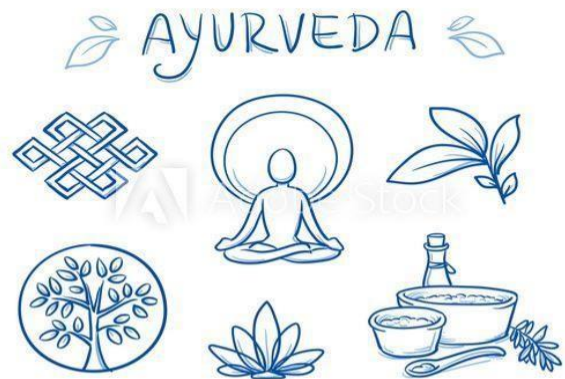
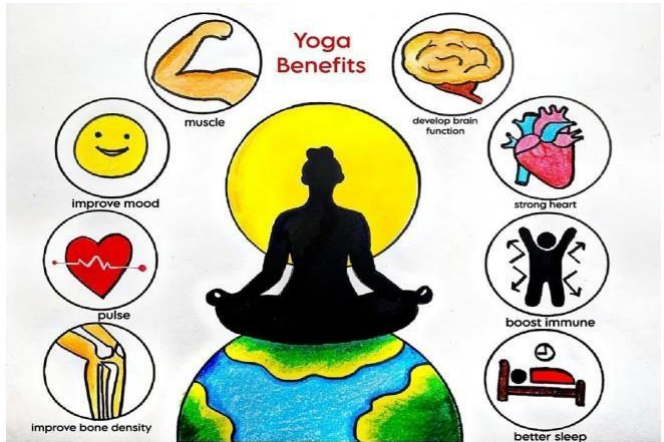
Demonstration method, guided practice, discussion

5. Hands-on Activity

Students will practice simple yoga poses like Tadasana and breathing exercises.

Conclusion: Yoga helps us stay healthy and active.

6. Art Integration



Students will draw yoga poses and color them.

7. Interdisciplinary Linkage

Health Education, Physical Education

8. Life Skills

Healthy habits, discipline, self-care

9. Teaching Process

Day 1–3: Introduction to yoga

Day 4–6: Practice of simple poses

Day 7–9: Ayurveda basics

Day 10–12: Revision and activity

10. Recapitulation

Why is yoga important?

Name a yoga pose

11. Resources Including ICT

Yoga videos, charts

Lesson Plans Term-2

(TERM-2) L-8: Safety Habits

Number of teaching days – 10

1. Learning Outcomes

Students will be able to:

Understand safety rules at home, school and on roads.

Identify unsafe situations and ways to avoid them.

Learn basic emergency responses. 2.

Previous Knowledge Testing

How do you cross the road?

What should you do in an emergency?

3. Teaching Aids

Safety charts, traffic signal models, posters

4. Pedagogical Strategies

Role-play, discussion, demonstration

5. Hands-on Activity

Students will perform mock road crossing activity following traffic rules.

Conclusion: Following safety rules helps prevent accidents.

6. Art Integration



Students draw traffic signs and first aid box.

7. Interdisciplinary Linkage

Life Skills, EVS

8. Life Skills

Alertness, responsibility, safety awareness

9. Teaching Process

Day 1–3: Home safety

Day 4–6: Road safety

Day 7–8: School safety

Day 9–10: Activity and revision

10. Recapitulation

Name one safety rule

What should you do before crossing road?

11. Resources Including ICT

Safety videos, charts

L-9: Our Environment

Number of teaching days – 12

1. Learning Outcomes

Students will be able to:

Understand the meaning of environment.

Identify components like air, water, soil, plants and animals.

Recognize types of pollution and their effects.

Learn the importance of the 3Rs (Reduce, Reuse, Recycle).

2. Previous Knowledge Testing

What is environment?

What do you see around you?

3. Teaching Aids

Charts, pictures, videos

4. Pedagogical Strategies

Discussion, observation, activity-based learning

5. Hands-on Activity

Students sort waste into wet and dry waste.

Conclusion: We must protect our environment.

6. Art Integration



Poster on “Save Earth”

7. Interdisciplinary Linkage

EVS, Science

8. Life Skills

Environmental awareness and responsibility

9. Teaching Process

Day 1–3: Introduction to environment

Day 4–6: Pollution

Day 7–9: 3Rs

Day 10–12: Activities 10.

Recapitulation

What are 3Rs?

11. Resources Including ICT

Videos

L-10: Water and Air

Number of teaching days – 12

1. Learning Outcomes

Students will be able to:

Understand importance and uses of water and air.

Identify sources of water.

Learn about water cycle in simple terms.

Understand importance of clean air.

2. Previous Knowledge Testing

Why do we need water?

Can we live without air?

3. Teaching Aids

Balloon, charts, videos

4. Pedagogical Strategies

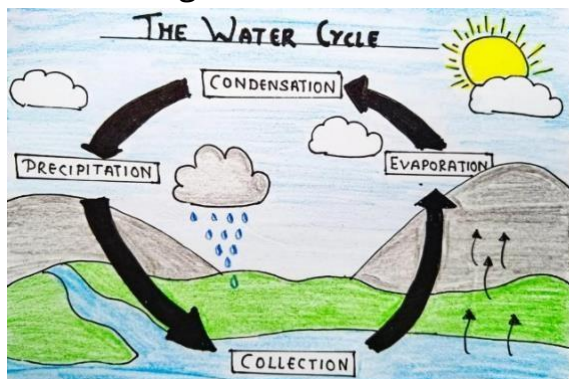
Demonstration, experiment

5. Hands-on Activity

Balloon activity to show air occupies space.

Conclusion: Water and air are essential for life.

6. Art Integration



Draw water cycle

7. Interdisciplinary Linkage

Science

8. Life Skills

Saving water

9. Teaching Process

Day 1–4: Water

Day 5–8: Air

Day 9–12: Activities

10. Recapitulation

Uses of water

11. Resources Including ICT

Videos

L-11: Movement of the Earth

Number of teaching days – 12

1. Learning Outcomes

Students will be able to:

Understand rotation of Earth.

Explain day and night.

Develop basic knowledge of Earth movement.

2. Previous Knowledge Testing

Why do we have day and night?

3. Teaching Aids

Globe, torch

4. Pedagogical Strategies

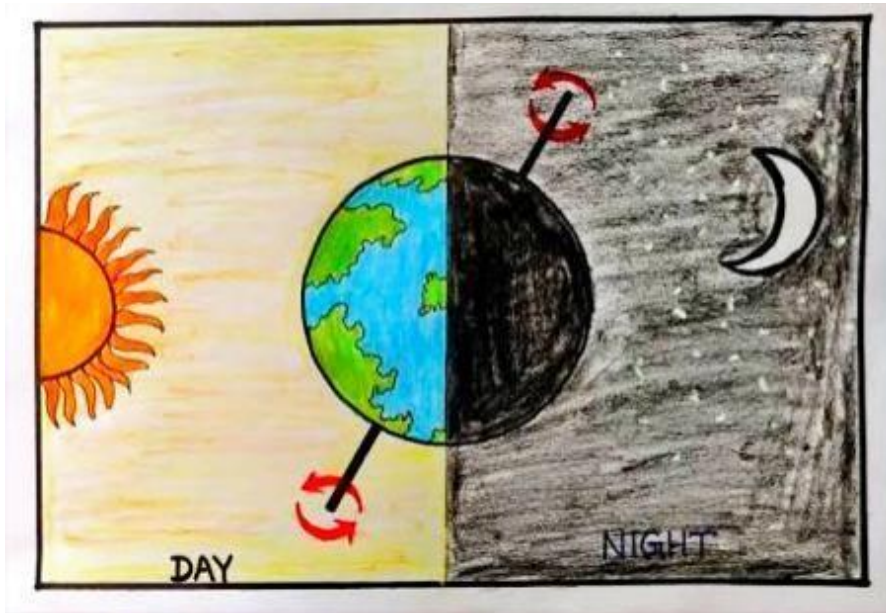
Demonstration, explanation

5. Hands-on Activity

Globe demonstration

Conclusion: Earth's movement causes day and night. 6.

Art Integration



Draw Earth

7. Interdisciplinary Linkage

Geography

8. Life Skills

Observation

9. Teaching Process

Rotation and effects

10. Recapitulation

Cause of day/night

11. Resources Including ICT

Videos

L-12: Going into Space

Number of teaching days – 10

1. Learning Outcomes

Students will be able to:

Understand basic concepts of space.

Identify planets of solar system.

Learn about astronauts and rockets.

2. Previous Knowledge Testing

What do you see in sky?

3. Teaching Aids

Models, charts

4. Pedagogical Strategies

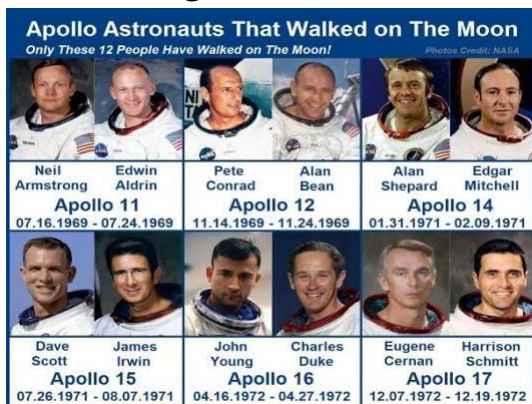
Storytelling, visual learning

5. Hands-on Activity

Make paper rocket

Conclusion: Space contains planets and stars.

6. Art Integration



Draw collage humans going on moon.

7. Interdisciplinary Linkage

Science

8. Life Skills

Curiosity

9. Teaching Process

Planets and space

10. Recapitulation

Name a planet

11. Resources Including ICT

Videos

L-13: Light, Sound and Force

Number of teaching days – 12

1. Learning Outcomes

Students will be able to:

Understand basic ideas of light, sound and force.

Identify sources of light and sound.

Explain push and pull as force.

2. Previous Knowledge Testing

What is sound?

3. Teaching Aids

Torch, bell

4. Pedagogical Strategies

Experiment, demonstration

5. Hands-on Activity

Sound and shadow activity

Conclusion: Light, sound and force are important in daily life.

6. Art Integration



Draw examples

7. Interdisciplinary Linkage

Science

8. Life Skills

Awareness

9. Teaching Process

Light, sound, force

10. Recapitulation

Examples

11. Resources Including ICT

Videos

L-14: About Soil

Number of teaching days – 12

1. Learning Outcomes

Students will be able to:

Identify types of soil (clay, sandy, loamy).

Understand importance of soil.

Learn how soil supports plant life. 2.

Previous Knowledge Testing

Have you seen soil?

3. Teaching Aids

Soil samples, charts

4. Pedagogical Strategies

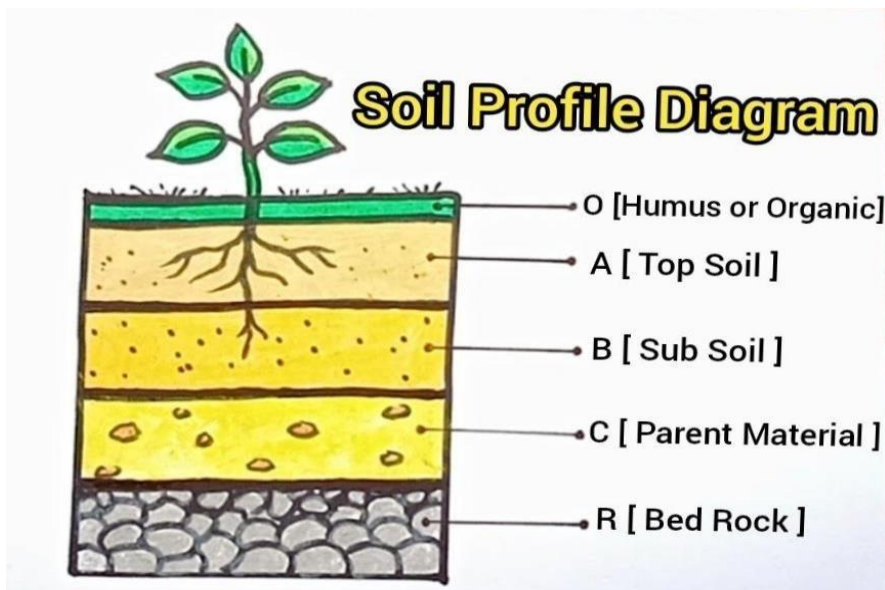
Observation, demonstration

5. Hands-on Activity

Soil collection and testing

Conclusion: Soil is important for life.

6. Art Integration



Draw soil layers

7. Interdisciplinary Linkage

EVS

8. Life Skills

Care for environment

9. Teaching Process

Soil types and uses

10. Recapitulation

Best soil

11. Resources Including ICT

Charts, videos