

केन्द्रीय विद्यालय संगठन : चेन्नई संभाग
KENDRIYA VIDYALAYA SANGATHAN: CHENNAI REGION
पाठ्यक्रम विभाजन / SPLIT UP SYLLABUS

सत्र / SESSION 2021-22

कक्षा/CLASS: तीसरी /III

विषय/ SUBJECT: पर्यावरण अध्ययन /EVS

S.NO	MONTH	NAME OF THE CHAPTER	NO. of Working Days/Week	NO. OF PERIODS
1	JUNE	BRIDGE COURSE	8 DAYS	4
2	JULY	POONAM'S DAY OUT	4 WEEKS	3
3		THE PLANT FAIRY		3
4		WATER O' WATER		3
5		OUR FIRST SCHOOL		3
6		PERIODIC TEST-I		
7	AUGUST	CHHOTU'S HOUSE	4 WEEKS	3
8		FOODS WE EAT		3
9		SAYING WITHOUT SPEAKING		3
10		FLYING HIGH		4
11	SEPTEMBER	IT'S RAINING	4 WEEKS	4
12		WHAT IS COOKING		4
13		FROM HERE TO THERE		5
14	OCTOBER	HALF YEARLY EXAM		
15		WORK WE DO	2 WEEKS	3
16		SHARING OUR FEELINGS		3
17	NOVEMBER	THE STORY OF FOOD	4 WEEKS	3
18		MAKING POTS		3
19		GAMES WE PLAY		3
20		HERE COMES A LETTER		4
21	DECEMBER	A HOUSE LIKE THIS	3 WEEKS	4
22		OUR FRIENDS- ANIMALS		5
23	JANUARY	DROP BY DROP	4 WEEKS	4
24		FAMILIES CAN BE DIFFERENT		4
25		LEFT-RIGHT		5
26		PERIODIC TEST-II		
27	FEBRUARY	A BEAUTIFUL CLOTH	4 WEEKS	5
28		WEB OF LIFE		5
29	MARCH	SESSION ENDING EXAM		

KENDTRIYA VIDYALAYA SANGATHAN, CHENNAI REGION
SPLIT UP SYLLABUS

CLASS- III

SUBJECT- EVS

Month / week	Number of periods required	Lesson / chapter name	Concept / skill	Learning Objectives	Learning outcomes	AAC Activities	Online resources / TLM / Teaching aids/worksheets (suggestive links can be provided)	Assessment strategies
JUNE	4	Bridge course	Based on the TLO's of Class II	<p>OBSERVATION Observes and interprets the things (water, animals, plants, food, Places) in the surrounding.</p> <p>IDENTIFICATION Identifies and classifies things on the basis differences and similarities</p> <p>DISCOVERY OF FACTS Describes the properties of things like season /water/food/etc</p>	<p>Learner identifies simple features of animals, plants and other things in the immediate surroundings</p> <p>Classifies the plants and animals on the basis of differences and similarities</p>	Children will be asked to do a few activities as mentioned in the AAC class II	Worksheets and cards will be used as TLM	Worksheets

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JULY	3	Poonam's day out.	Categorization of animals on the basis of 1.Habitat 2.size 3.Movement	OBSERVATION To observe various animals in their immediate surroundings and the diversity that exists between them IDENTIFICATION To identify and classify animals into different categories based on Size (Small and big Animals). Habitat (land, water, air; wild, domestic). Movement like -walk, fly, crawl, hop etc and the body parts used for the same. DISCOVERY OF FACTS Animals' sounds and sizes can be of great variety and animals too have feelings.	Learner identifies simple features of animals and birds in the immediate surroundings They groups birds, animals, features, according to differences / similarities using different senses.	Parents or elders may pose riddles or puzzle games on birds, animals and their special features, like, the sounds they make, their movements. (Week 9)	Introductory activity: Game Students will try to identify the animals by listening to the audio. E-PATHSHALA <u>Video on animal Movement.</u> LINK1 <u>Video on animals' sounds:</u> Animal sounds	PT1 Online Google form: MCQ Google form Home assignment-H5p Where do they live? Drag and Drop Worksheet LINK2 Children listen to the audio and identify the animal sound.


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JULY	3	The Plant Fairy	Types of plants Herbs, Shrubs and trees Leaf Diversity- size, shape, colour, smell, texture and margins Uses of plants and leaves	<p>OBSERVATION Observe the different types of plants and name some common plants growing in their surroundings.</p> <p>IDENTIFICATION Distinguish between trees on the basis of thickness of trunks and its texture. (Herbs, Shrubs and trees)</p> <p>Recognize differences in size, shape, colour smell, texture and margin of leaves of different plants.</p> <p>Draw and colour different leaves and take rubbing of tree trunk leaves</p> <p>DISCOVERY OF FACTS Discover the incredible uses of plants and leaves.</p>	<p>Learner identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings</p> <p>They appreciate the utility of leaves in our lives.</p>	<p>They will make a chart of what they eat daily. They may categorise them based on the following aspect— Part of plant eaten .(WEEK 7)</p>	<p>Video Types of plants</p> <p>Flash cards: Students will observe different variety of leaves. CLICK HERE</p> <p>Video USES OF LEAVES</p>	<p>PTI</p> <p>Online Google form</p> <p>Worksheet CLICK HERE</p> <p>CLICK AND LEARN PARTS OF A PLANT</p> <p>Questions based on Plants observed.</p>


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JULY	3	Water O' Water	<p>Water and its importance</p> <p>Sources of water</p> <p>Storage of water</p> <p>Properties of water</p> <p>Save water</p>	<p>OBSERVATION Recognize the importance of water as a useful resource and the various sources of water.</p> <p>IDENTIFICATION Identify the uses of water. Identify the sources of water supply in their homes</p> <p>Develop drawing skill by drawing containers holding water and estimation of water.</p> <p>DISCOVERY OF FACTS Why water should be saved? Ways to conserve water in their daily living</p>	<p>Learner describes the need of water availability of water, and use of water at home .</p> <p>Guesses properties, estimates quantities; of water in activities in daily life and verifies using symbols /non-standard units in order to demonstrate critical thinking.</p>	<p>Parents may discuss with children about reduce and reuse of water in their house. Let them express this through drawing, poetry, letters, slogans, etc.</p> <p>Students can click pictures or make videos with the help of their parents depicting how they save water in different activities at home.</p>	<p>Importance of Water LINK1</p> <p>Sources of water LINK2</p> <p>WATER ACTIVITIES</p> <p>WATER ACTIVITIES</p>	<p>PTI Online Google form MCQ MCQ</p> <p>SELF ASSESSMENT Storage containers- Match</p> <p>LINK3</p> <p>Questions based on importance of water.</p>

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JULY	3	My First school	<p>Family & its importance.</p> <p>Relationship between members of family</p> <p>Work of different family members</p> <p>Family practice and values</p>	<p>OBSERVATION List the family members and their roles. Observe the similarities among the family members.</p> <p>IDENTIFICATION Identify the relationships between the family members. Work done by them, identify the relationship by finding similarities between family members.</p> <p>DISCOVERY OF FACTS Know the customs and traditions followed by the family members. Relate the importance of sharing work in a family.</p>	<p>Learner identifies relationships with and among family members.</p> <p>They describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways.</p>	<p>Draw your family tree. Ask about the likes/dislikes of each member and decorate it accordingly.</p> <p>(WEEK 1)</p>	<p>Story time</p> <p>STORY</p> <p>Importance of Family</p> <p>LINK 1</p>	<p>PTI</p> <p>Online Google form MCQ</p> <p>Worksheet</p>

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August	3	Chhotu's House	<p>Need of shelter.</p> <p>Parts of a house.</p> <p>Animals that live uninvited in the house.</p> <p>Need to keep the house and surrounding clean.</p> <p>Occasions when house is decorated.</p>	<p>Observation and Recording</p> <p>Understand the basic need and importance of shelter.</p> <p>Identification and Classification</p> <p>Different parts of a house, and associated uses, Invited and uninvited animals living in our house (relate poems and draw pictures) , various ways to decorate our house.</p> <p>Discovery of facts</p> <p>Importance of cleanliness and familiarity with ways to keep house clean</p> <p>Proper use of toilet by observing desired practices</p>	<p>Describes the need of shelter and different parts of the house.</p> <p>Identifies various pests living in our surroundings and explore ways to prevent them from entering our home.</p> <p>Creates drawings, designs, motifs, models to decorate the house.</p>	<p>Make a model of a house using waste material available at home like old newspaper, pieces of cloth, old box, match boxes, mud, clay etc. with the help of parents/elders.</p> <p>(week 2)</p>	<p><u>Watch the Video</u></p> <p>LINK 1</p> <p>Video-How to keep the house clean</p> <p>LINK2</p>	<p>LAT</p> <p>Online Google form</p> <p>MCQ</p> <p>Self-Assessment</p> <p>Parts of a House</p> <p>LINK 3</p> <p>Questions based on video observed on cleanliness</p>

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August	3	Food we eat	<p>Variety in food items we eat ,</p> <p>Nature of food consumed by different age groups</p> <p>Food habits in different parts of India and other countries</p>	<p>Observation and Recording Observe different types of food items we eat and appreciate the cultural diversity in food.</p> <p>Identification and Classification Different food items eaten by people.</p> <p>Discovery of facts Reasons for different foods consumed by children, young and old people.</p> <p>Reasons for people's choice of foods they eat</p>	<p>Learner describes need of food for people of different age groups.</p> <p>Shows sensitivity for the elderly, and diverse family set ups in surroundings. abilities, choices – likes / dislikes, and access to basic needs such as food</p>	<p>Take sprouted moong dal, chana and some peanuts and prepare sprout salad by mixing them and adding chopped tomato, onion, lemon juice and salt.</p> <p>Find out recipes of more salads from your elders, internet.</p> <p>(week6)</p>	<p>Popular food items-song LINK 1</p> <p>Video- Food we eat LINK2</p> <p>Food items of different states in India LINK3</p>	<p>LAT Online Google form MCQ</p> <p>Match the Food items we eat LINK4</p> <p>Questions based on different food items observed.</p>

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August	3	Saying without speaking	Expressing thoughts without speaking	<p>Observation and Recording Express emotions and thoughts using different sense organs and body parts</p> <p>Identification and Classification Become familiar with different expressions and mudras and their meanings.</p> <p>Discovery of facts Sensitize to the needs of people with different needs Know that different people have different talents</p>	Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.	<p>Children may play the game ‘Chinese Whisper’ with their family. Everyone sits in a circle and one family member whispers a word in the ear of the neighbour who will pass it to the next one and so on. The last member speaks out the word loudly so that everyone can hear. If it is incorrect then he/she needs to do the task assigned by the person who said the word first.</p> <p>Children may play Dumb Charade. One child enacts and other guess about it.</p> <p>Children may learn to write a few alphabets in Braille and write secret messages for their friends/family members.</p>	<p>Link for facial expression LINK1</p> <p>Videos of Hellen Keller and Louis Braille. LINK2</p> <p>Video to develop feeling of sensitivity toward special children LINK3</p> <p><small>FLASH CARDS OF MUDRAS AND THEIR MEANING</small></p> 	<p>LAT</p> <p>Online Google form MCQ</p> <p>Questions based on Mudras and Expressions observed.</p>

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August	4	Flying High	<p>Features of birds</p> <p>Feathers sounds of the birds</p> <p>Different Habitat of birds</p> <p>Different types of beaks of birds and its need.</p>	<p>Observation and Recording Observe birds and identify them on the basis of their special features , different types of bird beaks.</p> <p>Identification and Classification Classify birds based on their habitat as following: birds living on ground, in water, on trees, in house. Identify sound produced by different birds Explore the shape, size , colour and use of bird feathers</p> <p>Discovery of facts Learn about the animals other than birds that can fly. Infers how shape of the beak are related to their food habits.</p>	<p>Identifies simple features of birds in the immediate surroundings</p> <p>Groups birds, features, activities according to differences / similarities using different senses.</p> <p>Describes the need of having different beaks in different birds</p>	<p>Children may prepare an album (digital/hard copy) of different birds that they see around these days.</p> <p>Parents or elders may pose riddles or puzzle games on birds, animals and their special features, like, the sounds they make, their nesting and food habits, etc.</p> <p>They can make finger puppets of their favourite birds and animals and enact it through role play.</p>	<p>Beaks of birds LINK 1</p> <p>Sounds of birds LINK2</p> 	<p>LAT</p> <p>Online Google form MCQ</p> <p>Self assessment-Match LINK3</p> <p>Home Assignment Worksheet</p> <p>Questions based on birds beak and feathers. Observed.</p>

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September	4	.Its Raining	Rain as a source of water Good and bad effects of rain	Observation and recording- Rain as a source of water for all living organisms Identification and Classification- Identifying the need of water to different plants and animals through rain. Discovery of facts- Discussing the good and bad effects of rain	Learner explains the need of rain for plants and animals and also in our daily life, Describes about the good and bad effects of rain	Listing out groups or Organizations which come forward during calamities as flood or drought	YouTube videos on “sources and utilities of water” LINK1 “Conservation of water” LINK2	Half Yearly Exams On-line test Google forms MCQ (10 questions)

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September	4	What is cooking?	<p>Raw and cooked food</p> <p>Different methods of cooking Roasting, boiling, frying, baking, steaming</p> <p>Fuels for cooking</p>	<p>Observation and recording- Different food items and ways to cook them</p> <p>Identification and Classification- Various foods which can be eaten raw / cooked/ can be eaten both raw and cooked</p> <p>Discovery of facts- Preparing the food at home without cooking and writing the steps involved</p>	<p>Reports the different ways of cooking, vessels used for cooking/ serving</p> <p>Identifies the different food items and ways they can be eaten</p> <p>Relates the use of fuel for cooking</p>	<p>Children may be encouraged observe and list the activities and processes taking place in the kitchen.</p> <p>Soak whole moong seeds overnight in water. In the morning wrap the soaked moong in a wet cloth and cover it. Take it out after a day. Do you find any difference? Add sliced onions, tomatoes, salt and lemon juice to the moong and mix. Share it with your family members.</p>	<p>YouTube videos on “ Different ways of cooking” LINK3</p> <p>“ Various fuels used in cooking” LINK4</p>	<p>Half Yearly Exams On-line test Google forms MCQ (10 questions)</p>

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September	5	From here to there	<p>Means of transport</p> <p>Vehicles used for special purpose other than our travel (Ambulance, Push cart etc)</p> <p>How vehicles run?</p>	<p>Observation and recording- Different modes of transport: short distances, long distance new ways of travelling,</p> <p>Identification and Classification- Identifying how the different vehicles run on..</p> <p>Discovery of facts- Need of different types of vehicles</p>	<p>Learners understand the need to travel, understands the different modes of transportation.</p> <p>Describes about how the vehicles run and the need if special vehicles.</p>	<p>If you get a chance to talk to anyone of the helpers involved in transportation, then frame a few questions to ask/ interact with them and prepare your report</p>	<p>YouTube videos on “the lesson - From here to there” LINK5</p> <p>“History of transportation” LINK6</p>	<p>Half Yearly Exams</p> <p>On-line test</p> <p>Google forms</p> <p>MCQ (10 questions)</p>


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October	3	Work we do	<p>Different work/Occupation of people.</p> <p>Buildings in the neighbourhood and the work done there.</p> <p>Importance of people who work in our daily life</p>	<p>Observation and recording- Different occupations , idea of working time and leisure time, work inside and outside homes.</p> <p>Identification and Classification- Proper names given to people according to their occupation/neighbourhood</p> <p>Building according to the service they provide</p> <p>Discovery of facts- Sensitize children to other children who work at home and outside not a result of family neglect but more systemic</p>	Learners understand the need to know the different occupations, their importance and people involved in our day to day activities.	Children may enlist the work they do in a day (starting from the time they wake up till the time they sleep) and represent it pictorially through pie chart.It can be shared in class later.	<p>YouTube videos on “Community: Helping others” LINK 1</p> <p>“ Our Neighbourhood” LINK 2</p>	Interactive worksheets On-line test Google forms MCQ (10 questions)


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October	3	Sharing our feeling	<p>People with special needs and ways to help them</p> <p>Braille and its use</p>	<p>Observation and recording- People with special needs/ difficulties faced by people who are differently abled</p> <p>Identification and Classification- Different ways and methods to help differently abled/ old /physically weak people</p> <p>Discovery of facts- Sensitivity to the old and physically challenged, introduction to the sense of hearing and sight, Basic idea about Braille.</p>	<p>Learners get an insight into world of people who are differently abled/ physically weak /their special qualities/ways and means to help them.</p> <p>Describes about the use of braille.</p>	<p>Children may learn to write a few alphabets in Braille and write secret messages for their friends /family members</p>	<p>YouTube videos on “ Invention of Braille Script” BRAILLE</p> <p>“Differently abled people” LINK7</p>	<p>LAT</p> <p>On-line test</p> <p>Google forms</p> <p>MCQ (10 questions)</p>


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November	3	The story of food	<p>Plant food animal food</p> <p>Source of food</p> <p>Part of plant which is eaten as food.</p> <p>Plants with medicinal value</p>	<p>Observation and recording-Observing the different food we eat and how they reach us.</p> <p>Identification and Classification- Sources-plants/ animals and need of food for all living things</p> <p>Discovery of facts- Exploring the plants with medicinal use.</p>	<p>Learner explains the different work done in kitchen/ segregate food they eat according to its source- plant/animal/</p> <p>Classify parts of plant that is eaten as food- segregate list of items into which part of the plant it belongs to</p>	<p>Children may enlist at least 8 to 10 food items that can be prepared from rice and wheat each and find out the recipes to prepare two to three items. Help your elders to prepare if possible</p> <p>Identify plants which are available in your immediate environment and are used as medicines.</p>	<p>YouTube videos on</p> <p>“Nutrition at different stages of life” LINK 8</p> <p>“Parts of plants used as food ” LINK 9</p>	<p>Interactive worksheets On-line test Google forms MCQ (10 questions)</p>


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November	3	Making pots	Need of pots Steps in making pots	<p>Observation and recording- To meet the basic needs human beings make things, need resources, creativity, have changed the way we live,</p> <p>Identification and Classification- An idea of the earliest pots make for storage of grains- when there was potter's wheel.</p> <p>Discovery of facts- Drying and the need to bake them for greater strength.</p>	Learners get an insight into the ancient way of making things from natural resources, steps in making pots and other things made from clay	Provide them certain simple objects and ask them to observe and point out their sides, corners, curved surface etc.	<p>YouTube videos on LINK10</p> <p>Link for interactive worksheet LINK11</p>	Interactive worksheets On-line test Google forms MCQ (10 questions)


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November	3	Games we play	<p>Traditional games</p> <p>Indoor /Outdoor games</p> <p>Materials and member (Number) required to play a game.</p>	<p>Observation and recording- Famous players associated with various games</p> <p>Identification and Classification- Various indoor and outdoor games/ team and individual games</p> <p>Discovery of facts- Relates the number of players in a game rules in games and other collective tasks</p>	Learners explain various indoor/outdoor/team/ individual games, no. of players required for different games and famous sports persons	Parents or elders may pose riddles or puzzles- games on birds , animals and their special features, like , the sounds they make , their nesting and food habits, etc.	<p>YouTube video on</p> <p>“Games we play” GAMES</p> <p>“Youtube video with worksheet” Worksheet</p>	LAT On-line test Google forms MCQ (10 questions)


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November	4	Here comes a Letter	<p>Means of communication</p> <p>Importance of address</p> <p>Journey of letter</p> <p>Faster and effective means of communication</p> <p>Things available in post office</p>	<p>Observation and recording- Know the sequence and the details written on the letter as address, the importance of a post office.</p> <p>Identification and classification- various steps involved in the journey of letter from sender to receiver. Discovery of facts- other means of communication like, mobile phones, e-mail, fax etc. which are faster and effective than the conventional methods and describe the working of post office. Use of appropriate means of communication for sending message to different place (abroad)</p>	<p>Identifies means of communication and</p> <p>Trace the journey of the letter.</p> <p>Compares the different means of communication</p> <p>Different things used to send messages to different places</p>	<p>Every one of us is facing some or the other challenge these days. Write a letter to your friend/relative sharing how you feel and also what you think of them.</p> <p>• Collect some old letters from your elders and have a dialogue with them about the journey of a letter from the sender to the receiver. (From week 11 of AAC)</p>	<p>You tube video on journey of letter CLICK AND WATCH video on means of communication CLICK</p> <p> Here comes a letter.docx</p> <p>Teaching aids: model of post box, inland letters, envelopes, stamps, mobile phones etc. TLM: postcards,</p>	<p>LAT (Online google form, MCQ) Questions based on journey of letter and other means of communication learnt.</p>


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December	4	A House like this	<p>Different types of houses (Hut, Igloo, Multistorey building, tent, House boat)</p> <p>Materials used to make different houses.</p> <p>Houses and climatic conditions.</p>	<p>Observation and recording- Become familiar with the diversity of houses, the features of multistory building and the materials used to build their house.</p> <p>Identification and classification- the structure of houses to the climatic conditions of the place.</p> <p>Discovery of facts- the special type of houses found in Assam, Rajasthan, Dal lake; become aware regarding the problems faced by homeless people in cities and places they live. .</p>	<p>Identifies types of houses/ shelters, in our neighborhood, different parts of the country.</p> <p>Write the materials required to make different houses.</p> <p>Reason out how the climatic conditions affect the type of the house in that place.</p>	<p>Make a model of a house using waste material available at home like old newspaper, pieces of cloth, old box, match boxes, mud, clay etc. with the help of parents/elders . (From week 2 of AAC)</p>	<p>Video on types of houses CLICK Special houses CLICK</p> <p> A house like this.docx</p> <p>Teaching aids/ TLM Types of houses with waste boxes CLICK</p>	LAT (Online google form, MCQ)


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December	5	Our friend's animals	<p>Care for animals</p> <p>Food habits of animals</p> <p>Interdependence between animals plants and human beings</p>	<p>Observation and recording- our responsibilities and care to our pets and other domestic animals.</p> <p>Identification and classification- types of food and ways of feeding domestic animals.</p> <p>Discovery of facts- ways of interdependence between animals and human beings, the usefulness of having animals in the ecosystem in order to describe the importance of balance in the nature</p>	<p>Identifies simple animals as pets in the immediate surroundings.</p> <p>Identifies the food of different animals</p> <p>Describes need of food for animals' availability of food and their dependence on humans.</p>	<p>Children may prepare an album (digital/hard copy) of different birds that they see around these days.</p> <p>Parents or elders may pose riddles or puzzle games on birds, animals and their special features like the sounds they make, their nesting and food habits, etc.</p> <p>They can make finger puppets of their favorite birds and animals and enact it through role play.</p>	<p>Video on types of animals, their food habits and interdependence CLICK</p> <p> Our friends animals.docx</p> <p>TLM: Photos of pet animals.</p>	LAT (Online google form, MCQ)

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January	4	Drop by Drop	Places with water scarcity Saving water (Rain water harvesting) Reuse the water.	Observation and recording- the difficulties faced by people living in some areas for getting or fetching water and the gender bias in this activity; Identification and classification- the quantity of water used for different domestic activities. rain water collection in olden days in tanks (rain water harvesting) Discovery of facts- ways to re-use water at home/school/any other place and adopt these practices;	Describes availability of water, and use of water at home and the problems faced by people living in some parts of the country. Voices opinion on gender in family and also w.r.t misuse/wastage of water in family and school. Estimates quantities; of water in daily life and verifies using non-standard units in order to demonstrate critical thinking. Explore to find the ways to reuse water in all the places like school ,home ,park etc.	Parents may discuss with children about reduce and reuse of water in their house. Let them express this through drawing, poetry, letters, slogans, etc. Students can click pictures or make videos with the help of their parents depicting how they save water. (From week 10 of AAC)	Video on the ways to save water CLICK CLICK Ways to conserve water CLICK  Drop by drop.docx	PT- 2 (Online google form, MCQ)

Month / week	Number of periods required	Lesson / Chapter Name	Concept / skill	Learning Objectives	Learning outcomes	AAC Activities	Online resources / TLM / Teaching Aids/worksheet s	Assessment strategies
January	4	Families can be different	<p>Nature and types of families,</p> <p>Characteristics of families</p> <p>Family tree</p>	<p>Observation and recording- different types of families; the importance of family; the type of family they belong to.</p> <p>Identification and classification- role of different family members; similarity and differences among the family members and relatives. How the members are to be in a family</p> <p>Discovery of facts- Information about their family and compile in the form of family tree. Discusses the difficulties faced in particular families and the ways to accommodate them.</p>	<p>Describes the different types of families different roles of family members, need for living together, through oral/ written/ other ways.</p> <p>Identifies relationships with and among family members, what works they do, their physical features and habits and shares the experiences in different ways.</p> <p>Draws the family tree of her own family.</p>	<p>Draw your family tree. Ask about the likes/dislikes of each member and decorate it accordingly</p> <p>Do some form of workout like skipping, yoga, free dance, puzzles, indoor games etc. at home. Parents may accompany their children to motivate them to be healthier and spend quality time together. (from week 1 of AAC)</p> <p>Children may be asked to record a voice message or write a message for their friend or family members. The message can be about anything like how they feel, what new they did/learnt during lockdown or anything they wish to share.</p> <p>Children can give their message or send the voice note to friends or relatives as surprise. (Week 4)</p>	<p>Video on diversity in families</p> <p>CLICK HERE</p> <p> Families an be different.docx</p> <p>Teaching aids: Types of families. Family tree</p> <p>TLM: Photographs of family members. Family tree</p>	PT-2 (Online google form, MCQ)

Month / week	Number of periods required	Lesson / Chapter Name	Concept / skill	Learning Objectives	Learning outcomes	AAC Activities	Online resources / TLM / Teaching Aids/worksheets	Assessment strategies
January	5	Left Right	Use of directions-left, right, front, behind, up and down Locate places using directions, symbols and sign	Observation and recording- To spot things present on left, right, front and behind of an object/place etc.; read map/sketch of an area in order to locate various objects, the need for symbols and signs. Identification and classification- different signs/symbols in a sketch/map and locate place and objects. Discovery of facts- Make their own signs and symbols and use a key to describe/draw them in a sketch/ map; locate a place in the route map using given directions and symbols.	Uses signs/ symbols/ verbal skills in order to identify directions, location of objects/ places in simple maps, shortest routes (of home /classroom /school) Creates drawings, designs, sketch, top, front, side views of objects, simple maps.	Children may be asked to make a model of their area showing different places known. They can make their own symbols and signs. Children can be encouraged to make a road map from their school and home using different symbols and signs.	Video on direction, sign and symbols CLICK HERE CLICK HERE  Left Right.docx Teaching aids: Signs, symbols and map/sketch TLM: make own signs, symbols.	PT-2 (Online google form, MCQ)

Month / week	Number of periods required	Lesson / Chapter Name	Concept / skill	Learning Objectives	Learning outcomes	AAC Activities	Online resources / TLM / Teaching Aids/worksheets	Assessment strategies
February	5	A beautiful cloth	Clothes with different texture, colour and design Weaving, cloths and printing on cloths	Observation and recording- the differences in clothes with reference to their texture, colour and design; various uses of a particular cloth or material. Identification and classification- Different techniques used to make different patterns on clothes. Discovery of facts- Develop skills of vegetable printing and other traditional arts to create different patterns; technique of weaving and demonstrate it using paper strips.	Creates drawings, designs, motifs, etc.	Children may be asked to observe the patterns, designs on different clothes (saree, dupatta, bedsheets, curtains) at home. With the help of elders, they can make patterns or designs using fabric paints on clothes/ handkerchief. Children can try vegetable printing, block printing and make their own patterns or designs. Make a pattern with colored papers.	Traditional Indian weaving CLICK Paper weaving CLICK  A beautiful cloth.docx Teaching aids: Patterns on cloths. TLM: paper weaving, vegetable printing.	LAT (Online google form, MCQ)

Month / week	Number of periods required	Lesson / Chapter Name	Concept / skill	Learning Objectives	Learning outcomes	AAC Activities	Online resources / TLM / Teaching Aids/worksheets	Assessment strategies
February	5	Web of life	Interdependence between living and non-living things in nature. Drawing a web	Observation and recording- the interdependence of organisms on each other and things . Identification and classification- identify food chain and food web existing in nature; various things they need in life to live Discovery of facts- need to protect nature for existence of mankind.	Describes the interdependence among plants, animals and humans in the environment for food, shelter and appreciate their co-existence.	Children can observe the birds, pet animals, living and non- living things etc. in their surroundings and draw a food chain and food web based on it. They can also collect pictures from magazine, newspaper, old books and try to make food chain and food web. (Paste the pictures on used card board or old charts, place ball head pins on the pictures, now using a thread join the web).	Video on Food chain and Food web CLICK  Web of Life.docx Teaching aids: Make a food web CLICK	LAT (Online google form, MCQ)
March								SEE (Online, google form)