

ST.ALBANS SCHOOL
SESSION 2018-19
MATHEMATICS CURRICULUM

CLASS:III

GENERAL OBJECTIVES:

1. To enable the students to understand the use of numbers in their day to day life.
2. To develop their interest in Mathematics.
3. To develop their mental process like thinking, analyzing, reasoning, logical etc.
4. To mathophobia and to make the learning of Mathematics an enjoyable experience.
5. To enable the students to visualize the small mathematical operations.
6. To bring all round development of personality of a child and give practical knowledge of Mathematics.
7. To familiarise the child with the latest mathematical knowledge to fulfil the existing needs of the society.
8. To make the child more confident in dodging tables, mental maths and reasoning sums.
9. To explain the new terms for easy understanding of the concepts.
10. To develop the habit of concentration, self reliance and discovery.
11. To develop the learning leading to Higher Order Thinking Skills (HOTS).

S.N	CONCEPT	SPECIFIC OBJECTIVES	SKILLS	LEARNING STYLE	ACTIVITIES	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
1	Numbers 100 to 1000	Enable students to : 1. identify sequence and compare numbers 2. know spellings of number names. 3. Identify odd and even nos. 4. differentiate between cardinal and ordinal numbers. 5. understand that ordinal nos. tell us about the position. 6.to enable them to arrange the numbers in ascending as well as descending order. 7.to know that short form and expanded form are opposite of each other.	1.Calculative Skill By counting the beads and placing the numbers according to the Place value system. 2.Ordering details - By arranging the numbers in ascending and descending order. 3.Representing skill-Arrange the numbers according to their place value.	1.Kinesthetic /Bodily 2. Visual 3. Logical/Mat hematical 4.Linguistic	1. Flash card activity for face value,place and place value 2.Students to identify their roll no. as odd no. or even no. 3. Activity on ones, tens concept. 4. Placing the beads on the abacus according to the number given. 5.Everything in nature is also placed in order.Generation change is the example of this. Grandparents-Parents-we	1.English - Vocabulary (Spellings of No. Names, biggest, smallest, odd, even, ordinal no., cardinal no.etc.) 2. Hindi - Counting 3. S.Sc.- Population of different countries. 4. G.K. - Solar System (Arranging the planets according to their size). 5.Drawing- Picture of abacus and drawing objects to learn even and odd.	Understand more about nos. 100 -1000 alongwith ordinal nos. 2. determine smallest and biggest no. 3. learn the difference about ordinal and cardinal no. 4. able to write number names and arrange numbers in order . 5. to develop their mental process like thinking, analyzing, reasoning, logical etc.	Written assessment and subject enrichment activity TERM-I

2	Roman Numerals	<p>Enable students to:</p> <ol style="list-style-type: none"> 1. understand that Roman numeral system is based on seven letters of the alphabet. 2. know that Roman numeral V cannot be repeated. 3. Know symbols for numbers 1,5,10,50,100,500 and 1000. To make the rest of the numbers ,add or subtract them according to the rules. 	<ol style="list-style-type: none"> 1. Content Organisation by solving sums . 2. Ordering details by arranging the alphabets. 3. Co-relating to real life. 	<ol style="list-style-type: none"> 1. Visual 2. Kinesthetic/ Bodily 3. Social 4. Verbal 5. Logical 	<ol style="list-style-type: none"> 1. Use of Roman numerals in books and textbooks. 2. Roman numerals are used in clocks. 	<ol style="list-style-type: none"> 1. English-alphabets 2. EVS-number of states,number of seasons,planets etc. 	<ol style="list-style-type: none"> 1. understand the concept of Roman numerals. 2. arrange the alphabets on their correct place. 	Written assessment TERM-I
3	Addition	<p>Enable students to :</p> <ol style="list-style-type: none"> 1. understand that addition means to keep together. 2. know the sign of addition (+). 3. know the placing of nos. on ones,tens ,hundreds and thousands position. 4. learn the concept of with and without carry over. 5. understand that when 0 is added to a number, we get the same number and when 1 is added to a number, we get the next number. 6. understand addition as forward counting. 7. to enable them to recognise the word problems through usages of mathematical terms used for addition. 	<ol style="list-style-type: none"> 1. Ordering Details 2. Content Organisation 3. Calculation 4. Self study 5. Co-relating to real life 	<ol style="list-style-type: none"> 1. Verbal/Linguistic 2. Kinesthetic/ Bodily 3. Interpersonal 	<ol style="list-style-type: none"> 1. Use of fingers to add. 2. Drawing the pictures of pencils to show addition. 3. Discussion of various real life examples/events where we use addition. 4. We can add our good habits. 5. Snake and ladders for addition. 6. Sharing the dice to the class and telling them to add the numbers on it. 7. Nature walk - Showing them the number of plants in the garden. 	<ol style="list-style-type: none"> 1. English - Vocabulary Enhancement (Addition, Sum, Total, Carry Over, Place, Arrange etc.) 2. EVS - Seasons (Adding of leaves in Spring Season.) 3. English- Poem -Gus the plus 4. Afforestation is an example of addition. 5. English-Word problems -Framing statements in word problems. 	<ol style="list-style-type: none"> 1. understand the concept of addition through carry over 2. arrange the nos. on their correct place and add them. 3. arrange the numbers vertically and horizontally while solving the sums. 4. Students will understand that addition is increase in the value of a number. 	Written assessment TERM-I

<p>4 Subtraction</p>	<p>Enable students to :</p> <ol style="list-style-type: none"> 1. understand that subtraction means taking away. 2. know the sign of subtraction (-). 3. know the placing of nos. on ones, tens, hundreds and thousands position. 4. subtract numbers horizontally as well as vertically. 5. understand that when 0 is subtracted from a number, we get the same number and when 1 is subtracted from a number, we get the previous number. 6. To enable them to understand subtraction as backward counting. 	<ol style="list-style-type: none"> 1. Ordering details through beads in abacus 2. Content organisation by writing 3. Self study by solving the sums of subtraction. 	<ol style="list-style-type: none"> 1. Visual 2. Kinesthetic/ Bodily 3. Social 4. Verbal 5. Logical 6. Naturalistic 	<ol style="list-style-type: none"> 1. After pasting the stripes they will subtract the smaller number from the bigger number. 2. Use of Ganit mala for subtracting two numbers. 3. Song of subtraction "More on Top". 4. Nature Walk - Showing them the fallen leaves in the ground. 	<ol style="list-style-type: none"> 1. English - Vocabulary (subtract, difference, minus, backward, forward, place, arrange etc.) 2. Games (ball and dice.) 3. EVS - Seasons (falling of leaves in Autumn Season is Subtraction.) 4. Deforestation is an example of subtraction. 5. English - Word problems - Framing sentences in word problems. 	<ol style="list-style-type: none"> 1. understand that subtraction is the inverse of addition. 2. arrange the nos. on their correct place and Subtract them. 3. learn the value of sharing and caring. 4. apply the concept of subtraction in their day to day life. This will form the base for <u>DIVISION</u> which is repeated subtraction. 5. use properties of subtraction in solving different sums. 	<p>Written assessment TERM-II</p>
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5	Multiplication	<p>Enable students to :</p> <ol style="list-style-type: none"> 1. Understand multiplication by adding same number several times. 2. To multiply numbers using skip counting 3. Able to multiply 3- digit number by 2- digit number. 4. They will be able to do multiplication word problem. 	<ol style="list-style-type: none"> 1. Ordering detail- Students will place ones under ones while doing multiplication by a 2-digit number. 2. Co-relating to real life 3.Expression - Students will express themselves in word problem. 	<ol style="list-style-type: none"> 1.Verbal/Linguistic- understand terms related to multiplication and frame sentences of word problem. 2.Bodily/Kinesthetic- through ganit mala activity 3.Interpersonal -through group activity 	<ol style="list-style-type: none"> 1. Four children with 5 pencils.Each gives total of 20. 2.Ganit mala activity - by making groups. 	<ol style="list-style-type: none"> 1.Science - Multiplication of cells in living organisms. 2.Multiplication of germs and insects in stagnant water. 3.English -Framing sentences in word problems. 	<ol style="list-style-type: none"> 1.Understand the concept of multiplication (i.e. repeated addition to solve word problems. 2.Able to build higher tables. 3. Able to answer quickly for multiplication by 10,100,1000. 	Written assessment TERM-II
6	Division	<ol style="list-style-type: none"> 1.To enable them understand the terms of division. 2.To enable them understand division as the opposite of multiplication. 3.To enable them understand division as repeated subtraction. 4.To enable them understand the division as equal sharing. 	<ol style="list-style-type: none"> 1.Content Organisation by solving sums of division. 2.Ordering details by arranging the numbers column-wise and then dividing it. 3. Self study by practising the sums of division given in book and notebook. 	<ol style="list-style-type: none"> 1.Bodily/kinesthetic 2.Verbal/Linguistic 3.Logical/Mathematical Reasoning 4.Interpersonal 5.Musical 6.Naturalistic 7.Visual spatial 8.Intrapersonal 	<ol style="list-style-type: none"> 1.Pasting stars in the notebook 2.Writing the statement for questions/activity. 3.Divide the stars into group of 4 4.Discussion of different examples which can be divided into groups. 5.Song of division-"Division is fun" 6.Observing a garden and the division of flowers in it. 7.Showing the division of stars on board as an example 8.Revise the sums on division. 	<ol style="list-style-type: none"> 1.GK-India is divided into 29 states. 2.EVS-Human body is divided into different organs. 3.English-In English while writing an article, paragraphs are divided into title,subtitle. 4. Physical Education - Dividing the number of players into groups. 	<ol style="list-style-type: none"> 1.The students will understand the terms of division like 'remainder'. 2.The students will be able to understand the concept of sharing and divide any given quantity equally. 3.The students will be able to understand that division is the opposite of multiplication. 4.The students will be able to apply the concept of division in real-life situations. 	Written assessment TERM-II

7	Fractions	<p>1.To enable them to understand the terms used in fraction. 2.To enable them to understand fraction as a part of a whole divided into equal parts. 3.To enable them understand and differentiate numerator and denominator of a fraction. 4.To identify fractions in day to day life.</p>	<p>1.Ordering details by arranging numbers in fraction form. 2.Content Organisation by putting numerator at the top and denominator below it. 3.Self study by expressing numbers in fraction form.</p>	<p>1.Verbal/ Linguistic.. 2.Logical/ Mathematical Reasoning 3.Interpersonal 4.Bodily/ kinesthetic- Understand fraction by fraction kit . 5.Interspersonal 6.Visual spatial 7.Musical- Through song of fraction.(Ek bata do) 8.Naturalistic- Division of earth into land and water.</p>	<p>1.Writing the number in the form of fraction. 2.Numerator always comes up and denominator comes downward N/D eg $1/2$, $2/3$. 3.Discussing various examples which can be written in the form of fraction. 4.Folding the origami sheet into $1/2$, $2/3$ & $1/4$. 1.$1/2$ is the equal distribution of any number. 6.Revise the sums on fraction 7.Showing the folding and division of 1 paper into many parts. 8.Students will form groups and divide themselves into various groups for different fractions.</p>	<p>1.EVS-In digestive system,food gets broken into small substances while eating. 2.EVS/S.st- $3/4$ of the earth is covered by water.</p>	<p>1.The students will be able to understand that fractions require equal distribution. 2.The students will be able to understand the terms used in fractions. 3.The students will be able to divide sets into fractions,with different values. 4.The students will be able to apply fractions in real-life situations. 5.They will understand that it is essential to share the parts equally in a particular fraction.</p>	<p>Written assessment TERM-II</p>
		<p>Enable students to : 1.understand the properties of basic geometrical shapes . 2. identify and name plane shapes and solid shapes. 3.Find the differences between plane and solid shapes.</p>	<p>1. Making Diagram- draw different shapes 2.Drawing Skill- How correctly he draws any shape with ruler.</p>	<p>1. Visual 2. Kinesthetic/Bodily 3. Interpersonal 4. Verbal 5. Logical</p>	<p>1. Using 'Aakar Parivar ' they will create their own pictures using shapes in it. 2. Role Play 3.Discussing the difference between a cube and a cuboid ,plane and a solid shape etc.</p>	<p>1.Drawing - Draw the picture having different shapes. 2.EVS - Classifying the leaves having different shapes. 3. S.S.T. - Knowing the shape of the Map of India.</p>	<p>1. able to recognise the basic geometrical shapes. 2.able to name the basic geometrical shapes. 3.able to differentiate between plane and solid shapes.</p>	

8	Measurement	<p>Enable students to :</p> <ol style="list-style-type: none"> 1. understand the standard units of measurement. 2. right unit for measuring various objects. 3. understand the need of using standard units for measuring length, weight and capacity. 4. To interpret different terms of measurement. 	<ol style="list-style-type: none"> 1. Analytical reasoning skill - reason for choosing a particular unit for measuring an object. 2. Problem solving and expression 	<ol style="list-style-type: none"> 1. Visual/Spatial 2. Kinesthetic/Bodily 3. Interpersonal 	<ol style="list-style-type: none"> 1. Use of hands for pasting the objects and products. 2. Writing the unit i.e. Cm, Km, litre etc. after any object. 3. Placing the right standard unit for measuring weight, length and capacity. 4. Observing the bottle of Pepsi and the unit written on it. e.g. 1 litre, 2 litre 	<ol style="list-style-type: none"> 1. EVS - Different clothes of different lengths. 2. EVS - Comparing the heights of their family members. 3. Games - Measurement of height of students of a class. 4. Drawing lines of different lengths with scale. <p>S.Sc. - Distance between two cities.</p>	<ol style="list-style-type: none"> 1. Able to use the appropriate units with the objects they use in real life. 2. Able to learn about length, weight and capacity. 3. They will be able to convert units to solve problems. 	TERM-I
9	Time	<p>Enable students to :</p> <ol style="list-style-type: none"> 1. read time on a clock in hours and minutes. 2. recognise the minute hand and hour hand on a clock. 3. differentiate between wall clock and wrist watch. 4. observe the clock in their day to day time. 5. know that there are 7 days in a week and 12 months in a year. 6. To understand the need to value time. 7. To use a clock to organise everyday activities. 	<ol style="list-style-type: none"> 1. Interaction 2. Communication 3. Team building 4. Imagination 5. Expression - expressing time as a.m. and p.m. 	<ol style="list-style-type: none"> 1. Visual - spatial 2. Kinesthetic/Bodily 3. Intrapersonal 4. Logical-mathematical 	<ol style="list-style-type: none"> 1. Picture pasting of wall clock and wrist watch to understand the difference between them. 2. Drawing hands of a clock to show the time. 3. Make a time table on their daily routine by mentioning the time. 4. Clock Making Activity - Make a clock by using A4 size sheet and give it a thick base. 5. Conversion of different units. 	<ol style="list-style-type: none"> 1. English - Vocabulary (minutes, hour, year, week, time, wrist, clock, months etc.) 2. Drawing (making of a clock) 3. EVS - Food we Eat (3 meals of a day i.e. breakfast, lunch and dinner.) 4. English - Learning time in past and to. 5. E.V.S. - Day and night (Time of Sunrise and Sunset) 	<ol style="list-style-type: none"> 1. to know about hour and minute hand. 2. able to relate time to their day to day activities 3. understand that the hour hand is further divided into halves. With this understanding they will be able to relate the time to their day to day activity. 	Written assessment TERM-II

10	Money	<p>Enable students to :</p> <ol style="list-style-type: none"> 1. identify different denominations of currency and coins. 2. use money in real life situations. 3. count and add the money. 4. To carry out transactions using different denominations of a currency. 	<ol style="list-style-type: none"> 1. Interaction 2. Communication 3. Team building 4. Imagination 5. Expression 6. Motor Skills- Through shopping activity. 	<ol style="list-style-type: none"> 1. Visual 2. Kinesthetic/ Bodily 3. Interpersonal 4. Logical-mathematical 	<ol style="list-style-type: none"> 1. Fake currency notes pasting activity. 2. Shopping Activity - Creating market scene in the classroom by using fake coins and currency notes. 3. Matching money to the price tags (picture of objects will be given.) 4. adding currency notes and coins to find the total amount. 	<ol style="list-style-type: none"> 1. English - Vocabulary (denomination, currency, coins, rupee, paisa etc) 2. G.K - My Country (Symbol of rupee) 3. EVS - Places Around Us (Bank, Market etc. where we use money) 4. S.Sc.- Currencies of different countries. 5. E.V.S. -Modes of transport. Cost of different vehicles according to the technology used in it. 	<ol style="list-style-type: none"> 1. value money and learn to use it wisely. 2. know that Rs. 10 , Rs.5, Rs.2, Re.1 are available both as currency notes and coins. 3. able to convert money from one unit to another. 	TERM-II
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11	Patterns	<p>Enable students to :</p> <ol style="list-style-type: none"> observe and complete the given patterns. identify the rule in number pattern. know that we can complete the number pattern by adding a fixed number. recapitulate different geometrical shapes. draw their own unique patterns. To enhance the knowledge of patterns surrounding us. 	<ol style="list-style-type: none"> Observation Communication Team building Imagination Expression Motor skill - through vegetable printing activity 	<ol style="list-style-type: none"> Visual Kinesthetic/Bodily Musical Logical Naturalistic 	<ol style="list-style-type: none"> Pattern with shapes (Observe and Complete the given pattern on shapes.) Draw patterns using matchsticks. Number grid (Observe the pattern and write the missing numbers.) Vegetable printing (Make a pattern with ladyfinger using different colours.) While making a line, the students stand in a manner that forms a pattern. Draw and colour any 3 things where you see a pattern. Through analyzing various patterns drawn on different animals, fruits and vegetables. 	<ol style="list-style-type: none"> English - Vocabulary (pattern, sequence, grid, geometry etc.) Drawing (Making patterns) E.V.S. - Finding patterns on various fruits, vegetables and animals. 	<ol style="list-style-type: none"> observe the given pattern and complete it. identify the patterns in their surroundings. observe the pattern in the nature, geometrical shapes, numbers etc. 	TERM-I
12	Shapes	<p>Enable students to :</p> <ol style="list-style-type: none"> understand the properties of basic geometrical shapes . identify and name plane shapes and solid shapes. Find the differences between plane and solid shapes. 	<ol style="list-style-type: none"> Making Diagram- draw different shapes Drawing Skill- How correctly he draws any shape with ruler. 	<ol style="list-style-type: none"> Visual Kinesthetic/Bodily Interpersonal Verbal Logical 	<ol style="list-style-type: none"> Using 'Aakar Parivar ' they will create their own pictures using shapes in it. Role Play Discussing the difference between a cube and a cuboid ,plane and a solid shape etc. 	<ol style="list-style-type: none"> Drawing - Draw the picture having different shapes. EVS - Classifying the leaves having different shapes. S.S.T. - Knowing the shape of the Map of India. 	<ol style="list-style-type: none"> able to recognise the basic geometrical shapes. able to name the basic geometrical shapes. able to differentiate between plane and solid shapes. 	TERM-I

13	Data Handling	<p>1.To enable students to - learn to gather information sort out things that are put in a group count and write the number of things in a group..</p> <p>2. to enable students to understand multiplication as repeated addition.</p>	<p>1.Skill of content organisation by sorting out things that are put in a group. 2.Skill of ordering details-by counting the number of things in a group.</p> <p>3.Skill of self study will be developed.</p> <p>4.Skill of group work in Maths Lab Activity of sorting & counting the number of objects in a group.</p>	Kinesthetic/ Bodily Visual Spatia Word Smart	<p>Maths Lab Activity- Sorting & counting the number of pens, books, water bottles, eraser lying on the table.</p> <p>Counting &writing things (Pictures given in book) Questions asked on the basis of pictures given in book.</p> <p>Counting &writing things (Pictures given in book) Questions asked on the basis of pictures given in book.</p>	English-Vocabulary enhancement	The students will be able to interpret the information & answer questions appropriately.	TERM-II
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