



GATEWAY
INTERNATIONAL SCHOOL

GRADE 3

ANNUAL LEARNING PROGRESSION



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PROPEL THY LEARNING

HOW ARE GRADE 3 CHILDREN LIKE?

It is important to know your child well. This helps you understand and relate to him/her better. It also enables you to support he/she can learn. Following are some of the traits Grade 3 children show:



Confident Learners - Third graders are generally courageous, confident and open to new experiences at school. They like to understand the reasons for various occurrences and processes. Although most third graders begin to prefer some subject areas over others, they will take pleasure in mastering new skills across the curriculum. At home, however, many third graders start to strive for more independence from their parents, which can make talking about school a challenge.

Your third grader's command of language is growing rapidly, and he/she enjoys using his/her linguistic power for all the reasons adults do: to converse, debate, explain, argue, protest and create. They love to discuss the things that they learn about and the books that they read. Their organisation, logical thinking and problem solving skills also improve this year. They are frequently able to make connections with the world in deeper and more abstract ways.

Group Work - In the third grade, friendships become extremely important, as children long to be part of a group. In fact, they may be overly sensitive and dramatic about their school friendships. Skilful teachers take advantage of the third graders’ need for social interaction by planning small and large group activities on longer and more complex projects. Group work is also a good way for teachers to match students strategy from a more literate peer, but may also take pride in being the ‘master’ artist that the group relies on.

Worries & Anxieties - The third graders are doers, but they have a tendency to undertake more than they can handle. They may get anxious if they feel like they have failed. The increased competitive attitude in the class can magnify reading struggles and other learning difficulties, and the pressures of testing can sometimes distress a child who is already unsure of his/her abilities. You should pay attention to changes in the child’s attitude about school and learn to make sure your child isn’t internalising any anxieties. You should be ready to provide support at home when needed.

Learning is enhanced by interaction and cooperation with others, including adults and children. Through interactions, organised activities and purposeful discussions in the curriculum, children explore and experiment with their environment to add to their knowledge, learn new skills and practise the familiar ones.	IN GRADE 3:	They learn new things every day.
		They learn how to think and organise their ideas.
		They learn how to express their ideas.
		They learn how to express their feelings.
		And they learn how to work in groups and cooperate.

Parents are their children’s first and most important teachers. They play an important role in the lives of their children. At this stage, parents and teachers form a partnership to support learning at home and at school. Values and beliefs of the home are acknowledged, and the cultural diversity of families is used as a resource for learning.



WHAT DOES YOUR CHILD LEARN IN GRADE 3?

Each grade has a syllabus. This is what students learn in each subject area. Teachers use the curriculum to help your child learn.



ENGLISH ►

The curriculum gives multiple opportunities to build and improve all the skills of language: listening, speaking, reading and writing. Students learn to efficiently use the various skills that help them in comprehending texts of different genres. These skills include inference, presenting opinions, offering alternatives and analysing situations. Extensive opportunities of reading and listening build their skills further. They get many occasions for peer conversation, which aids in improving speaking and listening skills while boosting their confidence. They also learn to use grammatical functions, which build their verbal and written expression.



हिंदी ►

बच्चे विभिन्न विधाएँ जैसे कहानियाँ, कविताएँ, गीत, चुटकुले, पत्र व डायरी पढ़ते हैं। पढ़ने के ये अवसर उनमें पढ़ने के प्रति रुचि पैदा करते हैं। वे विषय-वस्तु सुनने व पढ़ने से पूर्व अनुमान लगाते हैं और कल्पना करते हैं। साथ ही पढ़ने/सुनने के दौरान व बाद में जानकारी छोटते हैं, अनुमान लगाते हैं, विचार देते हैं व निष्कर्ष निकालते हैं। यह प्रक्रिया बच्चों में पाठ की बेहतर समझ बनाने में मदद करती है। बच्चे अपने कार्य का प्रस्तुतीकरण करते हैं। वे अपने विचार, अनुभव व जानकारी व्यवस्थित करते हुए पत्र लेखन, संदेश लेखन, अनुभव लेखन, संवाद लेखन व काल्पनिक लेखन करते हैं।

बच्चे अपने लेखन में विभिन्न शब्दावली व उचित विराम चिह्नों का प्रयोग करते हैं। इसके लिए वे विभिन्न अवधारणाओं की समझ बनाते हैं, जैसे-समानतुक वाले शब्द, संज्ञा, विलोम शब्द, क्रिया शब्द, वचन शब्द, लिंग शब्द, समानार्थी शब्द, अनेकार्थी शब्द, अनेक शब्दों के लिए एक शब्द, संयुक्ताक्षर, विस्मयादिबोधक चिह्न आदि।

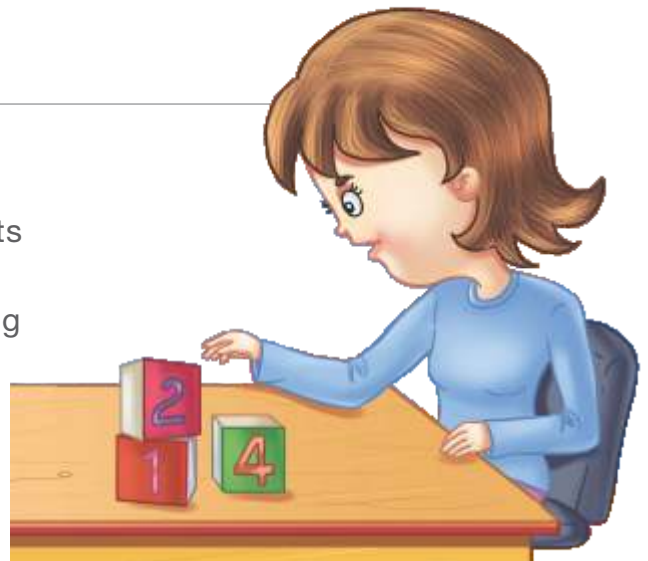
ENVIRONMENTAL STUDIES (EVS) ►



Students understand the interaction and interdependence of humans and their environment. They learn about the relationship between the natural, social and cultural environments. They develop skills like observation, classification, recording data, experimentation, analysis and prediction. They learn about food, animals, water, shelter, communication, travel, relationships, work around us and tools and machines.

MATHEMATICS ►

The curriculum provides various opportunities of learning concepts and skills using concrete materials, pictures and symbols (numbers). Students are encouraged to talk about their experiences and knowledge to build mathematical language. A strong emphasis is given to skills like connection building, reasoning, problem solving and representing concepts using various modes. The exposure of estimation runs through all the concepts and a foundation for mental arithmetic is laid.



Students learn numbers up to 9999 and their place value, addition and subtraction of four-digit numbers with regrouping (carry over and borrowing), multiplication of two-digit numbers using box and standard methods, construction of tables up to 15, division using repeated subtraction and the long division method. They are introduced to fractions, patterns in shapes and numbers, 2D shapes and their properties, open and closed figures, symmetry, tessellation, measurement of length, weight and capacity in standard units and the relationship between units. They learn to read a clock and calendar, calculate elapsed time, transact amounts and do conversion; and collect, read and represent data using tally marks and pictographs. Contextual word problems related to the major concepts are also included in the curriculum.

PROJECT BASED LEARNING (PBL)▶



Project Based Learning uses projects which integrate concepts and skills from various subjects like EVS, Mathematics, English, Hindi, Visual Arts and TechField. These projects make learning relevant and useful for children by establishing connection with the world around them. They emerge from children's immediate surroundings and are organised considering their cognitive development and social needs. Projects included in this grade are My School, Garden, Sky and Textile.

TECHFIELD▶

Students identify different parts of a computer as input, processing, output and understand the IPO cycle of a computer. They understand computer hardware and software and the connection between the two. They explore Windows and learn the icons and features of desktop. Students are introduced with a new word processor–MS Word 2010. They find similarities and differences between MS Word 2010 and WordPad 2007 and build a better understanding for MS Word 2010 through various class activities. They explore the various features of MS Word 2010–WordArt, Text Box, ClipArt, Shapes, etc., and create beautiful documents. Students get the opportunity to understand a computer language and learn MSW Logo as an example where they apply various logo commands to create shapes, do calculations and type text.



HOW DO TEACHERS ASSESS STUDENTS' WORK?



TEACHERS ASSESS STUDENTS' WORK IN MANY WAYS



OBSERVATION OF STUDENTS' ENGAGEMENT
AND RECORDING ANECDOTES IN CLASSROOM



STUDENTS' CLASSROOM WORK



HOMEWORK AND ASSIGNMENTS



UNIT-END ASSESSMENT THROUGH RECORDS
OF STUDENTS' RESPONSE IN CLASSROOM,
WRITTEN WORK AND TAIL MODULES

WHAT CAN YOU DO TO HELP YOUR CHILD LEARN BETTER?



CONNECT TO THEIR WORLD

Take initiative to learn about what your child is currently learning at the school. Spend time making friends with your child, and becoming part of his/her world. It is not enough to know what the child is doing at school. As a parent, you need to know what the child thinks and feels about the experiences he/she is going through in the school. Celebrate and encourage your child's efforts.



Show affection to your child. Recognise his/her accomplishments.

Help your child develop a sense of responsibility. Ask him/her to help with household task, such as setting the table.

Talk with your child about school, friends and things he/she looks forward to in the future.

Talk with your child about respecting others. Encourage him/her to help people in need.

Help your child set his/her own achievable goal. Help him/her to rely less on approval or reward from others.

Make clear rules and stick to them, such as how long your child can watch TV or when he/she has to go to bed. Be clear and clarify about what behaviour is okay and what is not.

Do fun things together as a family, such as playing games, reading and attending events in your community.

Use discipline to guide and protect your child, rather than punishment to make him/her feel bad about himself/herself. Follow up any discussion of what not to do with a discussion of what to do.

Praise your child for good behaviour. It is best to focus praise more on what your child does ('You worked hard to figure this out') than on traits he/she can't change ('You are smart').

Support your child in taking on new challenges. Encourage her to solve problems, such as a disagreement with another child, on her own.

Encourage your child to join school and community groups, such as a sports team, or to take part in volunteer opportunities.



BE A RESOURCE

Students conduct first-hand research, may need to make observations when going on a family vacation, or ‘interview’ you or others on a certain topic. Act as a resource ONLY when your child needs one.

TRUST THE TEACHING

We are continuously learning from various new researches and practices from around the world so that the school can give your child the very best of learning environments. We are there for you all the time. Just remember that our goals, yours and the school’s, are the same-to nurture the genius in your child.



BE IN TOUCH WITH WHAT IS HAPPENING IN SCHOOL

Attend all parent-teacher interaction meetings. These include PBL culminations in every term, term-end student report meetings, class-wise parent meetings, etc.

Read every circular and diary note that is given to your child.

Keep checking the school website for any updated information or to download worksheets and practice assignments for your child after the unit has been taught.

There may be an ambiguity at times about what your child is doing in the school. Don’t panic. **Call up the class teacher** and seek clarity.

In case of queries or concerns, contact the class teacher and share your concerns. If it’s still unresolved, email at the school’s official email id.



GATEWAY INTERNATIONAL SCHOOL
SESSION: 2023-24



ANNUAL FLOWCHART

SUBJECT: ENGLISH

CLASS:III

MONTH	COURSE BOOK		VOCABULARY			GRAMMAR	WRITING SKILLS	COMPREHENSION	ACTIVITY	WORDSWORTH
	PROSE	POETRY	FROM THE CHAPTER	SOUND WORDS / RHYMING WORDS	FROM GRAMMAR	PARTS OF SPEECH	(Paragraph Writing / Picture Composition / Poetry Composition / Story Weaving / Paragraph Writing / Informal Writing / Application)	(Unseen Passage)		Sessions
APRIL	For Special friends	The Elephant Song		Sound words - ay, ice, th Rhyming words	Punctuation marks	Singular/ Plural Recap - Previous Syllabus	Paragraph writing	A trip to the circus (In the book)	Making face mask of different animals and enacting while reciting the poem.	Session 1-6
MAY	Who will Teach the Cub?			Rhyming words	Nouns- Common nouns and Proper nouns Describing words	Nouns	Creative writing	The Precious Goose (In the book)	Flash card activity (Nouns) Activity for Describing Words (Making a web and describing characters from the story, on a chart)	Session 7-12
JULY	Ride Bicycle	A Wish to Fly (Poem)		Rhyming words	Nouns (Revision) Articles a,an,the	Pronouns	Paragraph writing	Feeling Lonely (In the book)	Making of a word tree or word wall	Session13-17

[illegible]

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CLASS: III

[illegible]

JULY	खरगोश की दोस्ती ,किसी को बताना मत ,मुन्ना और झबरा		नए शब्द			क्रिया, विशेषण	कहानी लेखन , रचनात्मक लेख		क्रिया -काम वाले शब्दों व अन्य शब्दों की पच्ची एक साथ रखी जाएगी छात्र काम वाले शब्द छांटकर उससे वाक्य रचना करेंगे प्रकृति की विशेषताओं से संबंधित गतिविधि ।	
AUGUST	मन के लड्डू,भानुमती की समझ (केवल पढ़ने के लिए)	बाल कहीं उड़ न जाए, चतुर चित्रकार		तुकांत शब्द	अनेक शब्दों के लिए एक शब्द, शुद्ध -अशुद्ध		चित्रात्मक लेख	अपठित गद्यांश	तेनालीरामनऔर दो बालिशत धुआँ (नाटक के रूप में)	
SEPTEMBER		तेनालीरामा, हम भी होते काश कबूतर(केवल पढ़ने के लिए)					चरित्र -चित्रण,रचनात्मक लेख (पक्षी)		अपने मनपसंद कार्टून चरित्र के बारे में लिखना ।	
OCTOBER	चिंकी चली चीनी लेने, मरिया का सफ़र,बबीता का पपीता		नए शब्द		लिंग बदलो (दोहराई)	संज्ञा (दोहराई)	अनौपचारिक पत्र			

NOVEMBER	अनोखी की कहानी, विद्या की डायरी	आज हमारी छुट्टी है	नए शब्द		विस्मयादिबोधक चिन्ह, क्रिया, समानार्थी शब्द		डायरी लेखन, रचनात्मक लेख, निर्जीव वस्तुओं पर चित्रात्मक लेख।		बिना किसी चिन्ह के गद्यांश दिए जायेंगे जिसमें छात्र आवश्यकता अनुसार चिन्हों का प्रयोग करेंगे।	
DECEMBER	एक उड़ती हुयी अफ़वाह ,	लंबूपुर के वासी	तुकांत शब्द, नए शब्द		मुहावरें , वचन बदलो (दोहराई)				इंटरैक्टिव बोर्ड पर विभिन्न चित्र दिखा के छात्रों से मुद्दारों की पहचान करवाना।	
JANUARY	यात्रा (केवल						यात्रा वर्णन	अपठित गद्यांश	किसके साथ इनतिन बिंदु के	



GATEWAY INTERNATIONAL SCHOOL

Session: 2023 - 24



ANNUAL FLOWCHART

Subject: Mathematics

Class: III

Month	Unit/Topic	Sub-Topic	Activities
April	Numbers-	Recap of- 3 digit numbers(before ,after, between ,number names, expanded form) ,Reading & Writing 4-digit numbers, Number names, Expanded & Standard Form, Place Value & Face Value, Comparing Numbers, Ordering Numbers Recap of tables 2-5	<ul style="list-style-type: none">Flash card activity to identify patterns of numbers, what comes before and after, ascending/descending order and comparing numbers.
May	Numbers- Data Handling-	Rounding off numbers in tens & hundreds, Identifying Even & Odd Numbers Collecting and recording data, Reading & making pictographs, using tally marks to represent data Recap of tables 2-10	<ul style="list-style-type: none">Activity in the ludo area to give the concept of even / odd numbers.Representing the number of things that are red green and yellow in colour at their homes in a tabular form on an A-4 sheet.
July	Number Operations- Number Operations- Patterns-	Addition of 4-digit numbers with regrouping, Word Problems, Estimating the sum Subtraction of 4-digit numbers with regrouping, Word Problems, Estimating the difference Identifying patterns in odd & even numbers, Observing repeated & growing patterns Table Tables of 12 & 13	<ul style="list-style-type: none">Students will make repeated patterns with the help of given cut-outs of various shapes in groups on an A4 sheet.
August	Multiplication- Division	Multiplication of 2-digit numbers, Word problems, Tables up to 15 Revisiting division as an equal sharing and grouping process, dividing using a number line, understanding division as a repeated fraction, and knowing the standard algorithm of division. Tables of 14 & 15	
October	Measuring Time-	Learning about the magic calendar, Reading 'minutes past' and 'minutes to an hour, Reading 12-hour and 24-hour clock	<ul style="list-style-type: none">Students will bring the current year calendar and will answer the different questions asked in

	<p>Length-</p> <p>Weight-</p>	<p>Measuring and estimating length using standard units (m and cm), Knowing the interconversion of units, knowing kilometre (km) as a standard unit, Adding and subtracting</p> <p>Measuring and estimating weight using standard units (kg and g), Knowing the interconversion of units, Adding and subtracting</p> <p>Tables 2-15</p>	<p>the class through a worksheet.</p> <ul style="list-style-type: none"> • Student will make their own clocks and will show different times asked in the class on them and will also calculate the time taken for a particular activity. • Students will use a ruler and measuring tape to measure the length of different objects in the class. • Students will demonstrate how to use a weighing machine to weigh different things available in the class and their own weight also.
November	<p>Symmetry-</p> <p>Money-</p> <p>Fractions-</p>	<p>Introducing symmetry, Identifying and drawing the line of symmetry</p> <p>Representing amounts, understanding the relationship between rupees and paisa, writing various amounts in rupees and paisa, Adding and subtracting money, reading and making bills</p> <p>Identifying equal and unequal parts, Understanding the meaning of a half, Writing fractions in words and numbers, and Understanding thirds. Fourths, Understanding the fraction of an object and a set of things</p> <p>Tables 2-15</p>	<ul style="list-style-type: none"> • Students will use a mirror to find the mirror halves of different shapes. • Students would be pasting different kinds of bills or cash memos in their notebooks. • Folding of papers into halves, three and four equal parts.
December	<p>Shapes-</p> <p>Capacity-</p>	<p>Exploring 2D shapes, Identifying the sides and the corners of 2D shapes, Recognising open and closed figures, Tan gram, Tessellation</p> <p>Knowing how much is a litre, Measuring capacity, Estimating a litre, Understanding the difference between litre and millilitre, Adding and subtracting the capacity of various containers and choosing the right unit</p> <p>Tables 2-15</p>	<ul style="list-style-type: none"> • Walking on different shapes to find the number of sides and corners. • Paper folding activity (page 117). • Story narration to give the concept of a millilitre. • Activity to find out how many times we need to use the small container of different capacities to fill a 1-litre bottle completely.



GATEWAY INTERNATIONAL SCHOOL

Session: 2023 - 24



ANNUAL FLOWCHART

Subject: Ev.S

Class: III

Month	Unit/Topic	Sub-Topic	Activities
April	Animals- Recap – Previous Topics Quiz – Previous Topics	Classification of animals based on their habitat, Classification of terrestrial animals, Birds, Food eaten by animals, Sensitivity towards animals, Purpose of keeping animals, Animal bites	<ul style="list-style-type: none">• Students would be listening and identifying the sounds of animals.• A video on the different movements of animals would be shown to the students.• A video on riddles on birds.• Introduction of down feathers and flight feathers of birds.• Bird Beak Activity (given in I map)
May	Food-	Sources of food, Cooking, Diversity in food, Food plate	<ul style="list-style-type: none">• Students will collect samples of pulses, cereals, and spices and paste them on a sheet.• Students will speak about their favourite regional food.
July	Shelter-	Animals in a house, Need for a house, Types of Houses, Cleaning & Decorating a House	<ul style="list-style-type: none">• Students will imagine themselves as Nandu and will write a letter to their mother sharing about their new house.• Visit a construction site.
August	Travel-	The emergence of Wheels, Animals used for Transport, Road Safety	<ul style="list-style-type: none">• Poster-making to alert people about road safety.• Making one traffic sign and explanation for the same.
October	Relationship Water-	Introduction, Diversity in Families, Influence of Families, Sensitivity towards differences Changing Water, Uses of Water, Sources of Water Need for Water: Animals and Plants, Water Scarcity	<ul style="list-style-type: none">• Students would be asked to interview an elderly person to know about various things that make him/her happy about his/her struggles etc., and then they need to write the responses in the book under the heading 'Interview with an Elderly person' on page 28.• A blindfold game in which students will identify a person or an object by touching it. (Through this activity, students will familiarize themselves with the struggles of a visually challenged person.)

			<ul style="list-style-type: none"> Students will be shown an experiment of changing water. Students will make a poster on saving water.
November	Communication-	Verbal Communication, Changes in the Means of Communication, Non-verbal means of Communication	<ul style="list-style-type: none"> Students will play a game where they would be asked to do different movements by writing instructions on the board. Students will make their own phones with the help of disposable glasses and thread. Students will take interviews with their grandparents to know the means of communication used during their times. Students will play a game in which they can just use their facial and body actions to convey the message.
December	Work Around Us-	Different Kinds of Work, Paid and Unpaid Work Importance of Every Work, Child Labour	<ul style="list-style-type: none"> A video on 'Famous Sports Personalities of India' would be shown. A short movie on "Child Labour" would be shown.
	Tools and Machines-	Importance of Tools and Machines, Our Safety	<ul style="list-style-type: none"> Students will make a poster to share precautions we should take while dealing with tools and machines.