



## BAL BHARATI PUBLIC SCHOOL PITAMPURA, DELHI - 110034

Detailed Curriculum

Class: III

Subject: Mathematics

Month: April-July 2024

Month/ No. of teaching days	Topic/ Sub topics/ Teaching points	Learning Outcomes	Pedagogy	Technology	Instructional tools/ Virtual tours/ Flipped learning/Field trips	Project/Activities/ Transdisciplinary /Art Integration	Assignment	Assessment
<p>April-May '24</p> <p>Teaching days- 27</p> <p><b>Life Skills:</b> <b>Handling money using Play Money</b></p> <p><b>Gender:</b> Make a family chart. Count males and females. Discuss about their qualities. Compile a list of responsibilities undertaken by each of your parents.</p>	<p><b>TOPIC-</b> Place Value and Numbers</p> <p><b>SUB TOPICS-</b></p> <p>a) Revision of 3- digit numbers.</p> <p>b) Need and importance of numbers in thousands.</p> <p>c) counting in thousands.</p> <p>d) number name and writing in figures.</p> <p>e) concept of place, place value and face value.</p> <p>f) expanded and short form.</p>	<p>Each student will be able to-</p> <p>-read and write at least 3-digit numbers to revise the concept done in the previous class.</p> <p>-recognize 4-digit numbers in the Indian P.V system.</p> <p>-read and write 4-digit numbers.</p> <p>-identify the place, place value and face value of 4-digit numbers.</p> <p>-expand the 4 numbers and write the numbers in short/standard form.(4-digit numbers)</p>	<p>-Pair &amp; share</p> <p>-Pair share square</p> <p>-Thumbs-up</p> <p>Thumbs-down</p> <p>-AMP</p> <p>- Wheel of names</p> <p><b>BINGO:</b></p> <p><b>Independent learning</b></p> <p>1.The teacher and students will play TAMBOLA on the basis of number system like predecessor of 10 etc</p>	<p>YOU TUBE VIDEOS explaining the Indian P.V System</p> <p><a href="https://youtu.be/KA71CMY85dw?si=NslYexDqnP7wKxz">https://youtu.be/KA71CMY85dw?si=NslYexDqnP7wKxz</a></p> <p><b>Online</b></p> <p>* Google Meet</p> <p>*Google Classroom</p> <p>*Google Forms.</p> <p>*Jam board</p>	<p><b>Tools:</b></p> <p>-VIRTUAL TOUR to any market/mall to observe the price tags of different items.</p> <p>-FIELD TRIP to school cricket field or any neighbourhood garden to estimate the number of leaves on trees and plants.</p> <p>-FLASH/ ARROW CARDS of places and place values</p> <p>-NUMBER DICTATION</p> <p>-DIENES BLOCKS to understand place value</p> <p>-DICE GAME</p> <p>-NUMBER CARDS</p>	<p><b>PROJECTS:</b></p> <p>#Collect postal codes of 5-6 different states/cities across the globe.</p> <p>#Collect phone numbers of family and friends.</p> <p><b>AIL:</b></p> <p>-CREATING RIDDLES BASED ON NUMBERS</p> <p>EXAMPLE</p> <p>Who am I?</p> <p>-I am a successor of 9</p> <p>- I am a 2-digit number</p> <p>- I am an even number.</p> <p><b>Real life:</b></p> <p>-Making connect with 4-digit numbers in familiar contexts like</p> <p>#Vehicle number</p> <p>#Birth</p>	<p><b>EVALUATING:</b></p> <p>#Find out : 1 added to the largest 3-digit number.</p> <p>#Find out 1 subtracted from the smallest 5-digit number. Etc</p> <p><b>CREATING:</b></p> <p>#Guess who am I ?</p> <p>I am a 4 digit number. I have 4 in my thousands place and 2 at hundreds place. I am a palindrome number too.</p> <p>#Form the</p>	<p>-Objective type</p> <p>revision worksheet will be given after completion of every topic.</p>

<p><b>Health &amp; Wellnes</b> ss: Find the number of health centers in your area.</p> <p><b>Value:</b> Responsibility</p>	<p>g) successor - predecessor h) even-odd numbers i) ascending and descending order j) formation of smallest and biggest numbers.</p> <p><b>TEACHING POINTS-</b></p> <p>--Reading and writing 3-digit number</p> <p>➤ Writing in Expanded and short form</p> <p>➤ Comparison and ordering the numbers.</p> <p>Writing the place, place value &amp; face value of the digits of a number.</p> <p>➤ Realize the importance of bigger</p>	<p>-find successor and predecessor of the numbers. -sort out and arrange the given numbers in ascending and descending order.</p> <p>-realize the importance of bigger units than hundreds in daily lives.</p> <p>-arrange the given digits to form the greatest and smallest numbers.</p>	<p>2.DICE LOTTO GAME: <b>Pair/Square</b></p> <p>#Throw a dice 3-4 times and form the number-greatest and smallest number. Different variations can be played like forming numbers of their choice and ordering them.</p> <p><b>ARROW CARDS:</b> <b>Pair/square</b> e They will read and write the numbers shown by the partner on arrow cards and vice versa.</p>	<p>*Kahoot</p> <p>*Quizzes.com for online games and assignments</p>	<p><b>-PLAY MONEY</b></p> <p><b>Flipped Learning: Before Starting the Class:</b> Each child will read the newspaper and get a cutout of the newsclipping with 4-digit numbers. <b>To Start the Class:</b> They will note down atleast 3 numbers(4-digit) and write them in words. Practice questions on the same will follow. -They will arrange the numbers in ascending / descending order. -They will find their successor and predecessor.</p> <p><b>Flipped Learning: Before Starting the Class:</b> Children will be asked to observe the bank cheque and write any three features of it.</p>	<p>year/significant years like year of independence etc. #Observing and filling a bank cheque #Observing any shopping bill and the money spent.</p> <p>Transdisciplinary activity Theme: Animals</p> <p>Students will observe patterns on different animals and recreate the same on an A4 sheet</p>	<p>greatest and smallest number using the digits : 7,5,0,3,9,1 etc.</p> <p><b>ANALYSE</b> #Number name of 8668 _____ #Compare: 7980 789 0 #Place Value of 5 in 5,289 _____ #Predecessor of 4000 et c #Difference of place values of 3 in 3375 _____ #Difference of place value and face value of 2 in 2820 _____</p>	
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<p>units than hundreds in daily lives.</p> <ul style="list-style-type: none"> <li>➤ Recognize the Place Value chart (up to thousands)</li> <li>➤ Read and Write 4 digit numbers both in figures and words. <ul style="list-style-type: none"> <li>➤ Identify the Place, Place Value and Face Value of the different digits in the given numbers.</li> <li>➤ Read and write 4- digit numbers in the expanded and short form.</li> <li>➤ Find the successor and Predecessor of the given numbers.</li> <li>➤ Recognize even or odd numbers.</li> <li>➤ Sort out and rearrange the numbers in ascending and descending order.</li> <li>➤ Rearrange the given digits to form the smallest and largest number.</li> </ul> </li> </ul>		<p><b>VEHICLE NUMBERS (INDIVIDUAL ACTIVITY)</b> The students will be asked to write their vehicle numbers and then to read the same using wheel of names.</p>		<p><b>To start the class :</b> #They will be asked to share information collected about the cheque in the class with other students. #They will be further taught to fill the cheque in figures as well as in words.</p>		<p><b>COMPETENCY BASED</b> Consider the following statements: Sam: My score is 2432. Neha: My score is 4321. Kavya: My score is 2368. Sagar: My score is 2314.</p> <p>A) Who has the highest score?</p> <p>B) Write the number name for Kavya's score.</p> <p>C) Write the expanded form for Neha's score</p>	
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<p><b>Month-July</b></p> <p><b>Teaching Days: 14</b></p> <p><b>VALUE/ETHIC: Care of Elders</b></p> <p><b>THEME: CARING AND SHARING</b></p> <p><b>LIFE SKILL: Discuss one important news with your family members/friends every day to develop interpersonal skills.</b></p>	<p><b>TOPIC: SHAPES</b></p> <p><b>Subtopics:</b>          -Flat/2-D Shapes.          -Properties of 2-D Shapes.          -Identify 2-D Shapes.          -3-D / Solid Shapes.          -Properties of 3-D Shapes.          -Identify 3-D Shapes and objects.          -Differences between 2-D and 3-D Shapes.</p> <p><b>TEACHING POINTS:</b>          Triangles, Squares, Rectangles and Circles are basic 2-D / Flat Shapes.          They can be drawn on a flat surface</p>	<p><b>Each Child will be able to:</b></p> <p>-Observe and explore different 2D and 3-D shapes in the surroundings.</p> <p>- Observe and identify the 2D and 3D shapes.</p> <p>- Apply the understanding of solid shapes to find out the different examples from surroundings.</p> <p>-Acquire understanding about the terms like corner, sides, vertex, edges, and faces etc.</p>	<p><b>INDIVIDUAL ACTIVITY:</b></p> <p><b>(Observation Skills): Look around and explore different 2-D and 3-D Shapes.</b></p> <p><b>COLLABORATIVE LEARNING: (THINKING and REASONING SKILLS) Importance of shapes in our daily lives. (Group Discussion)</b></p>	<p>-Youtube video explaining the different types of solid figures</p> <p><a href="https://youtu.be/s0tq3r9sWc8?feature=shared">https://youtu.be/s0tq3r9sWc8?feature=shared</a></p> <p>-PPTs</p> <p><b>Online</b></p> <p>* Google Meet</p> <p>*Google Classroom</p> <p>*Google Forms.</p> <p>*Jam board</p>	<p>E- lessons</p> <p>PPTs</p> <p>- Virtual trip to a park / Art Gallery</p> <p>- A walk in the park</p> <p>- A visit to an Art Gallery</p> <p>- Specimens of the Solid Objects</p> <p>-Cutouts of different shapes</p> <p>-Daily life objects like pencil box, water bottle, eraser, furniture of the class etc.</p> <p>-Origami sheets, Tracing</p>	<p><b>ART INTEGRATION LEARNING: WARLI ART.</b></p> <p>Draw any object of your choice using</p> <p><b>AIL ACTIVITY:</b></p> <p>Create/draw a neighborhood with 5-6 houses.          *Decorate the houses with different ART FORMS like Warli, Mandala, Doodle etc.</p> <p><b>Connect with real life</b></p>	<p><b>*LOGICAL INTELLIGENCE:</b></p> <p>Making the solid shape with the related objects.</p> <p><b>*LOGICAL &amp; SPATIAL INTELLIGENCE:</b></p> <p>Tracing the various objects and associate it with its 3D shape.</p> <p><b>SPATIAL INTELLIGENCE</b></p> <p><b>:-</b>Joining the dots in different ways using ear buds to get different patterns.</p>	<p><b>- PT-1 (10 marks)</b></p> <p><b>-Objective type revision worksheet will be given after completion of every topic.</b></p>
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<p><b>GENDER SENSITIZATION</b></p> <p>Take good care of your grandparents and help them in their small jobs.</p> <p><b>HEALTH AND WELLNESS</b></p> <p>Take at least 5-6 glasses of fluids everyday to remain healthy.</p>	<p>but cannot hold them.</p> <p>-Keywords of 2-D Shapes are SIDES and CORNERS.</p> <p>-Properties of 2-D Shapes to identify the shape.</p> <p>Cube, Cuboid, Cylinder, Cone are the important 3-D/ Solid shapes.</p> <p>- Keywords of 3-D Shapes are Face, Edge, and Corners.</p> <p>-Properties of 3-D Shapes to identify the solid shape and objects.</p> <p>-Differences between 2-D and 3-D Shapes.</p>	<p>-Demonstrate various 3D shapes / solid shapes using daily life objects.</p> <p>- Associate solid shapes with their standard names. Explore the properties of 3D shapes.</p> <p>- Describe 2-D and 3D shapes by the number of sides, corners, vertices, edges and faces</p> <p>Differentiate between the solid shapes and 2D shapes.</p> <p>-Make 2D shapes by paper folding, paper cutting, using straight lines and dot grid etc.</p>	<p><b>EXPERIENTIAL LEARNING: (HANDS-ON ACTIVITY)</b></p> <p><b>APPLICATION SKILL - create a 3-D Object using shapes. (Independent Practice)</b></p> <p><b>PAIR AND SHARE: REASONING SKILLS</b></p> <p><b>Compare the 2D and 3D shapes based on their properties.</b></p> <p><b>Fold the rectangular sheet in to a square in as many ways as they can to acquire</b></p>	<p>*Kahoot</p> <p>*Quizzes.com for online games and assignments</p>	<p>paper, bindis etc.</p> <p>Isometric grid.</p> <p><b>Offline</b></p> <p>Pair/squares and share activities. Interactive Board.</p> <p>Easy Board.</p> <p>Connected Classroom modules</p> <p>Role Play</p> <p><b>Flipped Learning: Before starting the class:</b></p> <p>Children will be asked to bring one object made out of different shapes.</p> <p><b>To start the class:</b></p> <p>The children will be asked to show different shapes in that object.</p> <p><b>(Pair and share)</b></p> <p>The children will be</p>	<p><b>AAC ACTIVITY:</b></p> <p>Students will be asked to associate the real household objects around them with the different 3-D shapes learnt by them.</p>	<p><b>KINESTHETIC INTELLIGENCE:</b></p> <p>-Joining the dots to form 2D shapes.</p> <p>-Making a square using the rectangular sheet of paper.</p> <p><b>LINGUISTIC INTELLIGENCE:</b> Engage the child in making boat by paper folding. Now, ask the child to speak on the various shapes discovered while making the boat.</p> <p><b>ASSIGNMENTS:</b></p> <p>(Analyze)</p> <p>1. Draw cube, cuboid, cylinder, and cone in the</p>	
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		<p>Draw solid shapes on the isometric grid.</p>	<p><b>the understanding of the differentiation of a square from a rectangle.</b></p>		<p>asked to share one unique property of the shapes found in the object</p> <p><b>Flipped learning</b></p> <p><b>Before starting the class:</b></p> <p>The children will be divided into groups and they will be told to bring the pictures of objects which are circular, rectangular and triangular in shapes.</p> <p>To start the class:</p> <p><b>Group activity:</b></p> <p><b>Children will be divided into groups and they will be told to make a collage of all circular objects, rectangular objects and triangular objects.</b></p> <p><b>(The relation</b></p>		<p>isometric grid.</p> <p>2. A square has ___ side and its ___ are equal.</p> <p><b>APPLYING AND EVALUATING:</b></p> <p><b>1.</b> I have 12 straight edges and 0 curved face, who am I?</p> <p><b>2.</b> Trace the 2 rupees coin and write the name of the figure that we get ____.</p> <p><b>3.</b> A birthday cap is _____. (Cone/ Sphere/cylinder)</p> <p><b>4.</b> Write the similarities and differences between the birthday cap and the ball.</p>	
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				<p>between 2-D and 3-D shapes will be discussed in the class)</p> <p><b>Flipped learning:</b></p> <p><b>Before starting the class :</b></p> <p>Youtube link to an art gallery.</p> <p><a href="https://youtu.be/mQ MIZHpo6w0">https://youtu.be/mQ MIZHpo6w0</a></p> <p><b>To start the class:</b></p> <p>Children will be taken on a field trip to the school.</p> <p>Children will be asked to give one example from their surroundings of 2-D and 3-D shapes.</p> <ul style="list-style-type: none"> <li>• Books in a</li> </ul>		<p><b>CREATING</b> <b>:</b> <b>(SYNTHESIS)</b></p> <p>Create a 3D object using shapes.</p> <p><b>VALUE BASED:</b></p> <p><b>Use of waste material:</b></p> <p>1.Make something useful/productive (Solid shape) using the waste products from daily life like newspaper, old cards, one side</p>	
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					<p>library.</p> <ul style="list-style-type: none"><li>• Bricks on a wall.</li></ul> <p><b>Flipped Learning:</b></p> <p><b>Before starting the class:</b></p> <p>Children will be bring cut outs of different 2-D( circle, rectangle and triangle) shapes and 3 cylindrical sticks.</p> <p>Also observe the moving fan and identify the shape formed.</p> <p><b>To Start the class (Block 1)</b></p> <p>The students will be asked to join circles by keeping the kulfi stick inside and the</p>	<p>printed paper, etc.</p>	
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				<p>spin the stick and identify the 3D shape formed.</p> <p>(Properties of 3 D shapes will be discussed in the class)</p> <p><a href="#">Flipped learning</a></p> <p><u>Before starting the class:</u></p> <p>The children will be asked to make a boat by paper folding.</p> <p>To start the class:</p> <p>The children will be asked to speak on various shapes discovered while making the boat..</p> <p>Practice questions of</p>			
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identifying various shapes ( 2-D and 3-D) will be taken in the class.

**Transdisciplinary:**

Framing Riddles using 2-D shapes and 3-D shapes:

Example:

**Guess Who am I?**

I am a solid shape which has no vertices and only one curved surface.

**Independent**

**Learning:**

Create/draw a neighborhood with 5-6 houses.

\*Decorate the houses with different ART FORMS like Warli,

					<p><b>Mandala,Doodle etc.</b></p>			
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**\*Explore different  
shapes used in it.**