



	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
<b>Content</b>	<p><b>*Living and Non-living Things</b></p> <p><b>*Parts of a Plant</b></p>	<p><b>*Eating Habits of Animals</b></p> <p><b>*Birds</b></p> <p><b>*Keeping Safe</b></p>	<p><b>*Housing and clothing</b></p> <p><b>*Soil and rocks</b></p>	<p><b>*Soil and rocks (Cont..)</b></p>
<b>Learning Outcomes</b>	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>-Differentiate between living and non-living things based on their characteristics</li> <li>-Identify the basic characteristics of living things (e.g., growth, movement, reproduction, respiration, response to stimuli)</li> <li>- Classify objects in their surroundings as living or non-living with proper reasoning</li> <li>-Describe the functions of each plant part</li> <li>-Differentiate between types of roots (taproot and fibrous root)</li> <li>-Explain the role of leaves in photosynthesis</li> </ul>	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>-Analyse the different types and features of animals according to their eating habits and adaptation</li> <li>-Enlist key characteristics and features of the birds</li> <li>-Illustrate different types of beaks, feet and claws, flight of birds</li> <li>-Recognize different types of nests</li> <li>-Implement safety measures at home and outside home</li> <li>-Create awareness about first aid</li> </ul>	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>-Differentiate between types of houses</li> <li>-Describe the importance of clothes</li> <li>-Contrast between natural and synthetic fibres</li> <li>-Illustrate the clothes we use in our everyday life</li> <li>-Identify and classify the different types of rocks and soil</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Explain the process of formation of soil</li> <li>-Describe the properties of soil</li> </ul>
<b>Skills</b>	<p>Cognitive skills: Critical thinking, problem solving, observation and analysis, research skills</p> <p>Practical and technical skills: Experimentation, Data collection and recording</p> <p>Communication skills: Scientific communication, listening and interpretation</p> <p>Emotional and social development: Curiosity and exploration, patience and perseverance, responsibility and ethics.</p> <p>Academic and career readiness: Scientific literacy</p>	<p>Cognitive skills: Critical thinking, problem solving, observation and analysis</p> <p>Practical and technical skills: Data collection and recording</p> <p>Communication skills: Scientific communication, teamwork, listening and interpretation</p> <p>Emotional and social development: Curiosity and exploration, patience and perseverance, responsibility and ethics.</p> <p>Academic and career readiness: Interdisciplinary learning, Scientific literacy</p>	<p>Cognitive skills: Critical thinking, problem solving, observation and analysis</p> <p>Practical and technical skills: Data collection and recording</p> <p>Communication skills: Scientific communication, teamwork, listening and interpretation</p> <p>Emotional and social development: Curiosity and exploration, responsibility and ethics.</p> <p>Academic and career readiness: Scientific literacy</p>	<p>Cognitive skills: Critical thinking, problem solving, observation and analysis</p> <p>Communication skills: Scientific communication, teamwork, listening and interpretation</p> <p>Emotional and social development: Curiosity and exploration, responsibility and ethics.</p> <p>Academic and career readiness: Scientific literacy</p>

<b>Activities</b>	<b>Competency Skill based activities /Experiential Learning Activities:</b> *Collect items from the schoolyard/home and sort into living and non-living; discuss reasons  * <b>Field Trip:</b> Visit to Nature Park  *Germinate some bean seeds and record the time and favorable conditions for germination.  *Draw and colour any part of a plant you like to eat.  <b>(Integrated with Art, S.St)</b>	<b>Competency Skill based activities /Experiential Learning Activities:</b> *Communication Role play as herbivores, carnivores, omnivores showing what they eat  * <b>Art integration project:</b> ( Feathered Friends) Birds of Himachal Pradesh & paired state.  *Poster making on safety rules at home, school, road.  <b>(Integrated with Art,S.St)</b>	<b>Competency Skill based activities/ Experiential Learning Activities</b> *Research work on traditional clothes and houses around Kullu.  *Pasting of different types of fabrics.  *Collection of different types of soil.  <b>(Integrated with Art,S.St)</b>	<b>Competency Skill based activities /Experiential Learning Activities</b> *Visit the school compost pit and draw a labelled diagram based on observation. <b>(Integrated with Art)</b>
<b>Assessments</b>	<b>Pen – paper test, Worksheet, HOTS, Diagrams, Project, Model, Notebook Maintenance (C.W./H.W)</b>  <b>Main Book: Cambridge Splendid Science (New Edition)</b> <b>Publisher: Cambridge University Press</b>			



**Final Term Curriculum**  
**Subject: Science**  
**Class: III**  
**Session: 2026-27**

Content	August	September	October/November	December
	<p><b>*Our Body</b></p> <p><b>*Light, Sound and Force</b></p>	<p><b>*Solid, Liquids and Gases</b></p>	<p><b>*Measurement</b></p> <p><b>*Stars, Planets and Moon</b></p>	<p><b>*Our Planet-The Earth</b></p> <p><b>*Air, Water and Weather</b></p>
<b>Learning Outcomes</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify the different levels of the body</li> <li>-Acquire the knowledge of the body systems to understand how different organs work together</li> <li>-Analyze the characteristics of light and shadow</li> <li>-Compare different types of sounds (natural vs. man-made, loud vs. soft, pleasant vs. unpleasant)</li> <li>-Illustrate the role of force and friction in daily life</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify and examine the basic properties of each state using simple observations (shape, flow, space)</li> <li>-Analyze changing states of matter</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify common units of measurement for length, weight, and capacity in daily life</li> <li>-Explore about the eight planets and the sun</li> <li>- Describe satellites, stars and constellations</li> <li>-Compare the different Moon phases and their characteristics</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate rotation and revolution of Earth</li> <li>-Illustrate the different components of air</li> <li>-Discuss the importance of the water cycle for life on Earth</li> <li>-Enlist the various factors affecting weather</li> </ul>
<b>Skills</b>	<p>Cognitive skills: Critical thinking, problem solving, observation and analysis</p> <p>Practical and technical skills: Experimentation</p> <p>Communication skills: Scientific communication, teamwork, listening and interpretation</p> <p>Emotional and social development: Curiosity and exploration, responsibility and ethics</p> <p>Academic and career readiness: Scientific literacy</p>	<p>Cognitive skills: Critical thinking, problem solving, observation and analysis</p> <p>Communication skills: Scientific communication, teamwork, listening and interpretation</p> <p>Emotional and social development: Curiosity and exploration, responsibility and ethics</p> <p>Academic and career readiness: Interdisciplinary learning</p>	<p>Cognitive skills: Critical thinking, problem solving, observation and analysis, research skills</p> <p>Practical and technical skills: Experimentation, Data collection and recording</p> <p>Communication skills: Scientific communication, listening and interpretation</p> <p>Emotional and social development: Curiosity and exploration, patience and perseverance, responsibility and ethics</p>	<p>Cognitive skills: Critical thinking, problem solving, observation and analysis, research skills</p> <p>Practical and technical skills: Experimentation, Tools and technology</p> <p>Communication skills: Scientific communication, listening and interpretation</p> <p>Emotional and social development: Curiosity and exploration, patience and perseverance, responsibility and ethics</p> <p>Academic and career readiness: Scientific literacy</p>

<b>Activities</b>	<b>Competency Skill based activities /Experiential Learning Activities:</b>  *Model Making on “Journey of Food in Our Body”  *Conduct outdoor activities with shadows, reflection, sound vibrations, push/pull forces  <b>(Integrated with Art, Physical Education)</b>	<b>Competency Skill based activities /Experiential Learning Activities:</b>  *Conduct experiments to show the flow of liquids, shape of solids, gas expansion (act as particles)  <b>(Integrated with Art)</b>	<b>Competency Skill based activities /Experiential Learning Activities:</b>  *Activity-Measuring various items using measuring tools and tabulating the result  *Communication Role play on Solar System  *Model making on planets, phases of the moon, constellations  <b>(Integrated with Math, Art and S.St)</b>	<b>Competency Skill based activities /Experiential Learning Activities:</b>  *Model making on Earth to understand the need for conservation of resources  *Create weather chart by recording daily weather elements such as wind, rainfall, and temperature  <b>*Field Trip:</b> Visit to Water Treatment Plant  <b>(Integrated with S.St, Maths and Art)</b>
<b>Assessments</b>	<b>Pen – paper test, Worksheet, HOTS, Diagrams, Project, Model, Notebook Maintenance (C.W./ H.W)</b>  <b>Main Book: Cambridge Splendid Science (New Edition)</b> <b>Publisher: Cambridge University Press</b>			