St. Joseph's College, Kolkata
Syllabus
Class 3
2026-27

English Language
Mid-term 1

1. Sentences and Punctuation

Lower-order thinking skills (LOTS)

- Identify and name basic punctuation marks: full stop (.), question mark (?), exclamation mark (!), and comma (,).
- Recognise which punctuation mark should end different types of sentences (statement, question, exclamation).
- Copy or rewrite given sentences with correct capital letters and full stops.

Higher-order thinking skills (HOTS)

- Modify a sentence by changing its purpose (e.g., turn a statement into a question or an exclamation) and adjust punctuation accordingly.
- Compose 3–5 original sentences on a short topic (e.g., "My Pet") using appropriate punctuation and explain why each mark is used.
- Find and correct errors in a short paragraph where punctuation is missing or misused.

2. Articles (a, an, the)

Lower-order thinking skills (LOTS)

- Recall the basic rule: use a before consonant-sound words and an before vowel-sound words.
- Select the correct article (a, an, the) from a given list to fill in blanks in simple sentences.
- Match pictures with sentences that use the correct article.

Higher-order thinking skills (HOTS)

- Choose between a/an and the to show whether the noun is new/general (a/an) or specific/known (the) in a short story.

- Rewrite a short paragraph and explain why a, an, or the was chosen for each noun.
- Create two sentences about the same person/thing: one using a (general) and one using the (specific), and justify the difference.

3. Nouns (Common and Proper)

Lower-order thinking skills (LOTS)

- Define "common noun" and "proper noun" in simple terms.
- Identify and underline common and proper nouns in given sentences.
- Sort given words into "common nouns" and "proper nouns" (e.g., city / Delhi, boy / Rohan).

Higher-order thinking skills (HOTS)

- Change a common noun into a proper noun (e.g., school →Park Street School) and explain why it is now a proper noun.
- Invent a short paragraph about "My Day at School" using at least five proper nouns (names, places) and justify each one.
- Compare two sentences that are almost the same but use different nouns (common vs proper) and explain how the meaning changes.

4. Sentence Construction

Lower-order thinking skills (LOTS)

- Arrange given jumbled words into a meaningful, grammatically correct sentence.
- Supply a suitable subject, verb, or object to complete an incomplete sentence.
- Write simple sentences using given words (e.g., dog, runs, park).

Higher-order thinking skills (HOTS)

- Convert a simple sentence into a compound sentence using connectors like and, but, or and explain how the meaning changes.
- Combine two short sentences into one longer sentence using a noun phrase or article function, and then simplify that sentence back into two short ones.

- Compose a short paragraph (4–5 sentences) on a given topic (e.g., "My Morning Routine") following a logical sequence and using correct punctuation; then self-evaluate using a simple checklist.

Half-yearly

1. Gender (masculine, feminine, common, neuter)

Lower-order thinking skills (LOTS)

- Define the four types of gender and give one example each (masculine: boy, feminine: girl, common: parent, neuter: table).
- Identify and classify given nouns as masculine, feminine, common, or neuter.
- Match a masculine noun with its feminine form (e.g., king–queen, lad–lass).

Higher-order thinking skills (HOTS)

- Rewrite a short paragraph replacing masculine-gender nouns with feminine-gender nouns (and vice versa) and explain how the meaning changes.
- Create a short story where at least four nouns have common gender (e.g., teacher, doctor, student) and explain why they are not strictly masculine or feminine.

2. Countable and Uncountable Nouns, Singular- Plural

Lower-order thinking skills (LOTS)

- Distinguish between countable (e.g., pencils, apples) and uncountable nouns (e.g., water, rice) and sort given words into two columns.
- Change given singular nouns into plural forms (regular and irregular: child–children, foot–feet).
- Choose the correct quantifier: a, an, some, many with countable and uncountable nouns.

Higher-order thinking skills (HOTS)

- Rewrite a shopping list using only countable nouns and then rewrite it using uncountable nouns, explaining where measurement words (bottle, packet, kilo) are needed.
- Find and correct errors in a paragraph where countable/uncountable or singular/plural forms are misused, and justify the corrections.

3. Collective Nouns

Lower-order thinking skills (LOTS)

- Define "collective noun" and list common examples (e.g., class, army, flock, team).
- Match a collective noun to the group it describes (e.g., flock–sheep, swarm–bees).
- Identify collective nouns in given sentences and underline them.

Higher-order thinking skills (HOTS)

- Create at least five original sentences using collective nouns to describe a school, family, or neighbourhood and explain how one collective noun can stand for many people/things.
- Compare two sentences: one using a collective noun (e.g., The team won) and one listing all individuals; explain which is more concise and why.

4. Pronouns - He, she , It, they, we, you, I, this, that, these, those

Lower-order thinking skills (LOTS)

- Recognise and replace underlined nouns with the correct personal pronoun (he, she, it, they, we, you, I).
- Use demonstrative pronouns correctly: this/that for singular and these/those for plural, in spoken and written sentences.
- Complete short sentences by choosing the correct pronoun from a given list.

Higher-order thinking skills (HOTS)

- Rewrite a short paragraph replacing repeated nouns with pronouns and explain how this makes the text clearer and less repetitive.
- Create a short conversation between two friends using personal pronouns and demonstrative pronouns; then identify and label each pronoun used.

5. Composition

Lower-order thinking skills (LOTS)

- Write 5–7 simple, meaningful sentences on a given topic (e.g., My School, My Pet, My Favourite Season) using correct punctuation and capital letters.

- Arrange a set of jumbled sentences into a short composition with a logical beginning, middle, and end.
- Use given words (e.g., friend, school, games, teacher) to write a short paragraph.

Higher-order thinking skills (HOTS)

- Write a short paragraph (8–10 sentences) on a guided topic (e.g., A Day at the Zoo) using at least three collective nouns, five personal pronouns, and correct punctuation.
- Self-edit a short composition using a checklist (capital letters, full stops, correct nouns, pronouns, and gender) and explain two changes made.

6. Comprehension

Lower-order thinking skills (LOTS)

- Read a short passage (80–100 words) and answer 5–6 direct questions (who, what, where, when).
- Identify the main character, main event, or main idea of a short story.
- Underline or copy one-word answers from the passage for given questions.

Higher-order thinking skills (HOTS)

- Read a short text and infer the character's feelings or intentions; answer interpretive questions (e.g., Why do you think the boy felt happy?).
- Write a 3–4-sentence summary of the passage in the student's own words, including the main idea and one key detail.

Upto 30-35% will be from topics done in Mid-term 1 - Analysis, Application,
Evaluation or Creation type questions.

Mid-term 2

1. Verbs, Helping Verbs and Tenses (Simple Present, Simple Past and Simple Future)

Lower-order thinking skills (LOTS)

- Identify and underline the main verb in a sentence and name the tense (present, past, future).

- Change simple present tense sentences into simple past or simple future using correct verb forms (e.g., She plays →She played / She will play).
- Use basic helping verbs (is, am, are, was, were, will) with the main verb in simple sentences.

Higher-order thinking skills (HOTS)

- Write three sentences about the same subject in simple present, past, and future (e.g., I play… I played… I will play…) and explain the time difference.
- Read a short paragraph with mixed tenses and rewrite it in one tense (e.g., all simple present), discussing how the meaning changes.
- Spot and correct tense errors in 5 given sentences and explain why the correction is needed.

2. Adjectives

Lower-order thinking skills (LOTS)

- Define "adjective" as a word that describes a noun.
- Identify adjectives in given sentences and match them with the nouns they describe.
- Complete simple sentences by choosing the correct adjective from a given list (e.g., a __ cake →big, small, hot).

Higher-order thinking skills (HOTS)

- Rewrite short sentences by adding 1–2 adjectives and explain how the description becomes clearer or more interesting.
- Compare two sentences: one with adjectives and one without; say which paints a better picture and why.
- Write 4–5 sentences describing a picture using at least 5 adjectives and then underline them.

3. Prepositions (in, on, under, between, before, after, at)

Lower-order thinking skills (LOTS)

- Define preposition as a word that shows position or time (place or order).
- Match objects with correct prepositions based on pictures (e.g., The cat is __ the table →on).
- Fill in blanks with appropriate prepositions in simple sentences.

Higher-order thinking skills (HOTS)

- Use three different prepositions to describe the same object in different places (e.g., The book is ___ the table, ___ the bed, ___ the shelf) and explain how the meaning changes.
- Write 4–5 sentences describing a classroom scene using at least five prepositions and underline them.
- Read a short passage, identify all prepositions, and explain how each helps in understanding position or time.

4. Conjunctions(and,but,because,or)

Lower-order thinking skills (LOTS)

- Define conjunction as a word that joins two words or sentences.
- Complete compound sentences by choosing the correct conjunction (and, but, because, or).
- Join two short sentences using the appropriate conjunction (e.g., I like tea. I like coffee. →I like tea and coffee.).

Higher-order thinking skills (HOTS)

- Rewrite pairs of simple sentences using and, but, because, or and explain how each conjunction changes the meaning.
- Compose a short paragraph where at least four conjunctions are used to show contrast, reason, choice, or addition.
- Read a passage with conjunctions and explain why each conjunction is used (e.g., but for contrast, because for reason).

5. Sentence Construction, Opinions, Composition, Comprehension

Lower-order thinking skills (LOTS)

- Arrange jumbled words into grammatically correct simple or compound sentences.
- Supply a missing subject, verb, or object to complete a sentence.
- Write 5–7 simple sentences on a guided topic (e.g., My Holiday, My Favourite Game) using correct punctuation.

Higher-order thinking skills (HOTS) – Opinions

- Write 3–4 sentences expressing a simple opinion (e.g., I think…, In my opinion…) about a topic like school, favourite book, or festival, and give one reason.
- Read a short statement and write a short opinion paragraph (4–6 sentences) agreeing or disagreeing, using and, but, because to support ideas.

Higher-order thinking skills (HOTS) – Composition

- Write a short paragraph (8–10 sentences) on a given topic using verbs, adjectives, prepositions, and conjunctions appropriately.
- Plan a composition (who, what, when, where, how) and then write it, followed by a self-checklist (capital letters, full stop, verbs, conjunctions).
- Rewrite a peer's composition (or a model) by adding adjectives, prepositions, and conjunctions to make it more detailed and meaningful.

Higher-order thinking skills (HOTS) – Comprehension

- Read a short passage (80–100 words) and answer inferential questions (e.g., Why do you think the child felt sad?).
- Write a 3–4-sentence summary of the passage in the student's own words, including the main idea and one important detail.
- After reading, write 2–3 questions that another student could answer, applying simple verbs and conjunctions in their answers.

Final

All the topics will be recapitulated and assessed.

English Literature
Mid-term 1

1. Dorothy Saves the Scarecrow

Lower-order thinking skills (LOTS)

- understand and analyse the text, and identify its central theme.
- attempt reference to context, factual and inferential questions about the text.
- explore the concept of adventure and fantasy stories.

Higher-order thinking skills (HOTS)

- understand the value of persistence.
- create imaginative stories with an imaginary character.
- develop problem-solving and creative thinking skills.
- understand and use words from the text.
- listen to a girl talking about Treehouse Camp and answer the questions accordingly.
- work with their partners and talk about their adventurous experiences and express their preferences.
- study the model composition and answer the questions.
- write a first-person narrative about an adventurous event.

2. Afternoon on a Hill (Poem)

Lower-order thinking skills (LOTS)

- understand the poem and its finer nuances.
- attempt factual and inferential questions based on the poem.
- appreciate nature and the joy of observing it.

Higher-order thinking skills (HOTS)

- understand the importance of enjoying nature without damaging it.
- appreciate the beauty of nature.
- recognise and appreciate the use of alliteration in poetry.

3. Kaka and Munni

Lower-order thinking skills (LOTS)

- understand and analyse the text, and identify its central theme.
- attempt reference to context, factual and inferential questions about the text.

Higher-order thinking skills (HOTS)

- understand the importance of using the available resources to achieve their goals.
- understand the value of persistence.
- develop problem-solving and creative thinking skills.
- understand and use one-word substitution.
- identify the sounds of animals and birds.
- use the words in context.
- listen to two children talking about a cat and complete the information accordingly.
- work with their partners and ask and answer questions about the different animals in the picture.
- work with their partners and talk about their favourite animal.
- study the model composition and answer the questions.
- write a composition using the given clues.

Half-yearly

1. Out with the Goats-Johanna Spyri

Lower-order thinking skills (LOTS)

- understand and analyse the text, and identify its central theme.
- attempt reference to context, factual and inferential questions about the text.

Higher-order thinking skills (HOTS)

- foster a clear understanding of the concept of empathy.
- understand the value of kindness, responsibility, friendship and honesty.

- develop problem-solving and creative thinking skills.
- understand the concept of characters and atmosphere of a story.
- understand and use words from the text.
- use the words in context.
- understand and use one word for many words.
- listen to information about gorillas and write true or false accordingly.
- work with their partners and talk about what they see in Myra's farm.
- complete a dialogue and answer the questions that follow.
- study the model dialogue.
- write a dialogue using the given cues.

2. Lily White Lily (Poem) - George MacDonald

Lower-order thinking skills (LOTS)

- understand the poem and its finer nuances.
- attempt factual and inferential questions based on the poem.

Higher-order thinking skills (HOTS)

- appreciate the resilience and patience of the lily.
- understand the importance of sunlight and rain in sustaining life.
- appreciate the beauty of nature.
- understand and identify rhyming words.

3. Binya's Blue Umbrella – Ruskin Bond

Lower-order thinking skills (LOTS)

- understand and analyse the text, and identify its central theme.
- attempt reference to context, factual and inferential questions about the text.

Higher-order thinking skills (HOTS)

- understand the importance of perseverance and resilience in the face of challenges.
- understand that facing obstacles with courage and determination leads to success.
- develop problem-solving and creative thinking skills.

- understand the concept of personification.
- understand and use words from the text.
- listen to a story about Billy and complete the sentences accordingly.
- work with their partners and spot the difference between two pictures.
- complete the given anecdote.
- write an anecdote using the given cues.

Upto 30-35% will be from topics done in Mid-term 1 - Analysis, Application,
Evaluation or Creation type questions.

Mid-term 2

1. Tom Meets the Otter- Charles Kingsley

Lower-order thinking skills (LOTS)

- understand and analyse the text, and identify its central theme.
- attempt reference to context, factual and inferential questions about the text.
- foster an appreciation for the beauty and diversity of the natural environment.
- foster an interest in nature and the excitement of exploring different environments.

Higher-order thinking skills (HOTS)

- understand the importance of thinking and exploring beyond first impressions.
- cultivate an understanding of others' feelings and discourage judgment based on looks.
- develop sensory awareness by discussing the vivid descriptions of the water world.
- develop problem-solving and creative thinking skills.
- understand and use words from the text.
- use the words in context.

- listen to the story of a girl with superpowers and choose the correct answers accordingly.
- talk about the concepts of surviving underwater and in outer space through creative thinking and storytelling.
- develop critical thinking skills by answering thought-provoking questions related to the two environments.
- complete the diary entry.
- write a diary entry using the given cues.

2. A Bird Came Down the Walk (Poem) – Emily Dickinson

Lower-order thinking skills (LOTS)

- understand the poem and its finer nuances.
- attempt factual and inferential questions based on the poem.

Higher-order thinking skills (HOTS)

- importance of balance between human beings and nature.
- understand the theme of survival in the natural world
- understand the importance and power of nature.
- appreciate the beauty of nature.
- understand and use personification.

3. The Wild Wood- Kenneth Grahame

Lower-order thinking skills (LOTS)

- understand and analyse the text, and identify its central theme.
- attempt reference to context, factual and inferential questions about the text.
- understand the importance of caring for nature.

Higher-order thinking skills (HOTS)

- understand the importance of listening to the advice of those who are more experienced than them.
- develop problem-solving skills.
- understand and use topic vocabulary.
- listen to an audio and choose the correct answers accordingly.
- describe daily routine.
- complete a picture composition in their own words.

- study the model picture composition.
- write a picture composition.

Final

1. Luke Loves Football

Lower-order thinking skills (LOTS)

- understand and analyse the text, and identify its central theme.
- attempt reference to context, factual and inferential questions about the text.
- understand the importance of staying fit and active.
- understand the significance of playing sports.

Higher-order thinking skills (HOTS)

- develop problem-solving and creative thinking skills.
- understand and use words from the text.
- listen to a song and complete the text accordingly.
- work with their partners and talk about their favourite sports.
- study the model paragraph and answer the questions.
- write a descriptive paragraph on the given topic.

2. Every Time I Climb a Tree (Poem)- David McCord

Lower-order thinking skills (LOTS)

- understand the poem and its finer nuances.
- attempt factual and inferential questions based on the poem.
- understand the joy in doing something you like.

Higher-order thinking skills (HOTS)

- understand that being adventurous can lead to positive experiences.
- learn that trying new things makes them curious and excited
- observe and appreciate the beauty of nature.
- understand and use repetition.

3. Judy at the Farm- Jean Webster

Lower-order thinking skills (LOTS)

- understand and analyse the text, and identify its central theme.
- attempt reference to context, factual and inferential questions about the text.
- appreciate nature and its beauty.

Higher-order thinking skills (HOTS)

- understand and appreciate the genre of epistolary novels.
- understand the importance of hope and gratitude.
- value new experiences and adventures.
- understand the importance of relationships.
- understand and use word meanings.
- listen to the audio for specific information and answer the questions accordingly.
- work in groups and do role-play.
- analyse the elements of a short story from the given clues.
- complete the given short story using the given words.
- write a short story using the given clues.

Upto 30-35% will be from topics done in Mid-term 2 - Analysis, Application,
Evaluation or Creation type questions.

Spelling/Dictation
Mid-term 1

1. Vocabulary related to Math, EVS and Literature

Lower-order thinking skills (LOTS)

- Recognise and spell grade-level subject-specific words (e.g., addition, triangle, family, plant, animal, character, sentence).
- Match a word to its meaning or picture (e.g., river, subtraction, story, home, pronoun).
- Use simple subject-specific words in short sentences (e.g., "I did an addition sum.").

Higher-order thinking skills (HOTS)

- Choose the correct subject-specific word from a list to complete a sentence and explain why it fits.
- Create a simple sentence using at least two math, EVS, or literature words and read it aloud clearly.

2. Jumbled Words / Anagrams

Lower-order thinking skills (LOTS)

- Rearrange jumbled letters to form a correct word (up to 6–7 letters), often from the current unit (e.g., oehus →house, izse →size).
- Identify the first and last letter of the word to predict the correct spelling.
- Match a jumbled word to its picture or meaning.

Higher-order thinking skills (HOTS)

- Form more than one word from the same set of letters (e.g., three-letter and four-letter words) and list them.
- Create a jumbled-word puzzle for a friend using familiar vocabulary and check the solution.
- Explain the strategy used to unjumble a word (e.g., "I looked for 'sh' or 'th' sounds first").

3. Fill in the missing letters with the help of given clues

Lower-order thinking skills (LOTS)

- Use given clues (picture, sentence, or meaning) to fill in missing letters in a word (e.g., "A body of water: r _ v _ r").
- Recall correct spelling patterns (e.g., oo, ea, ai, th, sh, ng) using the clue.
- Cross-check the completed word to see if it matches the meaning or picture.

Higher-order thinking skills (HOTS)

- Guess the word from a short clue sentence and then write the full word, justifying the spelling.
- Correct an incorrectly filled word and explain the spelling rule used (e.g., "after 'c' we often use 'k' for /k/ sound").
- Design a 5–10-item "missing-letters" worksheet for classmates using current unit words.

4. Dictation (Unseen)

Lower-order thinking skills (LOTS)

- Listen carefully to dictated words and write them correctly, focusing on capital letters, vowels, and common consonant patterns.
- Spell high-frequency words and recent unit words correctly in dictation (e.g., animal, plant, number, addition, family).
- Check written dictation by reading aloud and correcting obvious spelling mistakes.

Higher-order thinking skills (HOTS)

- After dictation, self-correct spelling using familiar words as a reference (e.g., "If I know 'shop', then 'shopping' has the same base").
- Use phonetic awareness to guess and spell simple unseen words (e.g., "I hear /pl/ + /ay/ →play").
- Record a short dictation script for a friend (6–8 words from current units) and listen to it being read; then compare spelling and discuss patterns.

Half-yearly

1. Vocabulary related to Math, EVS and Literature

Lower-order thinking skills (LOTS)

- Recognise and spell grade-level subject-specific words (e.g., addition, triangle, family, plant, animal, character, sentence).
- Match a word to its meaning or picture (e.g., river, subtraction, story, home, pronoun).
- Use simple subject-specific words in short sentences (e.g., "I did an addition sum.").

Higher-order thinking skills (HOTS)

- Choose the correct subject-specific word from a list to complete a sentence and explain why it fits.
- Create a simple sentence using at least two math, EVS, or literature words and read it aloud clearly.

2. Rhyming Words

Lower-order thinking skills (LOTS)

- Identify and select words that rhyme with a given word (e.g., cat →hat, bat).
- Match rhyming word pairs from a list or picture-based clues.
- Read and say simple rhyming pairs aloud (e.g., sun–run, tree–free).

Higher-order thinking skills (HOTS)

- Create original rhyming pairs using known vowel-consonant patterns (e.g., moon–soon, book–look).
- Write 2–4 simple rhyming lines (half-sentence level) using current vocabulary (e.g., "My dog is big, he loves to dig.").
- Explain why two words rhyme (same end-sound pattern) and use this to find more rhyming words.

3. Compound Words

Lower-order thinking skills (LOTS)

- Combine two simple words to form a correct compound word (e.g., sun + flower →sunflower).

- Break a compound word into its two parts (e.g., toothbrush →tooth + brush).
- Match a picture to the correct compound word (e.g., rainbow, football, classroom).

Higher-order thinking skills (HOTS)

- Create new compound words using given root words (e.g., class + room, book + shelf), and explain their meaning.
- Use at least two compound words in one short sentence and underline them.

4. Jumbled Words

Lower-order thinking skills (LOTS)

- Rearrange jumbled letters to form a correct word (up to 6–7 letters), often from the current unit.
- Identify the first and last letter of the word to predict the correct spelling.
- Match a jumbled word to its picture or meaning.

Higher-order thinking skills (HOTS)

- Form more than one word from the same set of letters (e.g., three-letter and four-letter words) and list them.
- Create a jumbled-word puzzle for a friend using familiar vocabulary and check the solution.
- Explain the strategy used to unjumble a word (e.g., "I looked for 'sh' or 'th' sounds first").

5. Fill in the missing letters with the help of given clues

Lower-order thinking skills (LOTS)

- Use given clues (picture, sentence, or meaning) to fill in missing letters in a word.
- Recall correct spelling patterns (e.g., oo, ea, ai, th, sh, ng) using the clue.
- Cross-check the completed word to see if it matches the meaning or picture.

Higher-order thinking skills (HOTS)

- Guess the word from a short clue sentence and then write the full word, justifying the spelling.

- Correct an incorrectly filled word and explain the spelling rule used (e.g., "after 'c' we often use 'k' for /k/ sound").
- Design a 5–10-item "missing-letters" worksheet for classmates using current unit words.

6. Dictation (Unseen)

Lower-order thinking skills (LOTS)

- Listen carefully to dictated words and write them correctly, focusing on capital letters, vowels, and common consonant patterns.
- Spell high-frequency words and recent unit words correctly in dictation (e.g., animal, plant, number, addition, family).
- Check written dictation by reading aloud and correcting obvious spelling mistakes.

Higher-order thinking skills (HOTS)

- After dictation, self-correct spelling using familiar words as a reference (e.g., "If I know 'shop', then 'shopping' has the same base").
- Use phonetic awareness to guess and spell simple unseen words (e.g., "I hear /pl/ + /ay/ →play").
- Record a short dictation script for a friend (6–8 words from current units) and listen to it being read; then compare spelling and discuss patterns.

Mid-term 2

1. Vocabulary related to Math, EVS and Literature

Lower-order thinking skills (LOTS)

- Recognise and spell familiar subject-specific words (e.g., addition, subtraction, family, plant, river, sentence, character).
- Match a word to its meaning, picture, or subject (Math / EVS / Literature).
- Use simple subject-specific words in short sentences (e.g., "I solved a subtraction sum.").

Higher-order thinking skills (HOTS)

- Choose the correct subject-specific word from a list to complete a sentence and explain why it fits.

- Create a short paragraph using at least three subject-specific words and underline them.

2. Antonyms (Opposites)

Lower-order thinking skills (LOTS)

- Identify and write the opposite of given simple words (e.g., big →small, hot →cold).
- Match a word with its correct antonym from a list or picture.
- Read and write common antonym pairs aloud (e.g., happy–sad, light–dark).

Higher-order thinking skills (HOTS)

- Use an antonym to complete a sentence and explain how the meaning changes (e.g., "It was hot yesterday, but today it is ___.").
- Create a short sentence using a word and its antonym and underline both.

3. Synonyms

Lower-order thinking skills (LOTS)

- Match simple words to their similar-meaning synonyms (e.g., big →large, sad →unhappy).
- Choose the correct synonym to replace a word in a given sentence.
- Read and write synonym pairs and say them in a full sentence (e.g., "I am happy / glad today.").

Higher-order thinking skills (HOTS)

- Explain why two words are synonyms and give an example sentence for each.
- Revise a short sentence by replacing one word with its synonym and compare the meanings.
- Create a mini "synonym chart" using 6–8 familiar words and their synonyms.

4. Dictation (Unseen)

Lower-order thinking skills (LOTS)

- Listen carefully and write short words and sentences correctly, using capital letters and full stops where needed.
- Spell high-frequency words and recent unit words accurately (e.g., number, home, animal, story, addition, river).

- Check written dictation by reading aloud and correcting obvious spelling mistakes.

Higher-order thinking skills (HOTS)

- Use known spelling patterns and root words to guess the correct spelling of an unseen word from its sound (e.g., -tion, -ing, -ed).
- After dictation, self-correct and underline the spelling rule used in each corrected word (e.g., double consonant, suffix added).
- Prepare a short dictation script (6–8 words or a 2-sentence paragraph) using current unit vocabulary and have a peer write it.

Final

1. Vocabulary related to Math, EVS and Literature

Lower-order thinking skills (LOTS)

- Recognise and spell familiar subject-specific words (e.g., addition, subtraction, family, plant, river, sentence, character).
- Match a word to its meaning, picture, or subject (Math / EVS / Literature).
- Use simple subject-specific words in short sentences (e.g., "I solved a subtraction sum.").

Higher-order thinking skills (HOTS)

- Choose the correct subject-specific word from a list to complete a sentence and explain why it fits.
- Create a short paragraph using at least three subject-specific words and underline them.

2. Homophones

Lower-order thinking skills (LOTS)

- Identify and write simple homophones (e.g., see/sea, right/write, there/their).
- Match homophones with their correct meanings or pictures.
- Use each homophone in a short sentence with a clue picture (e.g., "I can __ the ship." →see / sea).

Higher-order thinking skills (HOTS)

- Write two sentences using the same homophone pair but with different meanings (e.g., flower / flour).
- Explain the difference in meaning of two homophones and how context decides which one to use.
- Create a simple homophone puzzle (e.g., jumbled clues or fill-in) for classmates.

3. Suffix

Lower-order thinking skills (LOTS)

- Recognise common suffixes such as -ing, -ed, -er, -est, -ful, -less in familiar words.
- Add a simple suffix to a base word (e.g., play →playing, fast →faster).
- Split a suffixed word into base word and suffix and read it aloud.

Higher-order thinking skills (HOTS)

- Use at least two suffixed words in one short paragraph and underline the suffixes.
- Create a word-family tree for one base word (e.g., play →playing, played, player) and write one sentence each.

4. Prefix

Lower-order thinking skills (LOTS)

- Recognise common prefixes such as un-, re-, dis-, pre- in familiar words (e.g., unhappy, rewrite, disappear).
- Add a given prefix to a base word to make a correct new word.
- Break a prefixed word into its prefix and base word and read both parts.

Higher-order thinking skills (HOTS)

- Predict the meaning of a new prefixed word (e.g., unfair from fair) and justify the guess.
- Use at least two prefixed words in one short sentence and underline the prefix.
- Create a "prefix family chart" (e.g., un- + happy, do, kind…) and write one sentence each.

5. Palindromes

Lower-order thinking skills (LOTS)

- Identify simple palindromes such as pop, madam, radar, noon and say them forward and backward.
- Read and write given palindromes correctly.
- Match palindromes with their definitions or pictures when possible (e.g., racecar).

Higher-order thinking skills (HOTS)

- Create short palindromic words or phrases (e.g., level, deed, mom) and write them neatly.
- Explain what a palindrome is in simple words and why it is the same both ways.
- Design a simple "palindrome hunt" worksheet or game for classmates.

6. Dictation (Unseen)

Lower-order thinking skills (LOTS)

- Listen carefully and write short words and sentences correctly, using capital letters and full stops where needed.
- Spell high-frequency words and recent unit words accurately (e.g., number, home, animal, story, addition, river).
- Check written dictation by reading aloud and correcting obvious spelling mistakes.

Higher-order thinking skills (HOTS)

- Use known spelling patterns and root words to guess the correct spelling of an unseen word from its sound (e.g., -tion, -ing, -ed).
- After dictation, self-correct and underline the spelling rule used in each corrected word (e.g., double consonant, suffix added).
- Prepare a short dictation script (6–8 words or a 2-sentence paragraph) using current unit vocabulary and have a peer write it.

Mathematics

Mid-term 1

1. Numbers (1-9999), Number Names, Greater than, Less than, Equal to, Ascending and Descending Order

Lower-order thinking skills (LOTS)

- Read and write four-digit numbers (up to 9999) in numerals and words (number names).
- Compare given pairs of four-digit numbers using symbols: greater than (>), less than (<), equal to (=).
- Arrange a set of four-digit numbers in ascending and descending order.

Higher-order thinking skills (HOTS)

- Create 3–5 different four-digit numbers using given digits and order them from smallest to greatest and vice versa.
- Identify the smallest and greatest four-digit number that can be formed from a given set of four digits and explain the strategy.
- Solve simple word-based ordering problems (e.g., "Arrange the populations of four towns in ascending order") and interpret what the order shows.

2. Formation of greatest and smallest number with 4 digits

Lower-order thinking skills (LOTS)

- Use four given digits to form the greatest and smallest four-digit numbers (without repeating digits if required).
- Arrange digits in correct order (place-wise) to make the largest or smallest number.

Higher-order thinking skills (HOTS)

- Given four digits, explain why putting the largest digit in the thousands place makes the number greatest.
- Create and solve "challenge" questions like: "Make the smallest four-digit number using 3, 8, 0, 5 without starting with 0."
- Compare two strategies for forming numbers (e.g., with and without digit repetition) and say which gives larger or smaller numbers.

3. Addition and Addition Story Sums

Lower-order thinking skills (LOTS)

- Add two or three four-digit numbers (with and without regrouping) using the column method.
- Solve simple addition story sums where the answer is also a four-digit number (e.g., total number of books, students, stamps).

Higher-order thinking skills (HOTS)

- Create a real-life word problem that requires adding two or three four-digit numbers and solve it.
- Verify an addition using reverse operation (e.g., check by subtracting one addend from the sum) and explain the process.
- Estimate the sum of two four-digit numbers by rounding to the nearest hundred or thousand and compare the estimate with the actual sum.

4. Place Value

Lower-order thinking skills (LOTS)

- Write the place value of each digit in a four-digit number (e.g., in 4321, 4 is 4000, 3 is 300, etc.).
- Express a four-digit number in expanded form (e.g., [3215 = 3000 + 200 + 10 + 5]).
- Convert expanded form back to standard form.

Higher-order thinking skills (HOTS)

- Given the place-value breakdown (e.g., 2000 + 500 + 30 + 7), form the number and explain how each part contributes.
- Compare two four-digit numbers by comparing place values (thousands, then hundreds, then tens, then ones) step by step.
- Examine a "wrong" place-value breakdown, find and correct the error, and explain the mistake.

5. Mental Math

Lower-order thinking skills (LOTS)

- Add mentally small four-digit numbers (e.g., 1000 + 2000, 3400 + 100) by focusing on thousands and hundreds.
- Use mental strategies like "adding hundreds" or "rounding and adjusting" for simple sums.

Higher-order thinking skills (HOTS)

- Solve mental-math word problems such as: "If 2000 students are in one school and 3000 in another, how many students are there in total?"
- Compare two mental strategies (e.g., "add thousands first" vs. "round and adjust") and say which is easier for a given problem.
- Create a short mental-math quiz of 5–6 questions using only four-digit numbers and solve them using quick thinking.

Half-yearly

1. Skip Counting (2,3,4,5,10) and Tables (6,7,8,9)

Lower-order thinking skills (LOTS)

- Skip count forward by 2, 3, 4, 5, and 10 up to at least 100.
- Recite multiplication tables of 6, 7, 8, and 9 (up to 10) and write them in order.
- Write the next three numbers in a skip-counting pattern (e.g., 12, 16, 20, __, __, __).

Higher-order thinking skills (HOTS)

- Use skip counting to find a product mentally (e.g., count by 7 to find [7 times 6]) and explain the strategy.
- Complete a number pattern using skip counting and predict the 10th term.
- Create a short word problem where the solution involves skip counting (e.g., "How many legs do 8 chairs have?").

2. Shapes and Tangrams

Lower-order thinking skills (LOTS)

- Identify and name 2D shapes: triangle, square, rectangle, circle, and basic polygons.
- Identify shapes in given tangram pieces and match them to real-life objects.
- Count the number of sides and corners of given shapes.

Higher-order thinking skills (HOTS)

- Use tangram pieces to form a given shape (e.g., a house, animal, or triangle) and describe which pieces were used.

- Compare two shapes (e.g., square vs rectangle) and explain similarities and differences in sides and angles.
- Create a simple picture using tangram shapes and write a short description explaining each shape used.

3. Subtraction and Subtraction Story Sums

Lower-order thinking skills (LOTS)

- Subtract two four-digit numbers (with and without regrouping) using the column method.
- Solve simple subtraction story sums (e.g., "There were 3450 students; 250 left. How many remain?").
- Identify the minuend, subtrahend, and difference in given subtraction sentences.

Higher-order thinking skills (HOTS)

- Create a subtraction word problem using four-digit numbers and solve it.
- Verify a subtraction by adding the difference and subtrahend to check if it equals the minuend, and explain the process.
- Compare two subtraction problems with the same numbers but in different order and explain why the answers are different.

4. Multiplication (3 digit by 1 or 2 digit) and Multiplication Story Sums

Lower-order thinking skills (LOTS)

- Multiply a 3-digit number by a 1-digit number (e.g., [345 times 4]) and a 3-digit by a 2-digit number (e.g., [234 times 12]) using the column method.
- Solve simple multiplication story sums (e.g., "One packet has 150 chocolates; how many in 6 packets?").
- Identify the multiplicand, multiplier, and product in given multiplication sentences.

Higher-order thinking skills (HOTS)

- Create a real-life multiplication word problem involving 3-digit numbers and solve it.
- Use estimation (e.g., rounding the 3-digit number to nearest hundred) to approximate the product and compare with the actual answer.

- Solve a "missing number" problem (e.g., [_ _ _ times 7 = 3570]) and explain the reasoning step by step.

5. Mental Math

Lower-order thinking skills (LOTS)

- Do quick mental addition or subtraction of multiples of 2, 3, 4, 5, 10 (e.g., [230 + 30, 500 - 40]).
- Mentally multiply 2-digit or 3-digit round numbers by 2, 3, 4, 5, or 10 (e.g., [200 \times 4, 350 \times 2]).

Higher-order thinking skills (HOTS)

- Solve mental-math word problems such as: "If one box has 200 balls, how many balls are in 7 boxes?"
- Choose the best mental strategy (breaking, doubling, or using tables) for a given multiplication and explain why.
- Compare two mental-math methods for the same problem and decide which one is faster and easier.

Upto 30-35% will be from topics done in Mid-term 1 - Analysis, Application,
Evaluation or Creation type questions.

Mid-term 2

1. Division and Division Story Sums

Lower-order thinking skills (LOTS)

- Divide 2- or 3-digit numbers by 1-digit numbers (with and without remainder) using the column method.
- Use multiplication facts to check division (e.g., [24 div 6 = 4] because [6 times 4 = 24]).
- Solve simple division story sums (e.g., "240 students in 6 buses, how many in each bus?").

Higher-order thinking skills (HOTS)

- Create a division word problem using sharing or grouping and solve it.
- Solve "left-over" problems and explain how the remainder is used in real life (e.g., extra chocolates).

- Compare two situations: one with no remainder and one with remainder, and explain what the answer means in each context.

2. Money

Lower-order thinking skills (LOTS)

- Read and write amounts in rupees and paise (₹ and p) using correct symbols.
- Add and subtract money amounts (e.g., find total cost or change received).
- Solve simple word problems involving buying, selling, and calculating change.

Higher-order thinking skills (HOTS)

- Plan a "shopping list" with given prices and find the total amount and balance from a given sum.
- Compare different combinations of coins/notes to make the same amount and decide which is most convenient.
- Create a short story about a market visit involving at least three money-related calculations and solve them.

3. Measurement

Lower-order thinking skills (LOTS)

- Choose appropriate units (cm/m/km, g/kg, mL/L) for given objects.
- Compare and order lengths, weights, or capacities using symbols [>], [<], [=].
- Solve simple story sums involving addition or subtraction of measurements (e.g., "A rope is 3 m 50 cm long; another is 2 m 75 cm; find total length").

Higher-order thinking skills (HOTS)

- Estimate lengths, weights, or capacities and then compare the estimate with actual measurement.
- Solve multi-step problems (e.g., "A tank had 50 L; 20 L were used, then 15 L added; how much now?").
- Compare measurements using different units (e.g., 1000 g vs 1 kg) and explain why they are equal.

4. Pattern and Tessellation

Lower-order thinking skills (LOTS)

- Identify and extend number patterns (forwards/backwards) and shape patterns (e.g., △, □, △, □, ___).
- Complete simple tessellations using given shapes (e.g., squares, triangles, rectangles).
- Name the repeating unit in a pattern.

Higher-order thinking skills (HOTS)

- Create a new pattern (number or shape) using a chosen rule and ask a friend to continue it.
- Explain why a given arrangement is or is not a tessellation (no gaps or overlaps).
- Design a small tessellation artwork using 2–3 shapes and describe the pattern.

5. Data Handling - Pictogram and Tally

Lower-order thinking skills (LOTS)

- Read and interpret a pictogram (key: one symbol = 2, 5, or 10 items).
- Convert tally marks into counts and frequencies.
- Answer simple questions (how many more, how many less, total) from a pictogram or tally chart.

Higher-order thinking skills (HOTS)

- Create a tally chart from given data and then convert it into a simple pictogram.
- Compare two pictograms and write 2–3 observations about the data.
- Identify an error in a pictogram or tally chart and explain how to correct it.

6. Mental Math

Lower-order thinking skills (LOTS)

- Do quick mental addition/subtraction of money (e.g., [₹50 + ₹25]) or simple measurements (e.g., 500 g + 200 g).
- Mentally halve or double small numbers and money amounts (e.g., half of 160, double of ₹35).

Higher-order thinking skills (HOTS)

- Solve mental-math word problems (e.g., "I had ₹100 and spent ₹35; how much is left?") without writing.
- Compare two mental strategies (e.g., "break and add" vs "round and adjust") for the same problem.
- Create a short mental-math quiz of 5–6 questions using money, measurement, or basic operations.

Final

1. Time and Calendar

Lower-order thinking skills (LOTS)

- Read time on an analogue clock (to the nearest 5 minutes) and in 12-hour digital format.
- Write dates in day–month–year format and identify days, months, and years from a calendar.
- Find the number of days in a given month or between two dates (within one month).

Higher-order thinking skills (HOTS)

- Solve story sums on time (e.g., "The train leaves at 3:15 and arrives at 5:30; how long is the journey?").
- Plan a weekly timetable (school, homework, play) and calculate total study or play time.
- Compare two events by start and end time and explain which is longer.

2. Mental Math

Lower-order thinking skills (LOTS)

- Do quick mental addition and subtraction of 1- and 2-digit numbers (e.g., [25 + 17], [70 - 35]) without writing.
- Use doubles and near doubles (e.g., [6 + 6 = 12], then [6 + 7 = 13]) and basic multiplication facts (tables of 2, 3, 4, 5, 10) mentally.
- Round numbers to the nearest 10 and add or subtract mentally (e.g., for [48 + 37], think [50 + 40 = 90], then adjust).

- Answer simple "quick-fire" questions orally (e.g., What is 10 more than 450? What is half of 100?).

Higher-order thinking skills (HOTS)

- Choose the best mental strategy (rounding, splitting, doubles, or front-end) for a given problem and explain why it is easier.
- Solve mental-math word problems in real-life contexts such as money, time, or measurement (e.g., "I have ₹120 and spend ₹45; how much is left?").
- Compare two different mental-math methods for the same sum and decide which one is faster or more accurate.
- Create a short mental-math quiz (5–6 questions) for classmates and solve them using quick thinking, then discuss the strategies used.

3. All the topics will be recapitulated and assessed.

Environmental Studies

Mid-term 1

1. All About Families

Lower-order thinking skills (LOTS)

- Name different types of families (e.g., nuclear, joint, single-parent) and describe them in simple words.
- Identify family members (mother, father, brother, sister, grandparents, etc.) and their basic roles at home.
- Tell where their family lives (village, town, city) and what kind of house they live in.

Higher-order thinking skills (HOTS)

- Compare two families (e.g., your own family and a friend's family) and say how they are similar and different.
- Discuss how people in a family help each other (emotional support, sharing work, caring when sick) and give examples from daily life.
- Draw and describe a simple family tree or family picture, explaining how each person is related.

2. My Family

Lower-order thinking skills (LOTS)

- Describe members of their own family (names, age group, work, or school) in short sentences.
- Tell one or two ways they help their family (e.g., tidy the room, help in small chores).
- Recognise that every family has different routines, traditions, and festivals but all families care for each other.

Higher-order thinking skills (HOTS)

- Write or speak a short paragraph on "My Family" and explain one special family tradition or habit.
- Imagine a family with different members (e.g., grandparents living with them) and explain how life might change.

- Reflect on who takes care of them most and how they can show gratitude through simple actions (respect, helping, sharing).

3. Animals - Our Friends

Lower-order thinking skills (LOTS)

- Name common animals found at home or in the neighbourhood (e.g., dog, cat, cow, bird, squirrel).
- State simple ways animals help people (e.g., dog guards, cows give milk, animals on farms help in work).
- List simple needs of animals (food, water, shelter, safety) and basic ways we can care for them.

Higher-order thinking skills (HOTS)

- Describe a real or imagined experience of caring for an animal (pet or street animal) and explain why it is important to be kind.
- Compare two animals (e.g., cow and dog) and explain how they are useful to humans in different ways.
- Suggest simple rules for "being a friend to animals" (no teasing, no throwing stones, giving food/water when needed) and justify each rule.

Half-yearly

1. Animals Around Us

Lower-order thinking skills (LOTS)

- Name common animals found at home, in the neighbourhood, and in farms (e.g., dog, cat, cow, bird, fish, butterfly).
- Describe how different animals move (walk, run, crawl, jump, fly, swim) and where they live (land, water, trees, nests, burrows).
- Identify simple ways animals help people (e.g., cows give milk, dog guards, earthworms help soil).
- Understand and learn the life cycle of a butterfly.

Higher-order thinking skills (HOTS)

- Compare two animals (e.g., cow and bird) and explain how their homes and ways of moving differ.
- Apply the knowledge of the life cycle of a butterfly to other animals.

- Discuss how to treat animals kindly (no teasing, no throwing stones, giving food/water when needed) and give examples.
- Create a short paragraph or drawing-based explanation about "Animals I see every day" and how they are useful or special.

2. Plants Around Us

Lower-order thinking skills (LOTS)

- Identify and name common plants around the school, home, or park (trees, shrubs, herbs, climbers, aquatic plants).
- Tell where different plants grow (on soil, in water, on walls, in pots) and what they need to live (sunlight, water, air, soil).
- Classify simple plants as big (trees), small (herbs), or climbers (e.g., pea, grapevine).

Higher-order thinking skills (HOTS)

- Compare a tree, a shrub, and an herb (e.g., mango, tulsi, rose) and explain differences in size, stem, and use.
- Go on a short "plant walk" and record 4–5 plants seen; explain which one is most useful to humans and why.
- Suggest simple ways to care for plants at home or in school (watering, no plucking, shade, support for climbers) and justify each.

3. Plants - Our Green Friends

Lower-order thinking skills (LOTS)

- List important benefits of plants (fresh air, food, shade, medicines, beauty, homes for animals).
- Identify which parts of plants we eat (leaves, stems, roots, flowers, fruits, seeds) with common examples.
- Name at least 5 "green friends" (e.g., neem, peepal, lemon, tulsi, banana) and say one use of each.

Higher-order thinking skills (HOTS)

- Demonstrate plant care methods through activities like planting seeds and observing germination.
- Promote awareness about tree conservation.

- Explain how plants are "our green friends" by writing or speaking a short paragraph linking plants to food, air, and animals.
- Discuss problems caused when plants are cut without reason (pollution, less shade, animals lose homes) and suggest simple solutions.
- Plan a small class activity (e.g., "plant a sapling" or "make a plant-care chart") and explain how it helps the environment.

Upto 30-35% will be from topics done in Mid-term 1 - Analysis, Application,
Evaluation or Creation type questions.

Mid-term 2

1. Caring for Self

Lower-order thinking skills (LOTS)

- Name and follow simple self-care habits: bathing, brushing teeth, washing hands, wearing clean clothes.
- Identify healthy practices (eating on time, drinking enough water, sleeping well, exercising) and unsafe habits (eating too much junk food, playing with sharp objects).
- Tell how to manage simple injuries or feelings (e.g., report a cut, talk to an adult when feeling sad or scared).

Higher-order thinking skills (HOTS)

- Create a simple "daily routine chart" showing how they care for their body, mind, and emotions (morning to night).
- Compare two children (one caring for self, one not) and explain how their health and mood might differ.
- Role-play or describe how they can help a friend who feels shy, scared, or unwell at school.

2. Being Sensitive and Responsible

Lower-order thinking skills (LOTS)

- Show simple acts of kindness: helping a younger child, sharing, not teasing, using polite words, taking care of plants and animals.

- Name elders and differently-abled people around them (grandparents, teachers, neighbours with disability) and show basic respect.
- Follow school rules and home rules (keeping things clean, doing assigned tasks, not wasting materials).

Higher-order thinking skills (HOTS)

- Discuss real-life situations (e.g., seeing an elder struggle to cross the road, a classmate being teased) and explain how to respond kindly and responsibly.
- Equip themselves for emergency situations.
- Prepare a short "good-behaviour pledge" listing 4–5 ways they will be sensitive and responsible at home and school.
- Plan a simple class activity (e.g., "Help a Friend Day" or "Elder–Care card") and explain how it makes the class more caring.

3. Water and Us

Lower-order thinking skills (LOTS)

- Name common sources of water (tap, well, pond, lake, river, tank) and list daily uses (drinking, cooking, washing, watering plants).
- Tell simple facts about water (e.g., water is colourless, has no fixed shape, can be solid/liquid/gas in different conditions).
- Identify ways water is stored at home (bucket, pot, tank, bottle) and how it reaches the house (supply, tanker, handpump, tube-well).

Higher-order thinking skills (HOTS)

- Compare activities that use a lot of water (bathing, washing clothes, cleaning house) and those that use less, and explain why saving water matters.
- Suggest 4–5 simple ways to save water at home and school (e.g., turning off taps, using buckets instead of hose, repairing leaks).
- Create a short poster or slogan on "Save Water" and explain how each point helps people and the environment.

Final

1. Shelters Around Us

Lower-order thinking skills (LOTS)

- Name different shelters for humans (house, hut, flat, tent, houseboat, caravan) and for animals (nest, burrow, den, hive, web).
- Tell that shelter protects from heat, rain, cold, and danger, and name materials used in making simple houses (brick, wood, mud, bamboo).
- Describe the type of house in your own area (e.g., urban flat, village hut, town building).

Higher-order thinking skills (HOTS)

- Compare two types of houses (e.g., thatched hut vs concrete house) and explain how each suits its environment.
- Discuss how some people live in temporary shelters (e.g., roadside, slums, tents) and how the community can help them.
- Draw and label a simple house or animal shelter, then explain how it keeps its inhabitants safe and comfortable.

2. Communication

Lower-order thinking skills (LOTS)

- Name different ways people communicate (speaking, writing, phone, letters, sign language, pictures, emails, messages).
- Recognise simple communication tools (telephone, radio, TV, newspaper, mobile, school notice board).
- Use polite words and simple sentences to greet, ask, and share feelings with peers and adults.

Higher-order thinking skills (HOTS)

- Compare two situations (e.g., talking to a friend vs sending a message) and explain how the meaning might change.
- Plan a short "message" or note (e.g., to a friend, teacher, or parent) using clear and respectful language.
- Discuss how to behave when someone cannot communicate clearly (e.g., differently-abled, blind, deaf) and suggest kind, inclusive ways of communicating.

3. Locating Places

Lower-order thinking skills (LOTS)

- Name simple directions: left, right, forward, backward, and cardinal directions (north, south, east, west) in basic terms.
- Use simple reference points (e.g., "near the gate," "beside the playground," "behind the tree") to describe the location of objects or places.
- Read a simple picture map or sketch of the classroom or school and point out places like the gate, office, playground, and classroom.

Higher-order thinking skills (HOTS)

- Give and follow simple directions in words (e.g., "Go straight, turn left at the first tree") and reflect on why directions are important.
- Compare a real-life path (e.g., home to school) with a simple sketch or map and explain how the map helps us locate places.
- Design a simple map or sketch of the classroom or home, using labels and basic symbols, and explain how others can use it to find key places.

Upto 30-35% will be from topics done in Mid-term 1 - Analysis, Application,
Evaluation or Creation type questions.

Second Language
Hindi
APRIL

◇ Story: Jangal ke Rakshak

Reads fluently →LOTS

Identifies characters/setting/main idea →LOTS

Retells story →MOTS

Expresses views (protecting nature) →HOTS

◇ Paragraph: Mera Mitr

Writes sentences →MOTS

Uses grammar & punctuation →LOTS

Organizes ideas →MOTS

Uses vocabulary →MOTS

▨ MAY

◇ Paragraph (Helping at home)

Describes sequence →MOTS

Writes simple sentences →LOTS

Shows responsibility →HOTS

Uses action words →MOTS

◇ Numbers (1–25)

Reads →LOTS

Writes →LOTS

Matches →LOTS

Uses in real life →MOTS

◇ Noun

Identifies →LOTS

Classifies →MOTS

Uses →MOTS

Recognizes from surroundings →MOTS

◇ Synonyms

Identifies →LOTS

Matches →LOTS

Uses →MOTS

Enhances vocabulary →HOTS

▨ JUNE

◇ Poem

Recites →LOTS

Understands theme →MOTS

Identifies meanings →LOTS

Expresses feelings →HOTS

◇ Unseen Passage

Reads →LOTS

Identifies main idea →MOTS

Answers questions →MOTS

Infers meaning →HOTS

◇ Gender

Identifies →LOTS

Converts →MOTS

Uses →MOTS

Classifies →MOTS

◇ Antonyms

Identifies →LOTS

Matches →LOTS

Uses →MOTS

Applies →MOTS

▨ JULY

◇ Story: Anokha Dand

Reads/understands →LOTS

Identifies moral →MOTS

Retells →MOTS

Expresses opinions →HOTS

◇ Paragraph (Honesty)

Writes →MOTS

Maintains sequence →MOTS

Uses sentences →LOTS

Expresses values →HOTS

◇ Unseen Passage

Reads →LOTS

Answers factual →MOTS

Answers inferential →HOTS

Builds vocabulary →MOTS

◇ Number (Singular/Plural)

Identifies →LOTS

Converts →MOTS

Uses →MOTS

Recognizes context →MOTS

◇ One Word Substitution

Replaces →MOTS

Understands meaning →MOTS

Uses →MOTS

Enhances precision →HOTS

▨ AUGUST

◇ Poem

Recites →LOTS

Understands importance →MOTS

Identifies key ideas →MOTS

Relates to life →HOTS

◇ Paragraph (Mother)

Describes →MOTS

Uses adjectives →MOTS

Organizes →MOTS

Expresses feelings →HOTS

◇ Unseen Passage

Reads →LOTS

Answers →MOTS

Identifies info →MOTS

Improves fluency →LOTS

◇ Numbers (26–50)

Reads →LOTS

Writes →LOTS

Matches →LOTS

Applies →MOTS

◇ Idioms

Understands →MOTS

Matches →MOTS

Uses →HOTS

Applies →HOTS

▨ SEPTEMBER

◇ Pronoun

Identifies →LOTS

Replaces →MOTS

Uses →MOTS

Avoids repetition →HOTS

◇ Paragraph (Imaginative)

Writes creatively →HOTS

Forms sentences →MOTS

Maintains flow →MOTS

Uses vocabulary →MOTS

◇ Synonyms

Identifies/matches →LOTS

Uses →MOTS

Enhances vocabulary →HOTS

◇ Revision

Recalls →LOTS

Applies →MOTS

Improves →MOTS

Identifies gaps →HOTS

▨ OCTOBER

◇ Story

Reads →LOTS

Identifies sequence →MOTS

Understands moral →MOTS

Expresses opinion →HOTS

◇ Unseen Passage

Reads →LOTS

Answers →MOTS

Identifies ideas →MOTS

Infers →HOTS

◇ Numbers (51–75)

Reads/writes/matches →LOTS

Applies →MOTS

◇ Gender & Antonyms

Identify →LOTS

Convert/use →MOTS

Apply →MOTS

▨ NOVEMBER

◇ Poem

Recites →LOTS

Understands theme →MOTS

Identifies expressions →MOTS

Expresses appreciation →HOTS

◇ Paragraph

Describes →MOTS

Uses vocabulary →MOTS

Organizes →MOTS

Uses descriptive words →HOTS

◇ Unseen Passage

Reads →LOTS

Answers →MOTS

Identifies main idea →MOTS

Develops comprehension →MOTS

◇ Adjective & One Word

Identifies →LOTS

Uses/matches →MOTS

Applies →MOTS

Improves vocabulary →HOTS

▧ DECEMBER

◇ Story

Reads →LOTS

Identifies message →MOTS

Retells →MOTS

Relates to life →HOTS

◇ Paragraph

Writes →MOTS

Uses structure →LOTS

Organizes →MOTS

Uses vocabulary →MOTS

◇ Numbers (76–100)

Reads/writes/matches →LOTS

Applies →MOTS

◇ Grammar & Idioms

Identifies →LOTS

Uses →MOTS

Applies →MOTS

Communicates →HOTS

▧ JANUARY

◇ Poem

Recites →LOTS

Understands message →MOTS

Identifies ideas →MOTS

Relates to life →HOTS

◇ Unseen Passage

Reads →LOTS

Answers →MOTS

Identifies →MOTS

Infers →HOTS

◇ Paragraph (Environment)

Writes →MOTS

Uses sentences →LOTS

Organizes →MOTS

Expresses responsibility →HOTS

◇ Revision

Revises →LOTS

Applies →MOTS

Improves →MOTS

Identifies gaps →HOTS

▨ FEBRUARY (FINAL)

Reading fluency →LOTS

Applies grammar →MOTS

Writes paragraphs →MOTS

Uses vocabulary in context →HOTS

Second Language

Bengali

Mid Term 1 (April - July)

এলোমেলোঅক্ষরসাজিয়শব্দতৈরিকরা।

বিশেষ্য।

সর্নাম।

বিপরীতশব্দ।

সমার্কশব্দ

অনুচ্দরচনা।

সর্্ারমশাই।

তালগাছ।

ছাত্রছাত্রীরাসহজবাংলাগল্প, কবিতাওপ্রবন্ধপড়তারমূলভাবওতথ্য বুঝতেপারবে।(LOT)

সহজবাংলাবাক্যওকথোপকথনশুনেতারঅর্থনুধাবনকরতেএবং স্বতঃস্ফূর্ভাবেনিজেরভাবনাওঅভিজ্ঞতাপ্রকাশকরতেপারবে।(HOT)

Half Yearly - (July - September)

বিশেষণ।

অব্যয।

সমোচ্চারিতভিন্নার্কশব্দ।

বচন

Paragraph Writing.

গন্ডারশিকার।

শহুরেইঁদুরওগেঁয়োইঁদুর।

রবিবার।

সহজবাংলাবাক্যওকথোপকথনশুনেতারঅর্থনুধাবনকরতেএবং
স্বতঃস্ফূর্ভাবেনিজেরভাবনাওঅভিজ্ঞতাপ্রকাশকরতেপারবে।(HOT)

ছাত্রছাত্রীরাসহজওসংক্ষিপ্তবাক্যেনিজেরচিন্তা, অনুভূতিওঅভিজ্ঞতা
লিখতেসক্ষমহবে।(HOT)

Mid Term 2 : (October - December)

ক্যা।
ক্যারকাল।
বিপরীতশব্দ।
সমার্কশব্দ।
Paragraph Writing.
তেলেআরজলে।
ভুলুরামশর্া।

প্রতিদিনেরজীবনেব্যবহৃতসাধারণবাংলাশব্দওতাদেরঅর্জানতেএবং
সঠিকভাবেপ্রয়োগকরতেপারবে।(MOT)

ছাত্রছাত্রীরাসহজবাংলাগল্প, কবিতাওপ্রবন্ধপড়তারমূলভাবওতথ্য
বুঝতেপারবে।(LOT)

Final Term - (January - February)

পদপ্রকরণ।
লিঙ্গ।
সমোচ্চারিতভিন্নার্কশব্দ।
Paragraph Writing.
আবদুলমাঝিরগল্প।
মেঘমালা।
নৌকাযাত্রা।

বাংলাভাষারমৌলিকব্যাকরণিকনিয়ম, যেমনলিঙ্গ, সংখ্যা, ক্যাও বিশেষণেরপ্রয়োগসম্পর্কপ্রাথমিকধারণাঅর্নকরবে।(LOT)

প্রতিদিনেরজীবনেব্যবহৃতসাধারণবাংলাশব্দওতাদেরঅর্জানতেএবং সঠিকভাবেপ্রয়োগকরতেপারবে।(MOT)

COMPUTER SYLLABUS

TERM 1

APRIL – MAY : CH 1: A COMPUTER SYSTEM

Competencies

- Define a computer as an electronic machine
- Explain the IPO Cycle
- Distinguish between Hardware and Software
- Classify Hardware Components
- Identify Input Devices, Processing Device, Output Devices, Storage Devices
- Identify the 3 Parts of the CPU
- Compare System Software and Application Software

JUNE – JULY : CH 2: GUI OPERATING SYSTEM – AN INTRODUCTION

Competencies

- Define an Operating System (OS) – role as managing software and interface between the user and the hardware.
- Understand GUI (Graphical User Interface)
- Identify Windows 10 as a popular GUI-based OS
- Recognize Desktop Components
- Demonstrate Basic Desktop Skills
- Operate the Taskbar
- Understand the Shutdown Process

JULY – AUGUST : CH 3 : WORD PROCESSOR

Competencies

- Recognises a Word Processor as a software program used for typing, editing, and formatting text documents.
- Identify MS Word 2016 as a popular word processing application.
- Recognize the Components of the Word Window
- Creates, retrieves and saves documents
- Enters and Edits Text and applies basic formatting

TERM 2

SEPTEMBER : CH 4: THE INTERNET

Competencies

- Define the Internet as a huge network of computers
- Identify Uses of the Internet
- Understand Basic Internet Terms
- Recognize the Address Bar and URL
- Identify Search Engines as tools to find information
- Understand Internet Safety and Applies it in practice

OCTOBER – NOVEMBER – DECEMBER : CH 5: FUN WITH PAINT

Competencies

- Identify the MS Paint Interface
- Use Shape Tools
- Master the Fill With Color Tool
- Utilize the Brushes Tool
- Apply the Color Picker Tool
- Edit Drawings
- Manipulate Images
- Create, retrieve and save images
- Use images on desktop and in text file

JANUARY – FEBRUARY : CH 7 : FILE MANAGEMENT – ORGANISATION OF FILES

Competencies

- Recognise a File as a collection of data
- Recognise a Folder as a storage location
- Create New Folders
- Rename Files and Folders
- Move and Copy
- Delete Unwanted Files
- Navigate File Explorer

Robotics – Academic Plan & Competencies

SYLLABUS (2026–27)

MT1: Fundamentals of Robotics

[Months: April – June]

CH – INTRODUCTION & ROBOT SYSTEMS

Competencies / Learning Outcomes

1. Knowledge & Understanding (LOTS)

- Define robot and types (toy, industrial, service)
- Identify applications of robots (home, hospital, factory, space)
- Understand components: Input–Process–Output
- Identify sensors, controller, actuators

2. Application (MOTS)

- Classify robots based on use
- Identify input, process, and output in simple systems

3. Analysis (HOTS)

- Differentiate between robot and machine
- Compare humans vs robots (abilities and limitations)

4. Skill-Based Learning (HOTS)

- Identify robot components from diagrams
- Match components with functions

5. Real-Life Connection

- Relate robots to real-world tasks
- Understand how robots help in different environments

HALF YEARLY: MT1 + Core Concepts

[Months: July – September]

CH – SENSORS, ACTUATORS & LOGIC FLOW

Competencies / Learning Outcomes

1. Knowledge & Understanding (LOTS)

- Understand input and output systems
- Identify types of sensors (touch, light, distance)

- Understand actuators (motors, movement systems)
- Learn basics of power and energy (battery, electricity)
- Understand algorithms (step-by-step instructions)

2. Application (MOTS)

- Identify sensors and outputs in daily life
- Follow and create simple step-based instructions

3. Analysis (HOTS)

- Arrange steps in correct sequence
- Interpret simple input–process–output flow

4. Skill-Based Learning (HOTS)

- Draw simple flow diagrams
- Perform sequencing and instruction-based activities

5. Real-Life Connection

- Relate sensors to human senses
- Apply sequencing in daily routines

MT2: Hands-on Robotics & Circuits

[Months: October – December]

CH – BUILDING, MOVEMENT & CONTROL

Competencies / Learning Outcomes

1. Knowledge & Understanding (LOTS)

- Identify robotics kit components (controller, motor, wires, wheels)
- Understand structures (stable/unstable)
- Learn wheels, axles, motion, and direction
- Understand basic circuit concept (battery to motor connection)

2. Application (MOTS)

- Build simple robotic structures
- Demonstrate movement using motors

3. Analysis (HOTS)

- Analyze causes of movement or failure
- Identify issues in simple robot functioning

4. Skill-Based Learning (HOTS)

- Build and modify simple robots
- Demonstrate controlled movement (forward, backward, turn)

5. Real-Life Connection

- Relate motion to vehicles and machines
- Understand importance of power and circuits

FINAL TERM: Coding & Projects

[Months: January – March]

CH – CODING BASICS & APPLICATION

Competencies / Learning Outcomes

1. Knowledge & Understanding (LOTS)

- Define coding as giving instructions
- Understand sequencing, loops (repeat), and conditions (if–then)
- Recognize direction-based commands

2. Application (MOTS)

- Apply directional commands in activities
- Use simple loops in repeated actions

3. Analysis (HOTS)

- Solve basic problems using logical steps
- Choose correct sequence/condition to reach a goal

4. Skill-Based Learning (HOTS)

- Design and draw a robot with labeled parts
- Build a simple project model using learned concepts

5. Real-Life Connection

- Apply logical thinking in daily problem-solving
- Present and explain robot projects confidently

★ Overall Learning Outcomes (End of Year)

Students will:

- Understand **robot systems (input–process–output)** clearly
- Identify **sensors, actuators, and basic circuits**
- Build **simple functional robotic models**
- Apply **basic coding concepts (sequence, loop, condition)**
- Develop **logical thinking and problem-solving skills**