



NAME OF THE DEPARTMENT - SCIENCE SYLLABUS BREAK UP 2021-22 -AJI

Name of the Subject Teacher:- Mrs. Y. Sushma Paul

Grade:- 3

MONTH	WEEK	Unit/Section	No of Periods	Topic Break Down / for Periods/Learning objectives / progression	Learning Outcomes/ Skills acquired	Activities (Formative assessment tasks, projects, Visits) INCLUDING VIRTUAL LEARNING	Teaching Aids / Reference/ Resources	Competencies and Values	MY IDENTITY	Cross curricular link	Art Integration	Critical Thinking Questions (Subjective)	Critical Thinking Questions (Objective)
April	4	Lesson 1: Living and non-living things	6	Distinguish between living and non-living by their characteristic features	Students will be able to distinguish between living and non-living by their characteristic features	Web organizer for the characteristics features of living things MS Teams: Quiz/Assignments/MS Forms	PPT/Flash cards/Internet	Independent learning Critical Thinking Environmental Awareness Value:Care,Respect	National animal of UAE- Its young one Its Eating habit Breathing organ	English- Vocabulary Math: No. of bones, joints and muscles	Draw and label the living and non-living things Photography:Capture a variety of still images over the germination period	1. Tina wishes to keep a rabbit as a pet. a. what are the things that are needed for her pet to remain healthy?b. What will happen to her pet if these things are not provided to it? 2. John got a toy dog as a gift. It could move and bark. His friend Tom thought it was living. a. What made Tom think that the toy was alive? b. Why do you think that Tom was wrong? 3. Are dried leaves living things? 4. Rima is in Grade 3. Her teacher had arranged a trip to the nature park. The children had been asked to keep a record of what they saw in the park. Help Rima to complete the record by using your knowledge about plants and animals.(Table will be attached) 5. Are Gini and her doll alike? In what ways are they different?(Picture will be attached) 6. A fish dies when it is brought out of water. Can you tell why? 7. Cars, buses and trains move from one place to another. Are they living things? 8. Non-living things do not grow by themselves. A balloon becomes bigger in size when filled with air. Is it living? Why? 9. Rohan plucks flowers and puts them in a vase in his room daily. His father tells him not to pluck flowers as they are also living things and look beautiful in the garden only. a. Why are plants called living things? b. Is it good to pluck flowers from plants? Why/why not? 10. Ajay found his very old dress in the cupboard. He tried to wear it but could not fit in as the dress was small for him. Why did this happen?	carefully. She saw it moving to black hair like structure on its head. Help the girl to understand what the cockroach was doing? a. to feel changes around it. b. to find food. c. to send message to other cockroaches. 2. Naved saw a strange object. He wonders if it is a living thing or a nonliving thing. What 5 questions should we ask himself to decide if the object is living or nonliving? a. can the object moves on its own from one place to another? b. can the object eat and grow? c. can the object breathe and reproduce? d. All the above. 3.If you place a stone touching a very hot container, will there be any reaction in the Stone? a. no reaction in the Stone because stone is a non-living thing b. it doesn't have sense organ to respond. c. Both a and b d. None of them 4. Ramu got a beautiful car which he wanted to keep on his study table. But there was no space on the table. Ramu started crying and said why this table can't grow in size. His elder brother came and explained him about living and non-living things. What would you do to stop him crying? a. Scold him and ask to keep quiet.
				Compare the living things and non-living things movement	Students will be able to compare the living things and non-living things movement	Draw the organs which help in the movement.	A4 Size papers, colour pencils						
				Identify the living and non living things by their growth and the food they eat	Students can identify the living and non living things by their growth and the food they eat	MS Teams: Quiz/Assignments/MS Forms	https://www.youtube.com/watch?v=TE6xptlgNR0						
				Explain different ways of breathing of living things	Students will be able to explain different ways of breathing of living things	Deep breathing exercises using props (bubbles)	PPT, Bubbles						
				Explain that the living things reproduce	Students will be able to explain that the living things reproduce	Pictures of young ones of the animals in scrap book	Internet, Pictures from magazines						
				Analyze that the living things feel and react	Students will be able to analyze that the living things feel and react	Drawing emojis	A4 Size papers, colour pencils						
May	5	Lesson 5: The Human Body	9	Identify the organs systems	Students will be able to identify the organ system	Identify the organ system	PPT	Independent learning, Self Confidence Creativity Valu: Teamwork, respect, empathy	UAE Government brings awareness about Coronavirus https://www.moh.gov.ae/en/AwarenessCenter/Pages/COVID-19.aspx	Moral Education: Team work English- Vocabulary Social: People in different countries look different Art: Drawing and labelling	Draw and label the skeletal system Clay modelling of digestive system	1. Guess the system being used by your friends(picture will be attached) 2. Why sense organs are also called as 'windows to the outside world'? What would happen if we did not have any sense organs? 2.Dinki needs to move a lot to do her daily work. What helps her to bend or stretch her body? What is it that helps her to smile when she is happy and frown when she is upset? 3. Imagine if you live on the 5th floor and need some refreshment, what would you do? You may go down to get yourself a sandwich, but the organs of the body cannot move on their own to get food for themselves. The food is carried to them. This job is done by which organ system? 4. Many waste products are produced by different systems in our body. These cannot be kept inside the body as they harm us. How does the body get rid of them? 5. When you press clothes in your room. After few minutes, you get electric shock. Which of your sense help you to know that you get electric shock? 6.Study the following list of actions: a. Reading a storybook. b. Enjoying music over the radio. c. Answering the telephone when it rings. d. Watching an interesting documentary on the television. Which of the following actions is a blind person unable to do? Why? 7.Arjun used dumb-bells to exercise. Which body systems are involved in bending and straightening of arms? (picture will be attached) 8. Sivangi has set up a model to stimulate the digestive system as shown. What does 'Z' most likely represent?(picture will be attached)	1. If the circulatory system in Jane's body becomes affected due to a disease, what functions could be affected? a. Jane would not have energy to work and play. b. Jane would not be able to breathe c. Jane would not be able to sleep. 2. Nisha got a strawberry cake for a treat. What information did she get from her following sense organs? a. Eyes b. nose c. tongue d. skin e. ears. 3. Which of the following statements is INCORRECT? a. We should allow sunlight into our house because it helps to kill germs. b. We should put a wire mesh on the windows to stop the entry of dust and light. c. We should have proper ventilation in the house for circulation of air. d. We should sweep and mop the floors of the house regularly. 4. Your brother is sleeping in your room. You are reading a book at your study table. Your brother wakes up and lets out a cry. Which of your senses help you to know that your brother is crying? a. Sense of sight and hearing b. Sense of hearing and touch c. Sense of smell and sight d. Sense of smell and touch 5. The organ system in your body that is responsible for changing the balloon from 'a' to 'b' as shown in the given figure is: (picture will be attached) a. circulatory system
				Discuss the importance of the skeletal system and its functions	Students will be able to discuss the importance of the skeletal system and its functions	Make a model of skeleton-clay modelling	Clay						
				Explain how are muscles helpful to us	Students will be able to explain how muscles are helpful to us.	Suggest ways to keep our muscles strong	Exercises Flash Cards						
				Explain the process of digestion	Students will be able to explain the process of digestion	Clay modelling	Clay						
				Explain the function of respiratory system	Students will be able to explain the function of respiratory system	Model with balloons Research on Coronavirus: Attacks which system in the Human Body	PPT, Balloons, Internet						
				Describe the function of circulatory system	Students will be able to describe the function of circulatory system	Draw and label the organs of the circulatory system	A4 Size papers, colour pencils						
				Describe the functions of nervous system	Students will be able to describe the functions of nervous system	Draw and label the organs of the nervous system	A4 Size papers, colour pencils						
				Analyze the functions of excretory system	Students will be able to analyze the functions of excretory system	Draw and label the organs of the excretory system	A4 Size papers, colour pencils						
Explain the function of reproductive system	Students will be able to explain the function of reproductive system	MS Teams: Quiz/Assignments/MS Forms											
June	5	Lesson 6: Keeping Safe	6	Explain the safety rules to be followed at home	Students will be able to explain the safety rules to be followed at home	Poster Making	PPT, A4 Size paper, cotton, band aid, band	Environmental awareness Prolem solving Self confidence Value: Personal Care	Parks in AI Ain and their rules. Find out about two traffic rules of another country that are different from the ones that we follow in UAE. Write the name of the country and the traffic rules.	English: Vocabulary Math: Shape of road signs Moral Education: Self Care	Poster Making on Safety Rules Draw and label safety rules to be followed at park Make a first-aid box at home	1. Doctors always wash a wound with water and use an antiseptic lotion. Why do you think they do so? 2. Which practices you and your family do keep your house and the surroundings clean. 3. How do you help in keeping toilet clean in your house? 4. You should be in hurry while climbing up or down a staircase to save your precious time. True or false? Justify your answer. 5. Arjun's mother told him not to run on the staircase. Why do you think she told him that? What other things you should not do on a staircase? 6. While going to school, Sree sits on the front seat of the car. Her father insists that she fasten her seat belt? Why did he tell her to fasten the seat belt? 7. Prevention is better than cure. Can you explain this statement? Suggest any two ways of keeping ourselves safe. 8. Kriti is playing with her friends on her terrace. Her mother saw and told her not to play on terrace. Why did she tell her not to play on terrace?	1.When you go out on a picnic, what are the things you would do? a. Listen to your parents advice b. listen to your teachers advice c. run away alone to search for a butterfly d. stay together with your friends. (i). a (ii) b (iii) c (iv) a, b and d 2. What will you do if by chance you are lost? a. stay calm and be alert. b. If no one arrives soon, look for a police officer or a trusted adult. c. Give address and phone number, ask them to take you. d. If not look for a telephone, booth, dial 999 and call for help. i. 3. Srija covered a wound with a cloth but before covering it what should she first examine? a. The area of accident b. Cause of accident c. If there is any foreign material inside the wound d. None of these ii. 4. To stop the bleeding from a wound, Qasim can
				Explain the safety rules to be followed at school	Students will be able to explain the safety rules to be followed at school	MS Teams: Quiz/Assignments/MS Forms	PPT, Tasksheet						
				Discuss the safety in playground	Students will be able to discuss the safety in playground								
				Explain the safety rules to be followed on the road	Students will be able to explain the safety rules to be followed on the road	Create a safety rule to be followed on the road	A4 Size papers, colour pencils						
				Analyze the importance of first aid	Students will be able to analyze the importance of first aid	Make a first-aid box at home	cotton, band aid, band						
				Explain that prevention is better than cure	Students will be able to explain that prevention is better than cure	Poster Making on prev	PPT, Pictures						

	Lesson 3: Animals: Food and More	4	Classify animals into herbivore, carnivore and omnivore	Students will be able to classify animals into herbivore, carnivore and omnivore	Draw a venn diagram	PPT, Tasksheet			English: Vocabulary Moral Education: Care of animals Art: Drawing and labelling Social: Different animals live in different parts of the world	Draw and label different types of animal teeth Clay modelling of animal teeth Model/Diorama of animal habitat	1. A cow has long jaws and sharp front teeth. A tiger has sharp and pointed teeth. Why do you think both have different types of teeth? 2. What if, the number of plants and animals in a place increase or decrease in the nature? How will it affect the world? 3. In the given food chain, which organism is considered as a secondary consumer? (picture will be attached) 4. Name the kind of animal with clues given: (a) Has sharp and broad front teeth (b) Has long, sharp and pointed front teeth (c) Has flat broad teeth to chew the plant food and sharp pointed teeth to eat flesh also 5. How are we linked to- plants, cow, rat, sun? 6. Who am I --- on my head I have a crest, all say I dance the best, of my feathers I am proud before, the rain I cry aloud. 7. Harish has classified the animals in the given chart according to? (Chart will be attached) 8. Renuka went to a nearby pond. She saw some animals as	1. What do you think would happen if the carnivore is missing in the food chain? a. There would be no effect on the environment. b. There would be a lot of grass c. There would be shortage of food for us. 2. Anjali learned that the grass-eating animals have sharp front teeth to bite off plants and strong broad back teeth to chew their food. She also learned that some of them chew the cud. In which of the following animals is she likely to find sharp front teeth and strong broad back teeth? (Pictures will be attached) 3. What would happen if there were no plants? There would be no food for: a. Herbivores b. Carnivores c. Both 4. If there are fewer plants in the environment, the
July	SUMMER VACATION											
August												
September	Lesson 4: Birds	6	Explain the body structure of a bird.	Students will be able to explain the body structure of a bird.	Draw and label a the body parts of a bird MS Teams: Quiz/Assignments/MS Forms	A4 Size papers, colour pencils			English: Vocabulary Math: Data Handling Art: Drawing and labelling	Origami-Different types of birds Wall art with feather Feather art Painting of birds	1. Sagar sees a pigeon in his courtyard, struggling to fly as its claws are caught in a net. Sagar runs and releases the bird from the trap. a. What type of bird is a pigeon-perching or preying? b. What value is displayed by sagar? 2. Most birds make their nests on trees but not on shrubs or herbs. Why? 3. How birds are different from animals? 4. An Albatross is a large, web-footed bird with long narrow wings and a hooked beak. Where is it likely to be found?(Picture will be attached) 5. I am the bird hardworking. My name spells an occupation. Who I am? 6. Amar saw an animal which is not a bird but can fly. Can you name it. 7. Rahul and Akash played a drama. They narrated a conversation between two birds as following(picture will be attached) Identify from the above conversation, the birds Rahul and Akash have narrated. 8. Five children made the following statements about birds. Aman: All birds can fly. Ruchita: All birds have a beak. Dhaval: All birds have a backbone.	1. Which of the statement below are correct for all the birds? Choose the correct option. a. They all lay eggs. b. they all can fly. c. they all have feathers. d. they all eat fruits and nuts. (i), a and b (ii) b and c (iii) a and c (iv) all of these. 2. Sheena, Reena and Tina saw a bat. They made following statements: Sheena: Bat can fly. It is a bird. It cannot see. They have webbed hands. Reena: Bat can fly but it is not a bird. It is a mammal. It does not have feathers. Tina: Bats can fly because they have feathers. Who among the following made an incorrect statement? a. Sheena b. Reena c. Sheena and Tina d. Reena and Tina 3. Swallows go round and round in the air keeping their beaks open. They catch tiny flying insects or flies which stick inside their mouth while flying.
5	Lesson 7: Housing and clothing	4	Identify the qualities of a good house	Students will be able to identify the qualities of a good house	painting/ Make a model of a house	Paints			English: Vocabulary Social: Different places have different types of houses Art: Drawing and labelling	Model of house Scrap book-Type of clothes Create your own design (dress)	1. Sunny and Krish were going to school. Suddenly, it started raining. Sunny immediately wore a raincoat, while Krish wore a wollen coat. Which one of them will get wet in rain and why? 2. What is the use of chimney in the kitchen? 3. Neetu allows sunlight to come into her house every day. Why do you think so? 4. Which part of the jute plant is used for getting jute fibre? 5. The coats worn by warriors are made up of metal. What would happen, if these coats are made up of some kind of fibre? 6. Besides the textiles, what is the other major use of cotton? 7. Priya says our houses must have a good drainage system and also have open spaces in front or back of our house. Do you agree with her? Why? 8. What if we do not get fibre from plant and animals? 9. A special disinfectant is added to water before mopping the floor. Can you explain why?	xi. 1. Varun lives in a city, which of the following things he must have used to build his house? Wood, steel, stone, clay, leaves, hay, cement, sand gravel. 2. Ahmed covers the drains because _____. a. They spread bad smell b. they allow mosquitoes to breed. c. the water will not evaporate. D. the water will leak out. i). a (ii) b and c (iii) a and cb (iv) all of these. a. 3. Rita has gone to Antarctica on a science trip. Select the option which on unscrambling gives name of a clothing that she can wear over there. a. TORHSS b. KRISIT c. ERSEAWT d. TOACAIRN b. 4. X is a clothing worn in winters, while Y is a clothing worn in summers. Select the correct
October	Lesson 2: Parts of a plant	3	Recognize that each part of a plant can have variations	Students will be able to recognize that each part of a plant can have variations	MS Teams: Quiz/Assignments/MS Forms Observe the roots of a grass plant and a carrot plant	PPT			English: Vocabulary Social: National trees of different countries Art: Drawing and labelling	Parts of plant with cardboard Acrylics Painting- Paint the parts of a plant Art: Herbarium	1. Bobby is growing plants as apart of Earth Day celebrations in school. He planted seeds in four different pots. (Picture will be attached) Which plant do you think is going to grow best? 2. Look at the figure and answer the questions: (Picture will be attached) a. Name the part marked with an arrow. _____ b. What work does this part do for the thing shown in the figure? 3. Aamir prepared a salad using carrots, onions, lettuce and apples. Can you tell the names of the parts of the plants that are	1. Amit saw some children plucking leaves from plants while playing in the garden. What should Amit do? a. Join the children and play with them. b. Explain them the importance of plants and tell them not to pluck leaves. c. Walk away without interfering. d. Watch quietly 1. Martin puts a seedling plant in a glass of blue water. He knows the flower will absorb the water. In what order will the water travel through the parts of the plant?
5	Lesson 8: Air and Water	4	Identify the components of air	Students will be able to identify the components of air	Research on components of air	Internet https://www.youtube.com/watch?v=byoKHAyja98			English: Vocabulary Social: Causes of pollution Art: Drawing and labelling	Water cycle art and craft on paper Blow Painting with straws		
			Explain the process of water cycle	Students will be able to	Draw and label water	https://www.youtube.com/watch?v=ncORPpsDn	Environmental awareness Creativity Value: Care respect	Benefits of Ghaf Tree	Compare past and modern houses of UAE			
November	Lesson 9: Weather	3	Define weather	Students will be able to define weather					MS Teams: Quiz/Assignments/MS Forms			
			Analyze the factors that affect weather	Students will be able to analyze the factors that affect weather	Report on today's weather	PPT			Social: Weather conditions of different places English: Vocabulary Art: Drawing and labelling			
			Explain how the weather affects us	Students will be able to explain how the weather affects us	Research on how the weather affects us	Internet			Environmental Awareness Critical Thinking Value: Care	Compare the weather in UAE with another country	Craft: Pin wheel with paper	
5	Lesson 10: Stars, Planets and the Moon	2	Demonstrate and identify the position of the earth, moon, and sun for each phase of the moon.	Students will be able to demonstrate and identify the position of the earth, moon, and sun for each phase of the moon.	Draw and label the phases of moon	A4 size paper, colour pencils			Global and Environmental awareness Value: Care and respect	First Emirati astronaut who went to space	GK: Space and Astronauts English: Vocabulary Model- Phases of moon, Solar system (with foam)	
			Explain the phases of the moon.	Students will be able to explain the phases of the moon.	Solar system model	Internet						

