Indian School Al Wadi Al Kabir

2025-2026	Month:APRIL-MARCH	Syllabus for class: III Subject: Mathematics		TEXTBOOK USED: NEW MATHS TIME – ORIENT BLACK SWAN		
WEEK	**Syllabus/Topic**	**Learning Objectives**	**Teaching Strategies**	**Periods Alloted**	**Assignments**	**Teaching material prepared**
April 2025						
Week-1: 6-10	**Bridge course**	To bridge the gap, if any and develop the confidence to learn and grasp new concepts.	Teachers will discuss and explain the basic concepts learnt in class II and the students will solve the worksheets.	**6**	Worksheets	Worksheets
Week-2						
13-17	**Chapter-1: Numbers: *Thousands**	To infer, 10 hundred =1000 To recognise the place to the left of the Hundreds place represents the Thousands place.	Collaborative Activity using the blocks from the Math lab. Activity- Place Value Working model. TB and NB work	**2**	Activities and TB and NB work	PPT and activities
	Numbers beyond Thousands	To read and write 4-digit numbers. To count and read numbers up to 9,999 represented on the Spika Abacus. To define consecutive numbers	Activity-Reading and writing 4-digit numbers shown on the abacus. Build numbers using Tens blocks. Represent numbers using an abacus.	**2**	Activities, TB and NB work	PPT and activities
	Face Value & Place Value	To understand that a number gets its value according to its place in the Place Value chart. To state that the Place Value of 0 is always 0.	Activity to understand the concept of Place Value using a PV Chart.	**2**	Activity-Place Value chart, TB and NB work	Activity video and PPT
Week-3						
21-24	**Expanded Form**	To write the Expanded Form of a number as the sum of the Place Values of its digits. To write the number in the standard form by combining the Face Value of each digit at the correct places	Collaborative Activity- Using the Place Value Model, Or using the number cards students write a number in the Expanded Form. TB and NB work	**1**	TB and NB work	PPT and Number cards
	Comparing & Ordering Numbers	To state that a number having more digits is greater. To compare numbers having the same number of digits. To use the greater than (>), less than (<) or equal to (=) symbols to compare numbers	Oral and written questions, TB and NB work	**2**	TB and NB work, Oral and written questions	PPT
	Forming the greatest & smallest numbers	To make the greatest and the smallest 4-digit numbers.	Collaborative Activity- Using the Number cards, students form the greatest and the Smallest numbers. TB and NB work	**1**	TB and NB work, Activity-Building numbers	PPT and Number cards
Week 5						
27 - 30	**Activity Worksheet**	To develop problem solving skill. To discover concepts of Mathematics in the world around them	Activity worksheet	**1**	Activity Worksheet	Activity worksheet

	Odd & Even numbers	To recognise a given number as even or odd number. To state that an even number has 2,4,6, or 0 in the ones place. To state that an odd number has 1,3,5, 7 or 9 in its ones place.	Group activity: Making pairs and identify the Even and Odd numbers.	**1**	Activity and TB work	PPT
	Predecessor and successor	To infer the number that comes just before is the Predecessor and we get the predecessor by subtracting 1 from the given number. Similarly, the Successor comes just after and is 1 more than the number.	Activity-Find the Predecessor and Successor	**2**	TB and NB work	PPT
May 2025						
Week-1						
1st and 4-8	**Less than/More than**	To find numbers which are 1,10,100,1000 less/more than a number.	Oral and written questions. TB work	**2**	Oral and written questions. TB work	PPT
	Reinforcement	to recall the concepts taught and do the revision independently.	Students are motivated to read and solve the questions independently and later the answers are discuseed.	**1**	worksheet	worksheet
	Class Test	To assess the knowledge and skill developed	Students are assessed using a worksheet	**1**	Class Test	Class Test
	Chapter 2 - Addition - **Introduction: 3-digit addition without regrouping**	To find the sum of 3-digit numbers without regrouping by arranging them as per place value.	TB and NB work. Expalnation usng PPT	**1**	TB and NB work	Video and PPT
	3-digit **Addition with regrouping**	• To find the sum of 3-digit numbers by regrouping.	Activity to understand the concept of regrouping. TB and NB work	**2**	Students complete the Activity Worksheet under teacher's guidance and supervision.	Video: 3-digit addition Activity Worksheet -1 (to understand the concept of Regrouping)
Week - 2						
11-15	**Word Problems**	To read and comprehend the word problems. To solve the problems systematically using the correct order of the steps- Read, Find, Decide, Solve and Check. To frame correct statements.	Through guided examples, collaborative problem-solving through classroom discussions and reinforcing the relevance of addition in everyday situations.	**2**	TB and NB Ex	whiteboard, smartboard, Textbook and Notebook work, PPT
	Activity Worksheet	Students complete the Activity Worksheet independently and confidently.	Addition Race Track Activity Worksheet is completed under the teacher's supervision.	**1**	Activity Sheet	Activity Sheet
	Reinforcement	Students solve the Revision Worksheet independently to revise the concepts learnt.	The teacher carefully guides the class through collaborative classroom discussions, scaffolding wherever necessary.	**2**	Revision Worksheet	Revision Worksheet
	Evaluation	The teacher uses a test to assess the learing outcomes of the students for the topic Addition	The teacher uses a test to assess the learing outcomes of the students for the topic Addition, based on which a remedial work or alternate strategy can be planned	**1**	Class Test Paper	Class Test Paper
Week-3						

18-22	**Chapter 4 - Multiplication - Introduction**	To Recall the following: -Multiplication is a repeated addition -Symbol of multiplication -Terms used in multiplication	Lab Activity: Multiplication as repeated addition	**1**	Activity	Video and activity
	Addition and multiplcation fact	To write a multiplication fact for repeated addition and vice-versa.	Activity- Based on pictures given in the textbook students write addition and multiplication fact	**1**	TB work	Whiteboard and textbook
	Properties of Multiplication	Students list the properties • Product of 1 and any number is the number itself. • Zero Property: The product of any number and 0 is always 0. • Order Property: It doesn't matter in which order we multiply two numbers. The product will remain the same.	The teacher with the help of practical examples, manipulatives and a supplementary video, explains the properties of multiplication. Video: Properties of Multiplication. TB and NB work	**1**	Textbook and Notebook Work:	PPT and video
Week -4						
25-29	**Multiplication 2 digit by 1 digit**	With regrouping, students multiply a 2-digit number by 2, 3, 4, 5, and 6.	The teacher explains the multiplication of 2-digit by 1-digit with the help of a few examples solved on the whiteboard.	**1**	TB work	Whiteboard and textbook
	Math Lab activity- constructing table of 7	Students learn to built table of 7	Table of 7: Math Lab Activity Construct the multiplication table for 7 using straws.	**1**	Activity and TB work	Straws and textbook
	Table of 8 and 9 Multiply using tables	students write table of 8 and 9 -Students solve multiplication sums in notebook	-Table of 8 and 9 -Notebook sums	**1**	TB and NB work	Textbook and notebook work
	Multiplication tables of 1-10 Activity sheet: 1	Students complete multiplication tables 1-10 in the textbook -Students solve multiplication sums	Multiplication tables 1-10. TB work, Activity	**1**	TB work and activity sheet	Textbook and Activity Sheet-1
	Multiplying a 3-digit by a 1-digit number –without regrouping	Students solve 3-digit by 1-digit number multiplication sums without regrouping	The teacher explains the multiplication of 3-digit by 1-digit without regrouping the help of a few examples solved on the whiteboard. Later, the students solve them in the TB and NB.	**1**	TB and NB work	PPT
June 2025	**SUMMER HOLIDAYS**					
Week 1						
1-2	**Worksheet and Activity for Bagless Day**	Art Integrated activity	Art Integrated activity	**2**	Worksheets	Worksheets
July 2025						
Week-1						
30-31	**Remedial Work**	Remedial Work	Remedial Work	**2**	NB work	NB Work
August 2025						
Week-1						
3-7	**Multiplying a 3-digit by a 1-digit number – with regrouping (regroup once and twice)**	To find the product of a 3-digit by 1-digit number with regrouping	Teacher explains the multiplication of 3-digit by 1-digit without regrouping the help of a few examples solved on the whiteboard.	**4**	TB and NB work	Worksheet, PPT
	Multiplying by tens and hundreds	To find the product of numbers by multiplying with 10s and 100s	Activity, Oral and written work	**2**	TB work, oral and written work	PPT and notebook

Week-2						
10-14	**Applying multiplication in real life-Story sums**	Students are able to • Identify the keywords such as product, of, multiplied, times etc., and decide the operation involved to solve the word problems by comprehending the language used. • Write statements correctly. Solve the problems systematically using the correct order of the steps- Read, Find, Decide, Solve and Check.	In collaborative problem-solving activities through classroom discussions.	**2**	TB and NB work	PPT
	Activity sheet	Students complete the Activity Worksheet independently and confidently.	Activity Worksheet -2 is completed under the teacher's supervision.	**1**	Activity sheet	Activity sheet
	Reinforcement	Students solve the Revision Worksheet independently to revise the concepts learnt.	The teacher guides the class through collaborative classroom discussions, scaffolding wherever necessary.	**2**	Revision Worksheet	Revision Worksheet
	Evaluation	The teacher uses a test to assess the learing outcomes of the students for the topic Multiplication.	The teacher uses a test to assess the learing outcomes of the students for the topic Multiplication, based on which a remedial work or alternate strategy can be planned	**1**	Class Test Paper	Class Test Paper
Week 3						
17-21	**Chapter-3: Subtraction** **Properties**	State the properties of subtraction as follows: 1. When a number is subtracted from itself, the difference is always 0. 2. When 0 is subtracted from a number, the difference is the number itself.	With the help of a few examples on the board, teacher explains the properties and to make the concept more concrete shows the student a video	**1**	NB Work – 1. Properties of subtraction. 2. TB Work – Pg 39 (RAPID CHECK)	White board, Video, Textbook and Notebook
	Subtraction of 3-digit numbers with regrouping	To subtract numbers by regrouping.	Teacher explains: * To subtract 3-digit numbers arrange the numbers one below the other, according to their place values. * The greater number should be above the smaller number. * With the help of a video teacher can revise the concept of regrouping of tens	**3**	TB and NB work	White board, Video, Textbook and Notebook
	Subtraction of 4-digit numbers without regrouping	**Students will be able to:** • Subtract 4 - digit numbers without regrouping.	* Whiteboard work. TB and NB work	**2**	Whiteboard Work: Discuss a few sums on 4 - DIGIT NUMBERS WITHOUT REGROUPING. TB and NB work	White board, UNO cards, Textbook and Notebook
Week 4						
24-28 and 31st	**WORD PROBLEMS**	Students will be able to • Relate subtraction to real life. • Develop problem solving skills • Read and choose correct operation based on key word and information given. • Write correct statements to solve story sums	Discussion of the word problems and NB work	**2**	NB Work	Notebook, PPT

	Worksheet and Class Test	To reinforce the concept and to evaluate the learning	Students will solve the worksheets independently	**2**	Worksheets	Worksheets
	Ch-5: Shapes and Patterns **flat shapes and solid shapes**	Recall flat shapes. Recognize shapes in the environment. Create original works of art using the shapes.	Recall of flat shapes Explanation of Solid shapes using the PPT and video Textbook Ex-Check what you know pg 66,67,68,mixed bag pg 73 Q1	**2**	Textbook Ex-Check what you know pg 66,67,68,mixed bag pg 73 Q1.	PPT
	Symmetry	name and recognize the different types of symmetry. identify a shape's line of symmetry. identify a shape's order of rotation.	Explanation of symmetry using PPT Group Activity-Symmetry with blocks Textbook Ex-2 pg 69	**1**	Group Activity-Symmetry with blocks Textbook Ex-2 pg 69	Preparation of materials for group activity.
September 2025						
Week 1						
1-3	**Symmetry**	name and recognize the different types of symmetry. identify a shape's line of symmetry. identify a shape's order of rotation.	Explanation of symmetry using PPT Group Activity-Symmetry with blocks Textbook Ex-2 pg 69	**1**	Group Activity-Symmetry with blocks Textbook Ex-2 pg 69	Preparation of materials for group activity.
	Patterns and Tesellation	Define a pattern and repetition. Identify AB patterns in nature and manmade objects or material.	Explanation of Solid shapes using the PPT and video Textbook Ex-3 pg 71,Ex-4 pg 71,72,73pg 74	**1**	PPT and video Textbook Ex-3 pg 71,Ex-4 pg 71,pg 72,73,74	PPT,Video
	Activities and Evaluation	Reinforcement of the topic. allows students to become active participants in their learning. acknowledges and uses individual students' strengths and expertise.	Group Activity	**1**	Activity Worksheet	Activity Worksheet
Week 2						
7-11	**REVISION FOR THE MIDTERM ASSESSMENT**	To prepare the students for the exam	Revision worksheet will be solved	**5**	Worksheet and questions from TB	Worksheet
Week-3 and 4	**Exam**					
Week 5						
28-30	**Chapter-6: Understanding Division**	* Students will be to divide by equal sharing. *To divide the given number of objects into equal groups to find the number of objects in each group	Introduction through activity using straws,connect the topic with real life examples,discussing textbook exercise	**3**	TB check what you know pg-79,Notebook work -important points with examples	Arranging the materials for activity,notebook work
October 2025						
Week-1						
1-2	**Division Symbol and Finding groups**	Students will * use the division symbol instead of the words divided by. *write the division symbol correctly and solve division problems appropriately	Using the straw activity Tchr introduce division symbol. Tchr will explain how to divide the given number of objects equally and then find the number of groups.Following by the completion of textbook and notebook exercise	**1**	Textbook Pg-80,81- Exercise 1,notebook work	notebook work

	Division as repeated subtraction	*To realise that division is repeated subtraction. *To find the quotient using the repeated subtraction method. *To divide with the help of the number line and find the quotient using the repeated subtraction method.	Using number number line and straw activity Tchr will expalin that division is repeated subtraction.Followed by notebook work,textbook exercise and activity worksheet to reinforce the topic.	**2**	TB Rapid check-Pg 82 TB and NB work	Activity Worksheet, PPT
Week 2						
5-9	**Multiplication and Division**	• To state that multiplication means putting equal groups together. • To state that division means splitting (or dividing) into equal groups	Tchr will expalin with examples multiplication means putting equal groups together and division means splitting into equal groups.Students will complete - Text book Ex 3, pg 84 Notebook-Write two division facts for the given multiplication fact.	**1**	TB Ex3, pg 84,Notebook-Write two division facts for the given multiplication fact. Home activity -Division Flower	notebook work
	Division using tables	• To recall the tables learnt in the topic multiplication. • To divide and find the quotient by using the tables.	Teacher explains in the whiteboard a few examples shows the students how they can easily divide and find the quotient using the tables they have learnt. Students will complete Textbook Pg85- Exercise 4	**2**	Textbook Pg85- Exercise 4	TB work
	Properties of division	· To state the terms related to division.(dividend, divisor, quotient) · To identify the dividend, divisor and quotient in a given division fact. · To state the properties of division	Using a division fact Tchr will expalin terms related to division.(Dividend,quotient,Divisor)Also explains the properties of division . *Dividing by 1 *Dividing a number by itself *Dividing 0 *Dividing by 0 Students complete Textbook Pg87- Exercise 5	**1**	Textbook Pg87- Exercise 5	Handout
	Problem Solving(Story Sums)	To solve the story sums in their textbooks applying division. To solve real life problems using division (wherever necessary).	Teacher gives various examples in the form of story sums of daily life situation wherein they can apply division. Teacher discusses the story sums and students then complete Textbook Pg-88: Q5 (a to f) Notebook-TB pg 88 skill section Q6 b, c,	**2**	Textbook Pg-88: Q5 (a to f) NB-TB pg 88 skill section Q6 b, c,	Examples for discussion
Week 3						
12-16	**Chapter-7: More Division**	Tostate the terms related to division.(dividend, divisor, quotient). To identify the dividend, divisor and quotient in a given division fact. To divide a 2-digit no. by a 1-digit no. using the long division method.	Tchr introduces the long division method by showing the students that division in this method is written as. Tchr then explains how to divide using long division method. Students watch a video with few more examples on the same for better understanding of the concept. Then completes Textbook Pg94 - Exercise 1(Q.2) Notebook-Long Division Ex-1 Pg 94 Q3 a, b, c Homework-Textbook pg 83 check what you know.	**1**	Textbook Pg94 - Exercise 1(Q.2) Notebook-Long Division Ex-1 Pg 94 Q3 a, b, c Homework-Textbook pg 83 check what you know.	PPT

	Remainder in division	To state the meaning of the term remainder. To divide a 2-digit number by a 1-digit number with remainder appropriately. To realize that while dividing using long division method, the remainder should always be less than the divisor.	Teacher then shows an example using long division method. Tchr demonstrates the sample example with straws and cups. Teacher also points out that the remainder should always be less than the divisor. Children will complete Textbook pg 96 Ex -3 Q1 Notebook: Remainder in Division a) 50 ÷ 7 b) 38 ÷ 6	**1**	Textbook pg 96 Ex -3 Q1 Notebook: Remainder in Division a) 50 ÷ 7 b) 38 ÷ 6	activity using straws and cups,Notebook
	Division of 2-digit number by a 1-digit number	To divide a 2-digit number by a 1-digit number using long division method correctly and independently.	Teacher explains with the help of a few examples division of a 2- digit number by a 1-digit number that gives a 2-digit quotient. TB Pg-98 EX-4 Q1 TB Pg-99 EX-5 Q1 a, b, c C.W d- f HW Notebook- Without regrouping E.g. 86 ÷2, with regrouping E.g. 48 ÷3 , with remainder E.g. 77 ÷4	**2**	TB Pg-98 EX-4 Q1 TB Pg-99 EX-5 Q1 a, b, c C.W d- f HW Notebook- Without regrouping	notebook work
	Division of 3-digit numbers by a 1-digit number	To divide a 3-digit number by a 1-digit number using long division method correctly and independently.	Teacher with the help of examples explains the steps to be followed to divide a 3-digit number by a 1-digit number. Teacher also elicits the multiplication tables while solving the division sums.	**2**	Textbook Pg-100 EX-6 Q1,Notebook- 1 Eg for each:	notebook work
Week-4						
19-23	**Dealing with zero in the quotient**	To solve division sums with zeroes in the quotient correctly.	Teacher with the help of examples explains the steps to be followed to solve division sums with zero in the quotient. Teacher points out that these sums have to be done carefully. Students will complete Textbook Pg-102 EX-7 Q1 Notebook- Dealing with zeros in the quotient(2 sums)	**3**	Textbook Pg-102 EX-7 Q1 Notebook- Dealing with zeros in the quotient(2sums)	PPT
Week-5						
26-30	**Applying Division**	To frame and write appropriate statements for the given word problems.	Teacher gives various examples of daily life situation wherein they can apply division.	**2**	Notebook-TB Pg-96 EX-3 Q3, Q4 Notebook- TB Pg-98 EX-4 Q3 ,99 EX - 5 O4	
	Reinforcement	Is able to recall the concepts taught and does the revision independently.	Students are motivated to read and solve the questions independently and later the answers are discuseed.	**2**	worksheet	worksheet
	Assessment	To assess the knowledge and skill developed	Students are assessed using a worksheet	**1**	Class Test	worksheet
November 2025						
Week 1						
2-6	**Chapter-8: Fractions**	* to state the meaning of fraction * Infer that a whole can be a region or a collection.	Tr. using the equal sharing idea explains that fraction is a part of the whole. Each equal part of a whole is called a fraction. * Tr. explains a whole can either be a region or a collection.	**1**	Check what you know pg. 110	PPT

	Fraction in real life - Half, Thirds and Fourths	*to state that one of the two equal parts of a whole is called half. * to read and write one half as fraction 1/2 one upon two or one by two. * to infer that two halves make a whole. * to state that three equal parts of a whole are called thirds and represented as 1/3 *to read one third as one up on three or one by three.	* With the help of PPT slides tr. explains When a whole is divided into 2 equal parts, each part is called one half. We write one half as 1/2 * We read it as one upon two or one by two. * By joining two halves tr. shows that two halves make a whole. * Tr. shows examples of halves shown in PPT and real-life examples. * Tr. with the ppt, drill the concept followed by Ex **Class Activity**: Make three paper strips (length 15cm, widhth-2) Tr. with the help of a paper strip by folding it into three equal parts explain that when a whole is divided into three equal parts, we call it as thirds * We read it as one upon three or one by three. * By joining three thirds tr. shows that three thirds make a whole. * Tr. shows examples of thirds shown in PPT and real-life examples.	**2**	Ex: 1 pg-111 and Notebook work.	PPT, Paper strips
	Fourths and other fractions	* to define that four equal parts of whole are called fourths. * to State that when one out of four parts are shaded, it is called one fourth and written as 1/4 * to read one fourth as one upon four or one by four. * to state one fourth is also called quarter. * to state when two out of four are shaded, it is called two fourths and written as 2/4 * to State when three out of four are shaded, it is called three fourths and written as 3/4 * to state when four out of four are shaded it is called four fourths and written as4/4 * to shade one fourths, two fourths, three fourths, four fourths properly of the given shape. * to name the fraction by looking at the number of parts shaded and total number of equal parts. Eg. 5/9, 2/4	Tr. with the ppt (or can shows by paper folding) explains when a whole is divided into 4 equal parts, each part is called a fourth. * tr. explain how to read and write fraction. We read it as one upon four or one by four.It is also called a quarter. * Tr also explains when two out of four parts are shaded it is called two fourths 2/4 * Tr. elicits from students when three parts out of four are shaded it is called three fourths- 3/4 and when four out of four are shaded it is called four fourths 4/4. or whole. * Tr. explains with pizza if a pizza is cut into four pieces and four pieces are eaten by four friends, whole pizza is eaten. This means four fourths make a whole.	**2**	Ex: 3 pg. 113 TBK Ex: 4 pg. 114, Q-1,2,3 Home work: Mixed bag-pg. 121,122 Q-2	PPT, Paper strips
Week-2						
9-13	**Activities**					
Week-3						

16-20	**Numerator and Denominator**	* state that the numerator is the number of parts shaded or referred to and the denominator is a total number of equal parts. * state in fraction, numerals are separated by a small line called a fraction bar. * write fractions for the shaded parts of a region. * to identify the numerator and denominator based on the given figure. * to infer that when the numerator and denominator are the same, it is a whole.	* tr. explains that the numerator is a number of parts shaded or referred to and the denominator is the total equal parts of the shape. * tr. drill the concept with ppt examples and questions followed by Ex: 5 pg. 115 and Notebook work from PPT	**1**	Ex: 5 pg. 115 Home work: Mixed bag: pg.122, Q-3, 4, 5	Teaching PPT and Live Worksheet
	Fraction of collection and Finding fraction	* to colour the given collection correctly to show one half, one third or one fourth of a collection. * to write the fractions for the shaded parts/unshaded parts of a collection * to state that to find half of a collection, divide total number of objects by 2. * to state that to find one third of a collection, divide total number of objects by 3. * to state that to find one fourth of a collection, divide total number of objects by 4. find half, thirds, fourths and fractions of collection correctly.	* Tr. explains fractions can also be a part of a set or a collection or a group. To drill the concept, Tr. share the link with children https://www.iknowit.com/lessons/d-fractions-of-sets.html * Tr. explains steps to find the fraction of collection, we divide the total number by denominators.	**3**	Ex:8 p.g.120 Q-1, 2 Mixed bag: pg. no.121	
Week-4						
23-27 and 30th	**Activity**	To relate fraction to the real-life situation	Activity will be expalined	**2**	Activity sheet	Activity sheet and PPT
	Reinforcement and class test	*Will independently recap the concepts taught and complete the revision worksheet	Worksheets will be solved.	**3**	Worksheets	worksheet
December 2025						
Week-1						
1-4	**Chapter-10: Time**	Students will recall TELLING THE TIME and states that 1 hour = 60 minutes half an hour = 30 mins 24 hours make a day	The lesson is introduced with a story or a short video about the importance of time in achieving goals and success. Brainstorming- life skills -Asking questions about time management, showing the video to recall prior knowledge, a recall worksheet to assess the prior knowledge and a Model-making activity of a clock.	**2**	CW Textual exercises Time in real life- Pg 142 Recall W.S.	Clock , Recall Worksheet, PPT, Video

	Reading Time to the nearest minutes	To learn that the difference between each number on a clock is 5 minutes. To tell the time that when the minute hand moves from one number to another 5 minutes have passed. To read minutes by counting in fives.	With an interactive clock the relationship between hours and minutes is well demonstrated and explained Interactive Clock Link - http://www.teacherled.com/iresources/numeracybasics/?resource=clock	**2**	CW Ex.1 – Q1,2,& 3 Pg 144,145 do in T.B HW: Mixed bag pg 151 &152 – Q 2 do in TB	Clock , PPT, Video
Week-2						
7-10	**Time Before and After**	To learn to calculate the time before or after a few hours from the given time.	The teacher explains with real life examples and gives activity sheet to find the time before and after. Brainstorming	**2**	CW: Ex.3 – Q 1 do in T.B Q2 & 3 in NB. HW: Mixed bag pg 152 – Q 3 do	Clock, Activity Sheet, PPT
	Using a.m. and p.m.	To understand that a.m. is the time from 12:00 midnight to noon and p.m. is the time from 12:00 noon to midnight.	The teacher introduces the concept with a real-life situation: and explains students that to show the difference between the two times we write a.m. and p.m. after the time.	**2**	CW: Ex.4 – Q 1 Pg.148 do in T.B HW: Mixed bag pg 152 – Q 4 do in TB	Clock, PPT, Worksheet
Week-3						
14-18	**The Calendar**	To Identify and understand the components of a calendar(days, weeks and months). To read the calendar and answer questions.	The teacher discusses the importance of calendars and why we use them and emphasize that calendars help us keep track of time and events. Teacher explains using a large calendar pointing out the days of the week, months of the year, and the overall structure of the calendar Brain Storming, Calander Discovery Activity, Fun Activity - Knuckles Method and Cross curricular practise are used.	**2**	Do Pg 149 & 150 and Ex 5: Q 1 & 2 in TB. Activity WS – 2 & TB page 154 Home Assignment: My Time Line. (Pg 155 do in TB.)	Calendar, Activity Worksheet, PPT
	Applying Time	To identify and apply time-related concepts to solve real-life problems.	Discuss story sums, identify the operation, write appropriate statements and solve them.	**2**	Mixed Bag Q5 a to g in TB	PPT
January 2026						
Week-1						
5-8	**Remedial Work**			**2**		
	Reinforcement of the Chapter-Time and Class Test	*Will independently recap the concepts taught and complete the revision worksheet	Worksheets will be solved.	**2**	Worksheets	worksheet
Week-2	**Chapter-11: Measurements**					
11-15	**Measurements of length**	To acquire knowledge of the different units of length used in metric system of measurements	Recall of the concept learnt in the previous class by showing a video and using a quiz. Then a recall worksheet will be given.	**2**	TB and NB work, recall worksheet and activity	PPT, Recall Worksheet, Activity for measuring length
	Conversion of Units Application	To learn to convert the units of length and apply the conversion	Explanation with the help of examples. Later the students complete the TB and NB work and	**3**		
Week-3						
18-22	**Measurements of mass**	Use kg and g to measure mass	Demonstration of conversion of units. Activity to measure the mass of various objects. Solve questions from TB and worksheet.	**6**	TB and NB work, worksheet and activity	PPT, Worksheet, Activity for measuring mass
	Conversion of Units	To learn to convert the units from kg to g and vice-versa.				

	Application	Apply the conversion of units in daily life situations				
Week-4						
25-29						
	Measurements of capacity	To recall that capacity is measured in litres and millilitres	Activity to measure the capacities of different containers. Questions from TB and Worksheet	**6**	TB and NB work, worksheet and activity	PPT, Worksheet, Activity for measuring capacity
	Conversion of Units	To learn to convert the units from kg to g and vice-versa.				
	Application	Apply the conversion of units in daily life situations				
	Reinforcement	To enhance the concepts learnt	Worksheet will be solved		Worksheet	Worksheet
February 2026						
Week-1						
1-5	**Class Test and Activities**	Evaluation	Activities will be conducted in the math lab	2	Activity sheet and class test worksheet	Activity sheet and class test worksheet
	Chapter-12: Handling Data	Is able to collect data and list it correctly	INTRODUCTION OF CHAPTER with ACTIVITY (Teacher picks few letters of the Alphabet and writes on the board. She then asks students having names starting with those letters to stand up and collect the data and represent it using a pictograph. (Teacher can decide the letters according to the name list of students.) followed by pages 174 and 175 (ppt can be used to cross-check the answers after students solve)	1	Class engagement using name list	whiteboard, stickers and online videos
	Pictograph	Recalls concepts taught in class 2 and is able to do textbook exercises	PICTOGRAPH DEFINITION AND further EXPLANATION USING TEXTBOOK EXAMPLES	**1**	TB work	Textbook, smartboard, ppt
	Bar graphs	To be able to identify a bar graph	Introduction of Bar graph using lego blocks and textbook examples (teacher can use lego blocks from the Math lab and can even ask students to bring if they have)	**1**	Activity	videos
Week-2						
8-12	**Bar Graphs**	Marks the vertical and horizontal scale and is able to identify the scale used	Teacher used videos and ppt to explain the representation of data using bar graph. The height of bars represent the difference of data collected. Width of the bar remains same.	**2**	**Ex 2 Q 1 and Q2**	online videos and ppt
		Completes class work related to the topic	Notebook work as per the ppt	**1**	NB work	ppt used
			Note Book Points: continued….. (clock cutouts to be provided to do Q2 of skill section) in NB	**1**	NB work	
	Reinforcement		Skill section – rest of the questions to be done. worksheet on page 183, 184-To be given as HW	**1**	TB work	Textbook and ppt
	Class Test					
Week-3 and 4						
15-28	**REVISION FOR THE FINAL EXAM**	To prepare the students for the exam	Revision worksheets will be solved	**12**	Worksheets and questions from TB	Worksheets
Mar-26						
	FINAL EXAM	**FINAL EXAM**				