

Cambridge International School, Mohal, Kullu
Curriculum – 2020-21
CLASS – III
Environment Study
First Term

	March	April	May/June	June
<i>Content</i>	<p>*THE SOLAR SYSTEM</p> <p>-MY FAMILY</p>	<p>*HUMAN-BODY</p> <p>-PEOPLE WHO HELP US</p>	<p>* PLANT-LIFE</p> <p>-MEANS OF TRANSPORT</p> <p>- MEANS OF COMMUNICATION</p>	<p>*EXPLORING MOON</p>
Learning Outcomes	<p>Students will be able to: describe the solar system and its planets and about Earth's atmosphere.</p> <p>*Differentiates between Rotation and Revolution.</p> <p>Activity:</p> <p>*Making head bands showing the solar system.</p> <p>*Role Play</p> <p>* Unscrambling the names of all planets from the given sentence.</p> <p>Assessment: Pen – paper test, HOTs , Flow Charts, diagrams</p> <p><u>My Family</u></p> <p style="padding-left: 40px;">Students will be able to:</p> <ul style="list-style-type: none"> - Observes and identifies relationships with and among family members. - Describe the kind of roles of family members, influences (traits/features/habits/practices), need for living together through oral/written/other activities. Establishes linkages between joint and nuclear families. <p>Activity:</p> <p>Role-play/PPT/VIDEO LESSON.</p> <p>Reference link :https://youtu.be/6CCwumqhG8k</p>	<p>*Students will be able to:</p> <p>Identify different organs with their functions.</p> <p>*Illustrate different organ systems along with their functions.</p> <p>Activity:</p> <p>*Chart making/ model making</p> <p>* Fun spring yoga exercises</p> <p>*Video Lesson</p> <p>Assessment: Pen – paper test, , Flow Charts, diagrams</p> <p>Assessment: Pen – paper test, worksheet, reasoning questions, Flow Charts, diagrams</p> <p><u>People Who Help Us</u></p> <p style="padding-left: 40px;">Students will be able to:</p> <ul style="list-style-type: none"> - Observe the people doing different kinds of work in our surroundings. Acquires understanding and identifies different works and jobs and persons associated with them. - Cultivate a habit of greeting our helpers and thanking them for their work. 	<p>* Students will be able to:</p> <p>Describe different types of plants and their importance.</p> <p>*Classifies different parts of plants with their functions (introduction to photosynthesis</p> <p>*Differentiate between fibrous and taproot systems.</p> <p>Activity:</p> <p>* To demonstrate the root systems in plants.</p> <p>* Collection of different leaves .</p> <p>Assessment: Pen – paper test, ,HOTs , reasoning questions, Flow Charts, diagrams</p> <p>Means of Transport</p> <p style="padding-left: 40px;">Students will be able to:</p> <ul style="list-style-type: none"> - Recognize/identify the different modes of transport along with their English and Hindi names. - Describe about its operation whether on land, water or air. - become aware of the traffic rules. - Identify different sign/symbol language used in ancient times. 	<p>*Students will be able to:</p> <p>Acquire knowledge about different phases of moon</p> <p>* Describe the space and its journey.</p> <p>Activity:</p> <p>*Chart making</p> <p>*Demopnstration of various phases of moon and its orbit by using household objects.</p> <p>Assessment: Pen – paper test, ,HOTs , reasoning questions, Flow Charts, diagrams</p>

	<p>Assessment:</p> <ul style="list-style-type: none"> - Worksheet based on chapter. -Flow-chart - Value based questions /text-book exercises. 	<p>Observes and identifies relationships with and among family members.</p> <p>-Describe the kind of roles of family members, influences (traits/features/habits/practices), need for living together through oral/written/other activities.Establishes linkages between joint and nuclear families.</p> <p>Activity:</p> <p>Role-play/PPT/VIDEO LESSON.</p> <p>Assessment:SST</p> <ul style="list-style-type: none"> - Worksheet based on chapter. -Flow-chart - Value based questions /text-book exercises 	<ul style="list-style-type: none"> - Use the sign language to communicate. - Explore about modern means of communication along with the information about their inventors. <p>Activity:</p> <ul style="list-style-type: none"> - Model-Making activity - (Making a model of anyone means transport-out of waste materials at home.) -Making own alphabet using pictures and symbols -Developing a device through which we can communicate <p>Assessment</p> <ul style="list-style-type: none"> - Worksheet based on chapter. -Flow-chart Making own alphabet using pictures and symbols - Value based questions /text-book exercises <p>Developing a device through which we can communicate</p>	
<p>Internal Assessment</p>	<p>Regularity in submission of work Model/project</p>			

Final Term

	July/August	September	October / November
Content	<p>*WATER AND WEATHER *OUR HOME OUR COUNTRY-SHELTER *THE EARTH</p>	<p>*ANIMAL LIFE *MAPS AND GLOBES</p>	<p>*BIRDS -Revision Syllabus Chapters- Maps and Globes, THE Earth and Our Country India.</p>
Learning Outcomes	<p>Students will be able to:</p> <p>Describes the different states of water and water cycle. * Enlisting various factors affecting weather. *Explain the Occurrence of different seasons depending on the weather conditions. Activity: *Making a weather bulletin. * Story Writing (*Integration with English *Flowchart Assessment: Online Google Form test,Use of Mentimeter, Nearpod Flipgrid, Flow Chart.</p> <p><u>Our Home, The Earth</u> Students will be able to:</p> <ul style="list-style-type: none"> - Identifies the need for shelter. - Enlist different kinds of shelter found at different places. - Sensitize about the need of cleanliness of their shelters and surrounding. And decorating it to look beautiful. - Identifies different kinds of diversity (landforms / neighboring countries) <p>-Co-relate the occurrence about interesting facts about the earth. -Identifies and locate states and capitals. -Acquire awareness about the national symbols. Activity: - Home-cleanliness week <u>Chart/Material pasting on the chart.</u> <u>Students will list out the materials used to build various types of houses and then they can collect samples of them and then paste them on a chart paper or prepare a small model house using waste-materials..</u></p> <p>Collect / draw and make flash cards of our national symbols . Assessment: Assessment: Online Google Form test,Use of Mentimeter, Nearpod Flipgrid, Flow Chart.</p> <p>Flow Charts, diagrams Flow Charts, diagrams and reasoning questions</p>	<p>* Students will be able to: Identify pet, wild and domestic animals. *Classify animals on the basis of breathing, movement and eating habits. * Comprehend the methods of reproduction in animals. Activity: * Chart making / collage making Assessment: Online Google Form test,Use of Mentimeter, Nearpod Flipgrid, Flow Chart.</p> <p>Flow Charts, diagrams</p> <p><u>Maps and Globes</u> Students will be able to: - Locate the places on the map. - Able to identify direction, location of places in simple maps</p> <p>Activity</p> <p>- Preparing map to show school and its surroundings using various signs and symbols.</p> <p>Assessment: Online Google Form test,Use of Mentimeter, Nearpod Flipgrid, Flow Chart.</p> <p>Flow Charts, diagrams</p>	<p>* Students will be able to: Acquire Knowledge about the different body parts of birds and migratory bird. *Classify the wings and feathers of a bird. *Identify of the various types of beaks, feet, nest and claws of birds. Activity: *Chart making / model making *Search work on types of beaks *Flowchart</p> <p>Assessment: Online Google Form test,Use of Mentimeter, Nearpod Flipgrid, Flow Chart. diagrams</p>
Internal Assessment	<p>Online assignment regularity Model/project</p>		