

Annual Curriculum Plan

2026-27

STD-III

U. P. Public School

Annual Curriculum Plan

2026-2027

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MISSION STATEMENT FOR U.P. PUBLIC SCHOOL SURI, BIRBHUM, W.B.

1. *To inspire academic, creative and flexible learning environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to the society and they can think beyond parameter.*
2. *To aim at providing high quality education with modern infrastructural support in excellent learning environment to provide wide opportunities for pupils to nurture, stimulate and develop creative thoughts and to create an environment that fosters consideration, empathy and concern for others.*
3. *To give the values of the partnership which exists between school, parents and community. Within the partnership, we provide each student with the knowledge skills, and attitude to become a productive citizen in a challenging, technological and diverse world.*
4. *To provide support and training to all faculty and staff so that they are equipped with adequate preparation and support to perform the responsibility for developing a student for their educational, emotional and social growth.*

National Curriculum Framework

The National Curriculum Framework for School Education (NCF) is developed based on the vision of the National Education Policy (NEP) 2020, and to enable its implementation.

The NCF addresses education for the age group 3 to 18 years, across the entire range of diverse institutions in India. This is across the four Stages in the 5+3+3+4 Curricular and Pedagogical restructuring of School Education as envisioned in NEP 2020.

NCF from the NEP

The NCF brings to life the aims and commitments of the NEP.

- a. The **Aims of Education** are articulated in the NEP from which the curricular goals for the NCF are derived which then informs the rest of the elements.
- b. This includes the full **range of human capacities, values and dispositions** that are aimed to be developed in school education. Pedagogy, practices, and culture must work in tandem to develop these, and move away from an overemphasis on memorization and content accumulation; in fact, content reduction is required to create space for such development.
- c. The **5+3+3+4 Curricular and Pedagogical structure** of school education is reflected in the learning standards, the content, the pedagogy, and the assessment approaches.
- d. It is **integrative and holistic** with equal status to all subjects and learning domains from Maths to Sports. It integrates vocational education in all schools, and there is integration across subjects while developing rigorous subject understanding and capacities.
- e. It **confronts and address real challenges** facing our countries' education system. Notably that of literacy and numeracy, rote memorization, narrow goals, and inadequate resources.
- f. It is **deeply rooted in India**. This is in content and learning of languages, in the pedagogical approaches including tools and resources, and most importantly in the philosophical basis—in the aims and in the epistemic approach.

Objectives of the NCF

The overarching objective of this NCF is to help in positively transforming the school education system of India as envisioned in NEP 2020, through corresponding positive changes in the curriculum including pedagogy.

In particular, the NCF aims to help change practices in education and not just ideas; indeed, since the word 'curriculum' encapsulates the overall experiences that a student has in school, 'practices' do not just refer to curricular content and pedagogy, but also include school environment and culture. It is this holistic overall transformation of the curriculum that will enable us to positively transform overall learning experiences for students.

Aims of School Education (NCF)

The purposes, vision, and the goals of education (as in earlier sections) have been organized into five Aims of School Education. These Aims give clear direction to the choice of knowledge, capacities, and values and dispositions that need to be included in the curriculum.

- a. **Rational Thought and Autonomy** : Making choices based on rational analysis and a ground understanding of the world and acting on those choices is an exercise of autonomy. This indicates that the individual should have the capacity for rational reasoning and sufficient knowledge to understand the world around them. This understanding develops through knowledge in breadth and depth. Thus, achieving knowledge in depth and breadth, becomes one of the key goals in the NCF.
- b. **Health and Well-being** : A healthy mind and a healthy body are the foundations for an individual to pursue a good life and contribute meaningfully to society. School education should be a wholesome experience for students, and they should acquire capacities and dispositions that keep their bodies and mind healthy.
- c. **Democratic Participation** : The knowledge, capacities, and values and dispositions developed are to be oriented towards sustaining and improving the democratic functioning of Indian society. Democracy is not just a form of governance, but it is a "mode of associated living". The goals articulated in the NEP 2020 point to the development of an individual who can participate and contribute meaningfully to sustaining and improving the democratic vision of the Indian Constitution.
- d. **Economic Participation** : In the current context of India, a healthy economy needs to go along with a healthy democracy. Effective participation in the economy has positive impact on both the individual and the society. It provides material sustenance for the individual and also generates economic opportunities for others in society. The achievement of these aims makes individuals productive members of the economy. The exposure and preparation of vocational education in particular develops capacities and dispositions to enter the world of work.
- e. **Cultural and Social Participation** : Along with democracy and the economy, culture and the society play an important role in the "mode of associated living". Cultures maintain continuity as well as change over time. The NEP 2020 expect students to have 'a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions'. They should also acquire capacities and a disposition to contribute meaningfully to culture.

A society with individuals who are healthy, knowledgeable, and with capacities and values and dispositions to participate effectively and meaningfully in a democracy, economy, and culture would be a vibrant, pluralistic, and democratic knowledge society.

Child Development

Around the world, the experiences of children growing up are different, depending on various circumstances – social, cultural, and economic. But there are some common processes and stages too in the maturation and growth of the child. It is critically important to understand the development of a child to have realistic expectations at a particular age. In the field of education realising the significance of child development leads to the development of a quality curriculum with developmentally appropriate pedagogy and assessment.

Child development is influenced by the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

A child's development is usually described in terms of periods corresponding to approximate age ranges.

1. **Infancy** : This period ranges from birth to 24 months of age. A child in this period is highly dependent on adults. Children are beginning to learn about the things around them, learn to focus their vision and explore.
2. **Early childhood** : This period begins around 3 and usually extends up to 6-7 years of age. Children begin to become more self-sufficient and spend more time with peers. This is also a period of intense exploration through play.
3. **Middle to late childhood** : This developmental period is from 6-7 years to 10-11 years of age before they hit puberty. During this period children master the fundamental capacities and understanding for survival and growth. They grow physically, emotionally, and cognitively through exposure to the wider world around them and their culture.
4. **Adolescence** : This period is the transition period from childhood to early adulthood. A child enters adolescence at approximately the age of 12 years. Adolescence begins with rapid physical changes – gains in height and weight, changes in body contour and development of sexual characteristics. At this stage, the development of identity and the quest for independence is the central theme in children.

Developmental milestone across domains.

Physical Development : Middle and late childhood is the calm before the rapid growth spurt in adolescence. It involves slow and consistent growth in height and weight. There is improved muscle tone, and the strength capacity also doubles during these years. After slowing through childhood, adolescence experiences a growth surge during puberty.

Sensory and motor development : children develop rolling, sitting, standing and other motor skills in a particular sequence and within specific time frames. Infants are also born with certain reflexes which are built-in reactions to stimuli. Reflexes govern the new-born's movements, which are automatic and beyond the new-born's control. Reflexes are genetically carried survival mechanisms. They allow infants to respond adaptively to their environment before they have had an opportunity to learn. They include the sucking, rooting, and moro reflexes when the baby gets startled by an unexpected sound, light, or movement), all of which typically disappear after three to four months. Some reflexes, such as blinking and yawning, persist throughout life; components of other reflexes are incorporated into voluntary actions.

Gross motor skills involve large-muscle activities. Key skills developed during infancy include control of posture and walking. Mastering a motor skill requires the infant's active efforts to coordinate several components of the skill. Infants explore and select possible solutions to the demands of a new task; they assemble adaptive patterns by modifying their current movement patterns. Gross motor skills improve dramatically during the childhood years. Boys usually outperform girls in gross motor skills involving large-muscle activity.

Fine motor skills involve finely tuned movements. The onset of reaching and grasping is a significant accomplishment. Fine motor skills continue to develop throughout the childhood years and by 4 years of age are much more precise. Children can use their hands as tools by middle childhood, and at 10 to 12 years of age start to show fine motor skills similar to those of adults.

Cognitive Development : By now, the child can think through reasons using language and ideas, understand well how people and things work around them, and give order to these things in terms of value and size. Their capacity to remember and use what they remember to do activities is growing in leaps and bounds. They even devise ways to remember better and are able to analyse, problem-solve, imagine alternatives

Language Development : Children gradually become more analytical and logical in their approach to words and grammar. They become increasingly able to use complex grammar and produce narratives that make sense. Improvements in metalinguistic awareness - knowledge about language- become evident as children start defining words, expand their knowledge of syntax, and understand better how to use language in culturally appropriate ways.

Socio-emotional Development:

Emotional and Personality Development : Self-understanding increasingly involves social and psychological characteristics, including social comparison. The development of self-regulation is an important aspect of this stage. Developmental changes in emotion include increased understanding of complex emotions such as

pride and shame, improvements in the ability to suppress and conceal negative emotions, and the use of strategies to redirect feelings. Children use a greater variety of coping strategies.

Role of Families : Children begin to form strong bonds with peers, while families continue to play a significant role in their emotional development. The socio-emotional state of peer groups and social groups have a strong influence on the child's socio-emotional dispositions.

Role of Peers : Children form stronger bonds with peers that goes beyond play. Friendships are formed and friend groups become an important source for emotional development. Children continue to seek confirmation from adults both at home and in school

Moral Development : Children begin to express objective ideas on fairness. Children believe that equity can mean that people with special needs or merit need special treatment.

Modes of Inquiry

Beyond the nature of knowledge and growth in capacities for literacy, the modes of inquiry used by children to develop conceptual understanding play a very important role in the selection of content, pedagogy, and assessment. The progression of these modes of inquiry also has implications for the stages of schooling.

Play and Exploration

Young children learn various concepts, particularly perceptual and practical concepts, largely through play and open exploration. Their incredibly curious and absorbent minds are constantly exploring the natural and social world around them. They are intuitive problem solvers and grasp conventions of language use and social behaviour through observation and imitation. At this stage, a stimulating environment and the freedom to explore and play are the biggest and most effective sources of learning. The stimulation doesn't come only from the material environment but also from an attentive and active adult and peer group.

Capacities for Inquiry

From a broad and free exploration, children need to acquire more specific capacities that have an important role in further inquiry. In addition to the foundational capacities of literacy and numeracy, they acquire skills in observation, data collection, analysis, and more. Gross motor skills and fine motor skills relevant to physical education and arts, and vocational education are developed. Further, capacities for attention, perseverance, and memory are also developed. These capacities are utilized in informal methods of inquiry to make sense of the world around them and to respond to the practical necessities of life. These capacities can be developed by giving learning experiences that are practical and within the social context of the student. The opportunities for learning can be guided explorations with the specific intent to develop these capacities.

Disciplinary Exploration

In this stage, students gain disciplinary depth within each form of understanding. The mode of inquiry becomes exploratory again like in the first stage, but within a framework of a discipline or a form. For e.g., a student with sufficient capacities/skills for dancing and a grounded knowledge of *Bharatanatyam* as a form of dance can now use these capacities and knowledge for creative expressions through dance. Similarly, in after gaining sufficient capacities for scientific inquiry through experimentation and instrumentation in Biology, students can pursue interesting and challenging questions about life forms and attempt to answer these questions within the discipline of Biology. A more sophisticated form of exploration would be to utilize their knowledge in multiple disciplines and approach problems with interdisciplinary solutions.

ASSESSMENT SYSTEM

Approach to Assessment

The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education. [NEP 2020,]

Purposes of Assessment

Assessment has two purposes—measuring achievement of student learning and gauging effectiveness of classroom processes and teaching materials in teaching and learning. In the everyday of the classroom, assessment refers to any process of gathering information about student learning that can be interpreted, analysed, and used by the Teacher (mainly) for guiding the teaching-learning process, aggregating student learning at relevant junctures and in reporting student progress over time. Educational assessment, thus, plays a critical role in improving teaching and learning.

Assessment of Learning ; Assessment for Learning; Assessment as Learning

Assessment of learning refers to the measurement of achievement of student learning.

*Assessment for learning refers to evidence of student learning gathered by the Teacher that provides inputs to guide the teaching-learning processes. Assessment, when designed meaningfully, can be used as a powerful tool that contributes to and supports better student learning and teaching practices. Teachers who have a good sense of where students in class do well and where they struggle, can thus take more informed decisions about their pedagogical practices. Recent studies have shown that students can play an active role in taking charge of their own learning. When assessments are introduced as non-threatening tools for self-reflection and introspection, they become developmental and constructive in nature. This is referred to as *assessment as learning*. In school education, one needs to look at all three approaches to assessments mentioned above—*assessment of learning, for learning and as learning*.*

Assessments could be formative or summative, both are equally important for improving teaching and learning.

a. Formative assessment are continuous and ongoing. They are used to track student learning to provide ongoing feedback that can be used by both Teachers to improve their teaching and students to improve their learning. Formative assessments are generally low stakes and do not have strong consequences. Some examples of formative assessments include observing student behaviour in class, asking students to draw a concept map in class to represent their understanding of a topic or write a few sentences with a friend on a poem they have read.

b. Summative assessments evaluate student learning at the end of a lesson or a logical period of teaching. Summative assessments are normally high stakes in that they compare student performance to a benchmark or standard and have some consequence. Some examples of summative assessments include a term-end test, submission of a project or writing a paper. Results of summative assessment can also be used for formative purposes i.e., informing teaching and learning.

The School session is divided into two terms :

FIRST TERM : APRIL to SEPTEMBER

SECOND TERM : OCTOBER to MARCH

Each term will have Formative and Summative Assessment.

Syllabus covered in first term will not be repeated in the second term.

FORMATIVE ASSESSMENT

- SUBJECT ENRICHMENT
- MONDAY TEST
- MULTIPLE ASSESSMENT
- PERIODIC ASSESSMENT
- PORTFOLIO

Formative assessment includes the various types of activities such as :

- QUIZ
- FIELD TRIP
- NOTE BOOK SUBMISSION
- LAB ACTIVITY
- WORKSHEET
- ORAL
- ROLE PLAY
- ASSESSMENT ON SPEAKING AND LISTENING
- PROJECT (GROUP \ INDIVIDUAL)
- MONDAY TEST
- RECITATION
- GROUP DISCUSSION
- ORAL TEST

- DEBATE
- PARTICIPATION IN EXHIBITION

GRADING SYSTEM

The performance of a child in scholastic area will be assessed in term of marks. The grades will be reflected in the Holistic progress card. Marks will be converted into grades as per following pattern :

GRADING SYSTEM (SCHOLASTIC)		
MARKS RANGE	GRADE	REMARKS
90 % – 100%	A*	OUTSTANDING
75 % – 89%	A	EXCELLENT
56 % – 74%	B	VERY GOOD
35 % – 55%	C	GOOD
BELOW 35%	D	SCOPE FOR IMPROVEMENT

GRADING SYSTEM (CO-SCHOLASTIC)		
MARKS RANGE	GRADE	REMARKS
90 % – 100%	A	OUTSTANDING
75 % – 89%	B	EXCELLENT
56 % – 74%	C	VERY GOOD
35 % – 55%	D	GOOD
BELOW 35%	E	SCOPE FOR IMPROVEMENT

STRUCTURE OF ASSESSMENT (STD : III to V)

TERM-I

PATTERN	MONDAY TEST	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	PERIODIC TEST	ACTIVITY 4	WRITTEN ASSESSMENT	TOTAL
TIME	WEEKLY	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	
F.M.	10	10	10	10	30	10	60	
AVERAGE MARKS	10	5	5	5	10	5	60	100

TERM-II

PATTERN	MONDAY TEST	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	PERIODIC TEST	ACTIVITY 4	WRITTEN ASSESSMENT	TOTAL
TIME	WEEKLY	OCTOBER	DECEMBER	JANUARY	NOVEMBER	FEBRUARY	MARCH	
F.M.	10	10	10	10	30	10	60	
AVERAGE MARKS	10	5	5	5	10	5	60	100

ACTIVITY 1 : Subject Enrichment
 ACTIVITY 2 : Multiple Assessment
 ACTIVITY 3 : Note Book Submission
 ACTIVITY 4 : Portfolio and Attendance

MONDAY TEST SCHEDULE 2026-27

S. No.	DATE	STD-III
TERM-I		
1	27-04-2026	Mathematics
2	04-05-2026	EVS
3	11-05-2026	2 nd Language
4	29-06-2026	English
5	20-07-2026	RESERVED DAY
6	27-07-2026	Mathematics
7	03-08-2026	EVS
8	10-08-2026	2 nd Language
9	17-08-2026	English
10	24-08-2026	RESERVED DAY
TERM-II		
1	05-10-2026	Mathematics
2	12-10-2026	EVS
3	02-11-2026	2 nd Language
4	16.11.2026	English
5	07-12-2026	RESERVED DAY
6	14-12-2026	Mathematics
7	11-01-2027	EVS
8	18-01-2027	2 nd Language
09	01-02-2027	English
10	08-02-2027	RESERVED DAY

Note • Monday test will not be repeated. It can be rescheduled if school will fail to conduct the Monday test on schedule date.

• Best of all Monday tests in each subject will be considered as one of the activities in each term

ASSESSMENT SCHEDULE 2026-27

EXAMINATIONS DATE		Days	IV
PERIODIC ASSESSMENT- I	06-07-2026	Monday	English
	07-07-2026	Tuesday	EVS
	08-07-2026	Wednesday	2 nd Language
	09-07-2026	Thursday	Mathematics
	25-07-2026	Saturday	RESULT DECLARATION
MID TERM	07-09-2026	Monday	Mathematics
	09-09-2026	Wednesday	2 nd Language
	11-09-2026	Friday	EVS
	14-09-2026	Monday	English
	03-10-2026	Saturday	RESULT DECLARATION
PERIODIC ASSESSMENT- II	23-11-2026	Monday	2 nd Language
	25-11-2026	Wednesday	English
	26-11-2026	Thursday	EVS
	27-11-2026	Friday	Mathematics
	12-12-2026	Saturday	RESULT DECLARATION
ANNUAL EXAMINATION	01-03-2027	Monday	Mathematics
	03-03-2027	Thursday	EVS
	05-03-2027	Friday	English
	08-03-2027	Monday	2 nd Language
	20-03-2027 24-03-2027	Saturday Wednesday	RESULT DECLARATION

PARENT TEACHERS ASSOCIATION SCHEDULE 2026-27

DATE	DAYS	DIVISION	CLASS	PURPOSE
19.03.2026	Thursday	Preparatory	Std : III	Introductory Meeting
23.03.2026	Monday	Preparatory	Std IV, V	Introductory Meeting
27.06.2026	Saturday	Preparatory	Std III to V	Doubt Clearance
25.07.2026	Saturday	Preparatory	Std III to V	Discussion on Student's Performance
22.08.2026	Saturday	Preparatory	Std III to V	Doubt Clearance Session (Mid Term)
03.10.2026	Saturday	Preparatory	Std III to V	Discussion on Students Performance
14.11.2026	Saturday	Preparatory	Std III to V	Doubt Clearance
12.12.2026	Saturday	Preparatory	Std III to V	Discussion on Students Performance
20.02.2027	Saturday	Preparatory	Std III to V	Doubt Clearance
20.03.2027	Saturday	Preparatory	Std : V	RESULT
24.03.2027	Wednesday	Preparatory	Std : III, IV	RESULT and Introductory Meeting

Note : All the dates are tentative, changes may occur as per situations.

SCHOOL CALENDER (LIST OF WORKING DAYS FOR 2026-27)		
MONTH	Instructional Days	TOTAL
APRIL (2026)	1, 2, 4, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 20, 21, 22, 23, 24, 27, 28, 29, 30	22
MAY	1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15	13
JUNE	15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 27, 29, 30	13
JULY	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31	27
AUGUST	1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 31	24
SEPTEMBER	1, 2, 3, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 21, 22, 23, 24, 25, 26, 28, 29, 30	23
OCTOBER	1, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 27, 28, 29, 30, 31	18
NOVEMBER	2, 3, 4, 5, 6, 7, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30	21
DECEMBER	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22	19
JANUARY 2027	4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30	24
FEBRUARY	1, 2, 3, 4, 5, 6, 8, 9, 10, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27	22
MARCH	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 29, 30, 31	27
Total Instructional Days 202 Non Instructional days 63 Total Working Days 265		

HOLIDAYS IN U.P. PUBLIC SCHOOL 2026-27		
DATE	DAY	HOLIDAYS
1 JANUARY, 2026	THURSDAY	NEW YEAR DAY
24 JANUARY 2026	SATURDAY	DADHI KARMA
15 FEBRUARY, 2026	SUNDAY	MAHA SIVARATRI
3 & 4 MARCH	TUESDAY & WEDNESDAY	DOLJATRA & HOLI
21 MARCH, 2026	SATURDAY	ED-ULFITR
27 MARCH, 2026	FRIDAY	RAMANAVAMI
3 APRIL, 2026	FRIDAY	GOOD FRIDAY
15 APRIL, 2026	WEDNESDAY	BENGALI NEW YEAR
18 APRIL, 2026	Saturday	SCHOOL FOUNDATION DAY
16 MAY to 14TH JUNE	Saturday to Sunday	SUMMER VACATION
27 MAY, 2026	WEDNESDAY	BAKRID/ID-UL-JUHA
26 JUNE, 2026	FRIDAY	MUHARRAM
26 AUGUST, 2026	WEDNESDAY	MILADULNAVI
04 SEPTEMBER, 2026	FRIDAY	JANMASTAMI
18 SEPTEMBER, 2026	FRIDAY	VISWAKARMAPUJA
02 OCTOBER, 2026	FRIDAY	GANDHI JAYANTI
10 OCTOBER, 2026	SATURDAY	MAHALAYA
16 OCTO. to 26 OCTO, 2026	SATURDAY	PUJA VACATION
8 NOV. to 12 NOV. 2026	KALI PUJA/DIWALI	VACATION
24 NOVEMBER, 2026	TUESDAY	GURU NANAK JAYANTI
25 DECEMBER, 2026	FRIDAY	CHRISTMAS DAY
26 DECEMBER, 2026	SATURDAY	VEERBAL DIWAS
27 DEC. to 1 JANU., 2027		WINTER VACATION
12 FEBRUARY, 2027	FRIDAY	DADHI KARMA
6 MARCH, 2027	SATURDAY	SHIVARATRI
10 MARCH, 2027	WEDNESDAY	ED-ULFITR
22 MARCH, 2027	MONDAY	DOLJATRA/HOLI
26 MARCH, 2027	FRIDAY	GOOD FRIDAY
SCHOOL WILL REMAIN CLOSED IF ANY PARTY CALLS BANDH.		

OUR OBSERVATION DAYS 2026-27		
Date	days	Observation
12 January, 2026	Monday	Swami Vivekanda Jayanti (National Youth Day)
23 January	Friday	Netaji Subhas Chandra Bose Jayanti
26 January	Monday	Republic Day
23 January	Friday	Vasant Panchami / Saraswati Puja
19 February	Wednesday	Chatrapati Shivaji Jayanti
14 April	Tuesday	Dr. Ambedkar Jayanti
23 April	Thursday	World Book Day
01 May	Friday	May Day
05 May to 05 June		Environment Maha
08 May	Friday	Rabindra Jayanti
09 May	Saturday	Maharana Pratap Jayanti
21 June	Sunday	International Yoga Day
01 July	Wednesday	Doctor's Day
09 August	Sunday	Raksha Bandhan
15 August	Saturday	Independence Day
05 September	Saturday	Teachers Day
26 September	Saturday	Iswarchandra Vidyasagar Birthday
07 October	Wednesday	Valmiki Jayanti
15 October	Thursday	Students Day
31 October	Saturday	Rastriya Ekta Diwas
14 November	Saturday	Childrens Day
19 November	Thursday	Rani Laxmi Bai Jayanti
19 November	Thursday	National Integration Day
11 December	Friday	Bhasa Utsav
23 & 24 Dec.	Wednesday & Thursday	Quest Carnival
12 January 2027	Tuesday	Swami Vivekanda Jayanti
20 January 2027	Wednesday	Annual Sports Meet
23 January 2027	Saturday	Netaji Subhas Chandra Bose Jayanti
26 January 2027	Tuesday	Republic Day
11 February 2027	Thursday	Saraswati Puja
19 February 2027	Friday	Sivaji Jayanti
HARVEST FESTIVAL	MONTH	STATES WHERE IT IS CELEBRATED
Makar Sankranti	JANUARY	Gujarat, Kerala, Tamil Nadu, Haryana, Himachal, West Bengal And Punjab.
Baisakhi/Vaisakhi	APRIL	Punjab and Haryana
Ladakh Harvest Festival	SEPTEMBER	Ladakh, Zaskar and Kargil
Lohri	JANUARY	Punjab
Bohag Bihu	APRIL	Assam
Wangala	SEPT. and DECE.	Meghalaya and Assam
Ka Pomblang Nongkrem	October or November	Meghalaya
Nuakhai	SEPTEMBER	Orissa
Nbanna	APRIL	West Bengal
Onam	SEPTEMBER	Kerala
Pongal	JANUARY	Tamil Nadu
Vishu	VISHU	Kerala and Karnataka
Gudi Padwa	APRIL	Maharashtra, Karnataka and Andhra Pra.

SCHOOL CALENDAR : 2026-27		
APRIL 26		
DATE	DAYS	CURRICULAR ACTIVITIES
1	Wednesday	New Academic year will start for Std. I to XII
2	Thursday	Story Telling Activity
3	Friday	GOOD FRIDAY (Holiday)
4	Saturday	
5	Sunday	
6	Monday	
7	Tuesday	~World Health Day
8	Wednesday	
9	Thursday	
10	Friday	Investiture Ceremony
11	Saturday	
12	Sunday	
13	Monday	
14	Tuesday	Dr. Ambedkar Jayanti (Observance Day)
15	Wednesday	Bengali New Year (Holiday)
16	Thursday	
17	Friday	Story Telling (III, IV) News Reading (V) Competition
18	Saturday	School Foundation Day
19	Sunday	
20	Monday	
21	Tuesday	International Creativity & Innovation Day
22	Wednesday	Mother Earth Day
23	Thursday	World Book Day-Visit to the Library (Foundation)
24	Friday	Inter House Drama Competition (III-V)
25	Saturday	
26	Sunday	
27	Monday	
28	Tuesday	
29	Wednesday	International Dance Day
30	Thursday	Dance Activity (Foundation)

SCHOOL CALENDAR : 2026-27

MAY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Friday	May Day(Observance Day) InterHouse Drama Competition (III-V)
2	Saturday	
3	Sunday	
4	Monday	
5	Tuesday	Environment Maha Starts Observance Month (I to X)
6	Wednesday	
7	Thursday	Table Manner Day (Foundation)
8	Friday	Inter House Drama (Final)
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	
13	Wednesday	
14	Thursday	
15	Friday	
16	Saturday	Summer Vacation will Start for II to V
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	
25	Monday	
26	Tuesday	
27	Wednesday	Bakri-Id-Holiday
28	Thursday	
29	Friday	
30	Saturday	Summer Vacation will Start for Std X to XII
31	Sunday	

SCHOOL CALENDAR : 2026-27

JUNE 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	School will reopen after Summer Vacation
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	Interhouse Recitation Selection Round (III-V)
20	Saturday	
21	Sunday	International Yoga Day
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	Muharram (Holiday)
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	World Social Media Day

SCHOOL CALENDAR : 2026-27

JULY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Wednesday	Doctor's Day
2	Thursday	World UFO Day
3	Friday	Interhouse Recitation Competition (Final)
4	Saturday	
5	Sunday	
6	Monday	Periodic Test-I / Unit Test-I for Std I to XII
7	Tuesday	Global Forgiveness Day, World Chocolate Day
8	Wednesday	
9	Thursday	
10	Friday	Interhouse Music Competition (Vocal)
11	Saturday	
12	Sunday	
13	Monday	
14	Tuesday	
15	Wednesday	
16	Thursday	
17	Friday	Interhouse Music Competition (Vocal)
18	Saturday	
19	Sunday	
20	Monday	
21	Tuesday	
22	Wednesday	
23	Thursday	
24	Friday	Interhouse Dance Competition
25	Saturday	Copy Showing of PA-I (Std. III to V)
26	Sunday	
27	Monday	
28	Tuesday	
29	Wednesday	
30	Thursday	
31	Friday	Interhouse Dance Competition (Final)

SCHOOL CALENDAR : 2026-27

AUGUST 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Saturday	
2	Sunday	
3	Monday	
4	Tuesday	
5	Wednesday	
6	Thursday	
7	Friday	Interhouse Poster Making Competition
8	Saturday	
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesday	
13	Thursday	
14	Friday	Independence Day (Practice)
15	Saturday	INDEPENDENCE DAY (Observance Day)
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesday	World Humanitarian Day
20	Thursday	
21	Friday	Interhouse Quiz Competition
22	Saturday	Doubt Clearance (III to V)
23	Sunday	
24	Monday	
25	Tuesday	
26	Wednesday	Milad ul Navi (Holiday)
27	Thursday	
28	Friday	Rakhi Making Competition
29	Saturday	
30	Sunday	
31	Monday	

SCHOOL CALENDAR : 2026-27

SEPTEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Tuesday	World Coconut Day
2	Wednesday	
3	Thursday	
4	Friday	Janmastami (holiday)
5	Saturday	Teachers Day (Observance Day)
6	Sunday	
7	Monday	Mid Term Starts (Std I to XII)
8	Tuesday	International Literacy Day
9	Wednesday	
10	Thursday	
11	Friday	
12	Saturday	
13	Sunday	Grand Parents Day
14	Monday	Ganesh Chaturthi (Hindi Diwas)
15	Tuesday	
16	Wednesday	
17	Thursday	Interhouse Indoor Games
18	Friday	Viswakarma Puja (Holiday)
19	Saturday	
20	Sunday	
21	Monday	International Day of Peace
22	Tuesday	
23	Wednesday	
24	Thursday	
25	Friday	Interhouse Indoor Games
26	Saturday	Iswarchandra Vidyasagar Jayanti (Odserveance Day)
27	Sunday	
28	Monday	
29	Tuesday	
30	Wednesday	

SCHOOL CALENDAR : 2026-27

OCTOBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Thursday	
2	Friday	Gandhi Jayanti and Lal Bahadur Shastri Jayanti (Holiday)
3	Saturday	Copy Showing (Mid Term) III to V
4	Sunday	World Animal Day
5	Monday	
6	Tuesday	
7	Wednesday	World Cotton Day
8	Thursday	Indian Air Force Day
9	Friday	Interhouse Instrumental Competition
10	Saturday	MAHALAYA (Holiday)
11	Sunday	
12	Monday	
13	Tuesday	
14	Wednesday	
15	Thursday	
16	Friday	PUJA VACATION STARTS
17	Saturday	
18	Sunday	
19	Monday	
20	Tuesday	
21	Wednesday	
22	Thursday	
23	Friday	
24	Saturday	
25	Sunday	
26	Monday	
27	Tuesday	School will Reopen
28	Wednesday	
29	Thursday	
30	Friday	Extempore Competition (III), Debate (IV & V)
31	Saturday	Rastriya 'Ekta' Diwas Run for Unity (Observance Day)

PUJA VACATION

SCHOOL CALENDAR : 2026-27

NOVEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	Interhouse Art & Craft Competition
7	Saturday	
8	Sunday	Dipawali Vacation Starts
9	Monday	
10	Tuesday	DIPAWALI VACATION
11	Wednesday	Bhatri Dwtitya
12	Thursday	
13	Friday	School Will Reopen, Interhouse Calligraphy Competition
14	Saturday	
15	Sunday	
16	Monday	
17	Tuesday	
18	Wednesday	
19	Thursday	Rani Laxmi Bai Jayanti (Observance Day) National Intigration Day (Observance Day)
20	Friday	Interhouse Kho-Kho Competition (III-V)
21	Saturday	
22	Sunday	
23	Monday	PA-II (Std III to V) Starts
24	Tuesday	Gurunanak Jayanti (Holiday)
25	Wednesday	
26	Thursday	
27	Friday	Interhouse Kho-Kho Competition (III-V)
28	Saturday	
29	Sunday	
30	Monday	

SCHOOL CALENDAR : 2026-27

DECEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Tuesday	
2	Wednesday	
3	Thursday	
4	Friday	Wildlife Conservation Day, Exhibition (Selection of Students)
5	Saturday	World Soil Day
6	Sunday	
7	Monday	International Civil Aviation Day
8	Tuesday	
9	Wednesday	
10	Thursday	
11	Friday	Quest Carnival (Practice)
12	Saturday	Copy Showing Std III to V
13	Sunday	
14	Monday	
15	Tuesday	
16	Wednesday	
17	Thursday	
18	Friday	Practice for Quest Carnival (Std I to V)
19	Saturday	
20	Sunday	
21	Monday	Veer Bal Divas
22	Tuesday	
23	Wednesday	Quest Carnival Day-1
24	Thursday	Quest Carnival Day-2
25	Friday	Christmass Day
26	Saturday	Winter Vacation Starts
27	Sunday	
28	Monday	
29	Tuesday	
30	Wednesday	
31	Thursday	

SCHOOL CALENDAR : 2026-27

JANUARY 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Friday	New Years Day (Holiday)
2	Saturday	
3	Sunday	
4	Monday	School will Reopen
5	Tuesday	
6	Wednesday	
7	Thursday	
8	Friday	Card Designing
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	Swami Vivekananda Jayanti (Observation Day)
13	Wednesday	
14	Thursday	
15	Friday	Drawing Competition
16	Saturday	
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	Annual Sports
21	Thursday	
22	Friday	Republic Day (Practice)
23	Saturday	Netaji Jayanti (Observation Day)
24	Sunday	
25	Monday	
26	Tuesday	Republic Day (Observation Day)
27	Wednesday	
28	Thursday	
29	Friday	Card Designing, Interhouse Yoga Competition
30	Saturday	
31	Sunday	

SCHOOL CALENDER : 2026-27

FEBRUARY 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	Interhouse Yoga Competition
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	Vasanta Panchami (Saraswati Puja) Observance Day
12	Friday	Dadhi Karma (Holiday)
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	Interhouse Kabadi Competition
20	Saturday	Doubt Clearance (III to V)
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	

SCHOOL CALENDAR : 2026-27

MARCH 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	
31	Wednesday	

Syllabus for Class-III, Subject-ENGLISH Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
APRIL	- LITERATURE: UNIT 1. FUN WITH FRIENDS CH 1. COLOURS - GRAMMAR CH 1. NOUNS CH 2. COMMON NOUNS & PROPER NOUNS CH 7. VERB - WRITING: PARAGRAPH	TERM - I - ABLE TO READ AND UNDERSTAND THE STORY AND THE POEM - ABLE TO ANSWER THE QUESTION - ABLE TO RECITE THE POEM - ABLE TO PRONOUNCE THE WORD - CLEAR CONCEPT OF NOUN AND THEIR TYPES - USAGE OF DICTIONARY - ABLE TO COMPREHEND - ABLE TO WRITE CREATIVELY	LANGUAGE LAB: HOMOPHONES ALLITERATION & ALPHABETICAL ORDER COMPREHENSION: 1. CHAPTER 1 AND 2 EXPERIENTIAL LEARNING TRAVEL	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
MAY	<u>LITERATURE</u> : CH 2. BADAL AND MOTI <u>GRAMMAR</u> : CH 12. SIMPLE PRESENT, CH 14. SIMPLE PAST <u>WRITING</u> : DIALOGUE WRITING	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND DIFFERENT TYPES OF VERBS • ABLE TO COMPREHEND • ABLE TO COMPLETE DIALOGUE	LANGUAGE LAB: SOFT & HARD TH SOUND, SOUND WORDS AND MODULE CLASSES COMPREHENSION: CHAPTER 3 & 4 <u>PROJECT-WRITING A LIMERICK</u> FORMATIVE ASSESSMENT: SUBJECT ENRICHMENT	11
JUNE	<u>LITERATURE</u> : CH 3. BEST FRIEND, UNIT 2 TOYS AND GAMES <u>GRAMMAR</u> : CH 8. IS AM ARE, CH. 9 WAS WERE. CH 17. ARTICLES <u>WRITING</u> : INFORMAL LETTER WRITING	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND ARTICLES • CLEAR CONCEPT OF TENSES • ABLE TO COMPLETE SENTENCES • ABLE TO COMPREHEND • ABLE TO WRITE INFORMAL LETTER	LANGUAGE LAB: VARIOUS SOUND, MEANING IN CONTEXT & MODULE CLASSES COMPREHENSION: CHAPTER 5 & 6 PROJECT-MAKING A SOCK PUPPET <u>EXPERIENTIAL LEARNING</u> ANIMAL WORLD	10

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JULY	<u>LITERATURE</u> : CH 4. OUT IN THE GARDEN, CH 5. TALKING TOYS <u>GRAMMAR</u> : CH 3. SINGULAR AND PLURAL NOUNS, CH 22. CONJUNCTIONS	• ABLE TO COMPREHEND • ABLE TO READ PASSAGES • ABLE TO RECITE THE POEM • CLEAR CONCEPT OF SINGULAR & PLURAL NOUNS & CONJUNCTIONS • ABLE TO FRAME QUESTION PROPERLY	LANGUAGE LAB COMPREHENSION: CHAPTER 7 & 8 PERIODIC ASSESSMENT-I	16+6 (Exam Days) =22
AUGUST	<u>LITERATURE</u> : CH 6. PAPER BOATS <u>GRAMMAR</u> : CH 6. PRONOUNS, CH 21. PREPOSITION <u>WRITING</u> : FLOW CHART/PROCESS MAKING	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTION • ABLE TO COMPREHEND • ABLE TO WRITE FLOW CHART • CLEAR CONCEPT OF PRONOUNS & PREPOSITION	LANGUAGE LAB: SYLLABIFICATION AND MODULE CLASSES <u>EXPERIENTIAL LEARNING</u> THE BEAUTY OF DIFFERENCE FORMATIVE ASSESSMENT: MULTIPLE ASSESSMENT	20
SEPTEMBER	REVISION		MID TERM ASSESSMENT	05+12 (Exam Days) =17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
OCTOBER	<u>LITERATURE:</u> UNIT 3. GOOD FOOD, CH 7. THE BIG LADDOO <u>GRAMMAR:</u> CH 4. NOUNS GENDER <u>WRITING:</u> FORMAL LETTER	• ABLE TO COMPREHEND • ABLE TO SPELL • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND GENDER • ABLE TO WRITE A FORMAL LETTER PROPERLY	LANGUAGE LAB: ROLE PLAY, AND MODULE CLASSES COMPREHENSION: CHAPTER 11, 13 & 15 EXPERIENTIAL LEARNING: A ADVENTURE AND MYSTERY FORMATIVE ASSESSMENT: SUBJECT ENRICHMENT	15
NOVEMBER	<u>LITERATURE:</u> CH 8. THANK GOD CH 9. MADHU'S WISH GRAMMAR: CH 18. ADJECTIVES, CH 20. ADVERB WRITING: RECIPE MAKING	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND THE ADVERB AND ADJECTIVES • ABLE TO COMPREHEND • ABLE TO WRITE A RECIPE PROPERLY	LANGUAGE LAB: MODULE CLASSES COMPREHENSION: CHAPTER 16 & 17 PERIODIC ASSESSMENT-II	19

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
DECEMBER	LITERATURE: UNIT 4. THE SKY, CH. 10 NIGHT GRAMMAR: CH 13. PRESENT CONTINUOUS TENSE, CH 15. SIMPLE FUTURE TENSE, CH 23. THE SENTENCES WRITING: STORY WRITING	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND VERBS • ABLE TO WRITE A STORY	PROJECT: TERRACOTTA VESSELS LANGUAGE LAB COMPREHENSION: CHAPTER 18, 19 & 20	16
JANUARY	LITERATURE: CH 11. CHANDA MAMA COUNTS THE STARS GRAMMAR: CH 26. INTERJECTION, CH 27. PUNCTUATION WRITING: POSTER MAKING	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND INTERJECTION & PUNCTUATION • ABLE TO COMPREHEND • ABLE TO MAKE A POSTER	LANGUAGE LAB : PHONIC S-MODULE CLASSES COMPREHENSION: CHAPTER 21 & 22 ART INTEGRATED LEARNING-DOING A ROLE PLAY FORMATIVE ASSESSMENT: MULTIPLE ASSESSMENT	18
FEBRUARY	LITERATURE: CH 12. CHANDRAYAN GRAMMAR: CH 11. HAS, HAVE & HAD, CH 24 ASKING QUESTIONS	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTION • ABLE TO UNDERSTAND VERB • ABLE TO COMPREHEND	LANGUAGE LAB: PLURALS AND MODULE CLASSES COMPREHENSION: CHAPTER 23 & 24 EXPERIENTIAL LEARNING: THE INDOMITABLE SUDHA MURTY	18
MARCH			FINAL ASSESSMENT	6+12

Syllabus for Class-III, Subject-BENGALI
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	গদ্য : কানকটা রাজার দেশ পদ্য : কাজের লোক গল্প লিখন	■ মজার গল্প শিখতে পারবে এবং গল্প লেখার দক্ষতা বাড়বে। ■ সময় সম্পর্কে গুরুত্বপূর্ণ ধারণা জন্মাবে। ■ গল্প লিখন লিখতে শিখবে।	MONDAY TEST	20
MAY	গদ্য : বরফের দেশে ব্যাকরণ : পদ পরিচয় রচনা-অনুচ্ছেদ	■ বরফের দেশের সুন্দর প্রাকৃতিক বৈচিত্র্য সম্পর্কে ধারণা জন্মাবে। ■ প্রত্যেকটা পদের সাথে পরিচিতি ঘটবে। ■ অনুচ্ছেদ রচনা লেখার দক্ষতা বাড়বে।	SUBJECT ENRICHMENT	11
JUNE	পদ্য : ছুটির খবর বোধ পরীক্ষণ	■ পড়াশোনার মাঝে ছুটির আনন্দ উপভোগ করবে। ■ প্রশ্ন উত্তর লেখার দক্ষতা বাড়বে।	MULTIPLE ASSESSMENT	11
JULY	গদ্য : বিদ্যাসাগরের ছেলেবেলা ব্যাকরণ : বচন গল্প লিখন	■ বিদ্যাসাগরের শৈশব জীবন সম্পর্কে জানতে পারবে। ■ বচন চিনতে শিখবে। ■ গল্প লেখার দক্ষতা বাড়বে।	PERIODIC ASSESSMENT-I	17+6 (Exam Days) =23

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
AUGUST	গদ্য : অপূর পাঠশালা ব্যাকরণ : লিঙ্গ অনুচ্ছেদ রচনা	■ গ্রাম্য জীবন সম্পর্কে ধারণা পাবে। ■ লিঙ্গ নির্ধারণ করতে শিখবে। ■ অনুচ্ছেদ রচনা লেখার দক্ষতা বাড়বে।	PORTFOLIO & ATTENDANCE	20
SEPTEMBER	বোধ পরীক্ষণ পুনরাভ্যাসকরণ প্রথম পর্ব মূল্যায়ন	■ বোধ জন্মাবে ■ সমস্ত প্রশ্ন-উত্তর পুনরাভ্যাসকরণ হবে। ■ পরীক্ষা দেওয়ার অভ্যাস হবে।	MID TERM ASSESSMENT	05+12 (Exam Days) =17
		TERM-II		
OCTOBER	গদ্য : বুনো হাঁস ব্যাকরণ : পুরুষ	■ বহু পরিযায়ী পাখি সম্পর্কে জানবে। ■ কাল অনুযায়ী পুরুষ চিহ্নিত করতে শিখবে।	MONDAY TEST	15

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
NOVEMBER	গদ্য : নৌকা যাত্রা পদ্য : বোকা কুমিরের কথা। রচনা : অনুচ্ছেদ রচনা	- রূপকথা গল্পের ধারণা জন্মাবে এবং শিশুসুলভ মনের ভ্রমপিণ্ডাসু চরিত্র পরিষ্কৃত হবে। - কুমির আর শিয়ালের একটি মজার গল্প শিখবে এবং সঠিক বুদ্ধি দিয়ে সঠিক কাজ নির্ধারণ করতে শিখবে। - অনুচ্ছেদ লেখার দক্ষতা বাড়বে।	SUBJECT ENRICHMENT	20
DECEMBER	গদ্য : আমাদের পণ ব্যাকরণ : সমার্থক শব্দ পত্রলিখন ব্যক্তিগত পত্রলিখন	- আমাদের সঠিক পণ কী হওয়া উচিত সেটা শিখবে। - শব্দভাণ্ডার বৃদ্ধি পাবে। - ব্যক্তিগত পত্র লিখন লিখতে শিখবে।	PERIODIC ASSESSMENT-II	10+6 (Exam Days) =16
JANUARY	পদ্য : এতোয়া যুগের কাহিনি ব্যাকরণ : সমোচ্চারিত ভিন্নার্থক শব্দ। রচনা : অনুচ্ছেদ রচনা।	- যুগা জাতি সম্পর্কে জানতে পারবে। - নতুন নতুন শব্দ শিখতে পারবে। - অনুচ্ছেদ রচনা লেখার দক্ষতা বাড়বে।	MULTIPLE ASSESSMENT	19

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
FEBRUARY	পত্র লিখন ব্যক্তিগত পত্র লিখন বোধ পরীক্ষণ	- ব্যক্তিগত পত্র লিখন লেখার দক্ষতা বাড়বে। - বোধ জন্মাবে এবং স্বদক্ষতায় প্রশ্ন উত্তর লিখতে শিখবে।	PORTFOLIO & ATTENDANCE	18
MARCH	পুনরাভ্যাসকরণ দ্বিতীয় পর্ব মূল্যায়ন	- সমস্ত প্রশ্ন উত্তর পুনরাভ্যাসকরণ হবে। - পরীক্ষা দিতে শিখবে।	FINAL ASSESSMENT	6+12

Syllabus for Class-III, Subject-HINDI
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	Lit.--Ch. : 1 सीखो Gr.--Ch. : 1 चींटी Gr.--Ch. : 2 भाषा और व्याकरण Writing : अनुच्छेद	- Able to recite Poem with correct pronunciation. - Able to identify Bhasa and lipi.	MONDAY TEST	20
MAY	Lit.--Ch. : 4 बया हमारी चिड़िया रानी. Gr.--Ch. : 2 वर्ण और शब्द Writing : चित्र वर्णन	- Able to recite Poem with correct pronunciation. - Able to identify Swar Vyanjan Varn.	SUBJECT ENRICHMENT	11
JUNE	Lit.--Ch. : 5 आम का पेड़ Gr.--Ch. : 10 पर्यायवाची शब्द	- Able to understand the story. - Able to identify correct Paryaywachi.	MULTIPLE ASSESSMENT	10

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JULY	Lit.--Ch. : 6 बीरबल की खिचड़ी Ch. : 7 मित्र को पत्र Gr.--Ch. : 3 संज्ञा Writing : अनुच्छेद	- Able to have clear idea about the story. - Able to identify sangya. - Able to describe the topic of Anuched properly.	PERIODIC ASSESSMENT-I	23
AUGUST	Lit.--Ch. : 8 चतुर गीढ़ Ch. : 9 प्रकृति पर्व - फुलदेई Gr. : Ch. : 4 लिंग Writing : चित्र वर्णन	- Able to read & understanding the story & drama. - Able to change striling to Puling. - Able to describe pictures properly.	PORTFOLIO & ATTENDANCE	20
SEPTEMBER	Lit.--Ch. : 10 रसाकशी Gr. : Ch. : 6 सर्वनाम Writing : चित्र वर्णन	- Able to recite poem with correct pronunciation. - Able to identify Sarwanam.	MID TERM ASSESSMENT	17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
OCTOBER	Lit.--Ch. : 12 आपना-आपना काम Ch. : 15 भारत Gr. : Ch. : 5 वचन Ch. : 11 विलोम शब्द Writing : पत्र	• Able to recite poem properly. • Able to identify vachan correctly. • Able to share thoughts while writing letter.	MONDAY TEST	15
NOVEMBER	Lit.--Ch. : 13 पेड़ों की अम्मा Ch. : 14 किसान की होशियारी Gr. : Ch. : 7 विशेषण, Ch : 8 क्रिया Writing : कहानी लेखन	• Able to have clear idea the story. • Able to identify Viseshan Kriya. • Able to write story within given outline.	SUBJECT ENRICHMENT	20
DECEMBER	Lit.--Ch. : 16 चंद्रयान Gr. : Ch : 9 काल Writing : पत्र	• Able to deliver the dialogue properly. • Able to identify Kaal. • Able to share thoughts properly.	PERIODIC ASSESSMENT-II	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY	Lit.--Ch. : 17 बोलनेवाली माँद Gr. : Ch. : 12 अनेक शब्दों के लिए एक शब्द Writing : कहानी लेखन	• Able to understand the story properly. • Able to write anek sabdo ke ak sabd • Able to write story properly.	MULTIPLE ASSESSMENT	19
FEBRUARY	Lit.--Ch. : 18 हम अनेक किन्तु एक. Gr. : Ch. : 14 मुहावरे अपठित गद्यांश	• Able to recite poem properly. • Able to write meanings correctly.	PORTFOLIO & ATTENDANCE	18
MARCH	REVISION		FINAL ASSESSMENT	

Syllabus for Class-III, Subject-MATHEMATICS

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
APRIL	CHAPTER 1 : WHAT'S IN YOUR NAME ?	TERM-I - Students will learn different ways to name numbers and understand their values. - Read and write numbers in words and figures correctly. - Understand the place value of digits in 3-digit and 4-digit numbers. - Recognise different names for the same number. - Compare numbers using $>$, $<$, and $=$ symbols. - Arrange numbers in ascending and descending order. - Make numbers using place value blocks / expanded form. - Write numbers in expanded form and standard form. - Identify the smallest and greatest numbers from a given set.	INFORMATION LITERACY: Names of the 5 longest rivers with their measurement. MATHS LAB: a) Names of different states of India, mention the longest name and shortest name. b) Concept of even and odd numbers with bindis.	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
	CHAPTER : 2 TOY JOY	Students will be able to : - Identify and name basic 2D and 3D shapes - Recognize shapes in everyday objects - Differentiate between flat shapes and solid shapes. - Understand basic properties of shapes such as sides, corners (vertices), and faces. - Sort and group objects based on their shapes. - Observe and describe shapes in the surroundings.	EXPERIENTIAL LEARNING: Collection of 2-D, 3-D Shapes in nature. MATHS LAB: ART INTEGRATION: a) Making toy or designs with different shapes (paper cutting) b) Making figures with Tangram pieces.	
MAY	CHAPTER : 3 DOUBLE CENTURY CHAPTER : 5 FUN WITH SHAPES	Students will be able to : - Count and represent numbers up to 100 and beyond - Understand the concept of estimation - Perform simple addition and subtraction operations - Recognize number pattern and sequences Describe plain shapes- square, rectangle, triangle, and circle. Identify flat surfaces and curved surfaces. Classify solid shapes— cube, cuboid, sphere, cylinder and cone. Identify straight lines and curved lines. Define point, line, line segment and ray. Study and interpret simple maps. Create figures using tangram pieces.	INFORMATION LITERACY: Comparable studies of Different Statues in India MATHS LAB: Use matchsticks to represent 10 and present various numbers	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JUNE	CHAPTER : 4 VACATION WITH MY NAANI MAA	Students will be able to : - Count objects in groups and understand the concept of grouping. - Add numbers by making groups (like grouping toys). - Understand repeated addition as a way of counting many objects. - Estimating sums. - Understanding subtraction and repeated addition. - Estimating difference.	CREATIVE CORNER : Creating story problems using the given pictures. MATHS LAB : EXPERIENTIAL LEARNING: Total number of students in class III, Dividing them in groups and create multiplication sentence, division sentence.	11
JULY	CHAPTER : 7 RAKSHA BANDHAN REVISION	Students will be able to : - Get an introduction to multiplication through grouping and repeated addition. - Arrange objects in rows and columns and count them easily. - Develop logical thinking by solving simple word problems based on grouping. - Apply maths in daily life situations like counting toys, sweets, balls, etc. - Improve mental maths skills through quick counting methods.	MATHS LAB : EXPERIENTIAL LEARNING: Total number of students in class III, dividing them in groups and create multiplication sentence, division sentence. PERIODIC ASSESSMENT - I	17+6 (Exam Days) =23

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
AUGUST	CHAPTER : 6 HOUSE OF HUNDREDS-I CHAPTER : 9 HOUSE OF HUNDREDS-II	Students will be able to understand : - Place value. - Reading and Writing 3-digit numbers. - Forming numbers - Comparing numbers - Understanding number patterns - Skipping numbers	M. Lab : - Number Tree Poster - Warli / Madhubani Printing - Bundle stick activity - Floor place value grid	20
SEPTEMBER	CHAPTER : 8 FAIR SHARE	Recognizing simple fractions – one-half, one-third and one-quarter. Identify the numerator and the denominator in a fraction. Define the properties of fractions. Represent a fraction on a given figure. Solved word problems based on fractions.	SPORTS CORNER : About Chess board MATHS LAB : ART INTEGRATED : Concept of half and quarter through paper folding. MID TERM ASSESSMENT	10+5 (Exam Days) =15

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-II		
OCTOBER	CHAPTER : 10 FUN AT CLASS PARTY CHAPTER : 11 FILLING AND LIFTING	Define metric units of measurement length, weight and capacity. Convert the units of length, weight and capacity from one unit to another. Perform addition and subtraction on the measures of length weight and capacity. Solve word problems on addition and subtraction of length with and capacity.	MATHS LAB : a) Cutting rope and dividing into 2 parts, 4 parts with the metre rod. b) Showing different weights in pan balance, relation between 1Kg, half Kg, Quarter Kg comparison of capacity with measuring cups. EXPERIANTIAL LEARNING : Collecting empty packets of grocery items, bottles and note down the quantity. SPORTS INTEGRATED : Long jump	15

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-II		
NOVEMBER	CHAPTER : 12 GIVE AND TAKE REVISION	Convert rupees into paise and vice versa. Perform addition and subtraction of money. Perform multiplication and division of money. Solve word problems on money. Create bills	INFORMATION LITERACY : Different currencies of different countries. EXPERIANTIAL LEARNING : Any actual bill and discussion on it. MATHS LAB : INFORMATION LITERACY: Discussion on different features of original notes, embossed images for people with visual impairments number, number names in different languages. PERIODIC ASSESSMENT-II	14+6 (Exam days)= 20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
DECEMBER	CHAPTER : 14 THE SURAJKUND FAIR	Define the meaning of tiling. Identify different types of patterns. Understand the meaning of tiling. Distinguish between shapes that tile and that do not tile. Recognizing symmetric figures and their lines of symmetry	EXPERIANCIAL LEARNING: Patterns and symmetry in nature INFORMATION LITERACY: Famous buildings and their symmetrical figures. MATHS LAB: Making a) symmetrical masks, b) symmetrical malas PERIODIC ASSESSMENT -II ART INTEGRATED:	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JANUARY	CHAPTER : 13 TIME GOES ON	Students will be able to : • Read and understand a calendar (months, days, weeks). • Identify dates and days of the week correctly. • Count and calculate the number of days between two dates. • Solve simple word problems based on days, weeks, and dates. • Understand the concept of duration of time (how long an event lasts). • Arrange events in order of dates (earlier and later). • Relate maths to real life situations like holidays, journeys, and festivals. • Develop logical thinking using time and date-based questions.	INFORMATION LITERACY: a) Time line on major events of a great personality. b) Timeline of major historical wars with their year of occurrence. EXPERIENTIAL LEARNING: Own Birth Certificate MATHS LAB: CREATIVE CORNER: With the help of a calendar decorate own birthday month and mention the day.	19

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
FEBRUARY	REVISION			18
MARCH			FINAL ASSESSMENT	18

Syllabus for Class—III, Subject—EVS
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	Ch -1. Family and Friends. Ch - 2. Going to the mela	- Understand the concept of relations of family members. - Know the relationship between near and far families and their joined activities.	Family Photograph and write few lines about their relations.	20
MAY	Ch-3. Celebrating Festivals.	- To know about the different types of festivals. - Understand the concept of the variety of food, dress and culture.	Art integrated project. Project on different types of festival.	11
JUNE	Ch - 8. Food we eat.	Know why is food needed and the different types of food and heir benefits.	Lab : Different types of food	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JULY	Ch-9. Staying healthy and happy. Ch-11. Making things.	- Understand the importance of maintaining cleanliness and good health. - Know about making things help us to learn different material.	Project : Project on different types of healthy habit.	16+6 (Exam Days) =22
AUGUST	Ch-4. Getting to know plants.	To know about the concept of different types of plants and their uses, learn about parts of the plant.	Formative assessment : MULTIPLE ASSESSMENT	14+6 (Exam Days) =20
SEPTEMBER	Ch -5. Plants and Animals live together: REVISION	To know about how plants and animals living together show their relationship.	MID TERM ASSESSMENT	05+12 (Exam Days) =17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
OCTOBER	Ch -5. Plants and Animals live together: Ch -6. Living in Harmony.	- To know about how plants and animals live together show their relationship. - To Know the diverse range of animals, their habitat, How they prioritize nurturing the soil. - Understand the concept of Harmony and How essential it is for plants and animals.	Project : Types of soil	15
NOVEMBER	Ch-7. Water – A precious Gift.	To know about sources of water, water pollution, knowing the various measures for conservation of water resources.	- Art integrated learning. - Write about uses of water. - Periodic assessment	19
DECEMBER	Ch -10. This world of things..	Understand what things are made of and where they come from, Exploring the diverse properties of various materials.	Lab : Making anything with any material FORMATIVE ASSESSMENT SUBJECT ENRICHMENT	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY	Ch-12. Taking charge of water:	- Understanding the importance of putting trash in designated areas. - Understanding the concept of reduce, reuse and recycle.	FORMATIVE ASSESSMENT MULTIPLE ASSESSMENT	19
FEBRUARY	Ch -12. Taking charge of waste.	- Understanding the importance of putting trash in designated areas. - Understanding the concept of reduce, reuse and recycle.	ART INTEGRATION PROJECT - Poster on 3Rs - role play	18
MARCH			FINAL ASSESSMENT	6+17

Syllabus for Class-III, Subject-COMPUTER
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	Introduction to a computer parts of computer	- Students will be able to identify parts of computer. - Students will be able to explain types of computer	Showing the relation between human body part and computer part like the brain (CPU) memory (RAM) and Display (Monitor)	20
MAY	Parts of Computer	Students will be able to distinguish between software and hardware	Real life example of IPO. Identify core computer parts/concepts (Input/ Output, Processing, Storage)	11
JUNE	Working with windows 10	- Students will be able to understand the concept of operating system. - Students will be able to understand concept of file and folder saving a file in folder.	Practice in computer lab : demonstration of OS and its features.	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JANUARY	Learning MS Word	Students will be able to write in MS Word	Type 5-6 sentences on your summer vacation in MS Word.	19
FEBRUARY	Learning MS Word	Students will be able to select set of words and able to apply copy cut functions in MS Word	Type 5-6 sentences on Parts of Computer in MS Word.	18
MARCH	REVISION		FINAL ASSESSMENT	6+12

Syllabus for Class-III, Subject-PHYSICAL EDUCATION AND WELL-BEING
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	Unit 1 – Basic Motor Movements 1: Throwing and Catching Unit 3 – Yoga 7: Yogic Practices (Yoga Sadhana)	To develop throwing and catching ability along with hand eye coordination. - Makes learning joyful and active - Helps children relax and focus - Encourages regular yoga practice	Activity BM-1 BM-2 YG-1	20
MAY	Unit 1 – Basic Motor Movements 2: Kicking and Receiving	- To learn transferring skills, imitation and anticipation. - Development of coordination and emotional control.	Activity BM-3 BM-4	11
JUNE	Unit 1 – Basic Motor Movements 3: Strike the Ball	- Improving hand eye coordination and timing. - Development of focus and concentration, anticipation of balls trajectory.	Activity BM-5 BM-6	10

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JULY	Unit 1 – Basic Motor Movements 4 : Little Steps Unit 3 – Yoga 7 : Yogic Practices (Yoga Sadhana)	1. Develops balancing ability, strategic thinking, shifting of weight with or against gravity, and decision-making. 1. To enrich the ability to remain stable with the help of limbs in changing situations.	Activity BM-7 BM-8 YG-2 YG-3	16+6 (Exam Days) =22
AUGUST	Unit 2 – Our Games 5 : Local and Traditional Games 1. Seven Stones 2. Golaap Togor 3. Chain (Sankali)	- Understand what local and traditional games are. - Identify some traditional games played in their area. - Learn the importance of playing indigenous games.	Activity OG-1 OG-2 OG-3 OG-4 OG-5	20
SEPTEMBER	Unit 2 – Our Games 5 : Local and Traditional Games 4. Aankh Micholi 5. Bitta Kud 6. Hopscotch	- Develop physical fitness, coordination, and balance - Improve team spirit, cooperation, and sportsmanship - Enjoy games while learning about culture and heritage	MID TERM ASSESSMENT	05+12 (Exam Days) =17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM II		
OCTOBER	Unit 2 – Our Games 5 : Local and Traditional Games 7. Cockfighting 8. Kumir Denga 9. Hum Phoolon Ki Sadak Par Chalte Hain	- Understand basic rules of each game - Improve speed, balance, strength, and coordination - Develop team spirit and cooperation - Learn fair play and discipline - Enjoy physical activity in a fun way	Activity OG-6 OG-7 OG-8 OG-9	15
NOVEMBER	Unit 2 – Our Games 5 : Local and Traditional Games 10. Dodge Ball 11. Spoon Race 12. Gadda Maar 13. Tug of War	- Understand basic rules of each game - Improve speed, balance, strength, and coordination - Develop team spirit and cooperation - Learn fair play and discipline - Enjoy physical activity in a fun way	Activity OG-10 OG-11 OG-12 OG-13	19
DECEMBER	Unit 3 – Yoga 6 : Yoga for Daily Life	Understand what yoga is and why it is important in daily life	YG-4 YG-5 ASSESSMENT	10+6 (Exam Days) =16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY	Unit 3 – Yoga 7 : Yogic Practices (Yoga Sadhana)	• Makes learning joyful and active • Helps children relax and focus • Encourages regular yoga practice	Activity YG-6 YG-7 YG-8	
FEBRUARY	Unit 3 – Yoga 7 : Yogic Practices (Yoga Sadhana)	• Makes learning joyful and active • Helps children relax and focus • Encourages regular yoga practice	Activity YG-9 YG-10	
MARCH	Re-practice, Exam.		FINAL ASSESSMENT	6+12

Syllabus for Class–III, Subject–PERFORMING ARTS (MUSIC)
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	Our National Anthem Let's sing The National Anthem Sounds and Music Feel The Rhythm "Ta Ka Ta Ki Ta" One Two Three Four Call and response Mapping Let's Listen and learn	Develop a sense of patriotism and national pride Identify source of sound (vocal, instrumental, natural and man-made) Identify rhythm in music through clapping, tapping, mapping or movement Maintain steady beat while listening to or performing in music	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	20
	Feel The Rhythm "Ta Ka Ta Ki Ta" Learn the Rhythm with musical instruments Learn the Rhythm with your Body Learn the Notes (Swaras in Music)	Maintain steady beat while listening to or performing in music Respond physically to rhythm using body movements or simple steps used in Dance Identify musical notes correctly (Sa Re Ga Ma Pa Dha Ni Sa)	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JUNE	Feel The Rhythm "Ta Ka Ta Ki Ta" Let's sing- Head Shoulders Knees and Toes, A Birthday Song An interesting story Animals and sounds	sing new songs confidently with rhythm and joy Imitate animal and environmental sounds using voice or body actions	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	10
JULY	Feel The Rhythm "Ta Ka Ta Ki Ta" Building blocks of Music The Music in Notes (Alankar and Sargam) Sing and Repeat	Identify the basic building blocks of music such as notes (swar), Sargam and Alankar Sargam- Sa Re Ga Ma Pa Dha Ni (in correct sequence) Differentiate between ascending (Aroha) and Descending (Avroha) note patterns	PERIODIC ASSESSMENT I	16+6 (Exam Days)
AUGUST	Feel The Rhythm "Ta Ka Ta Ki Ta" Learn about Tabla Listen to this song and try to keep Tabla with it	Recognize basic sounds of Tabla, such as Dha, Dhin, Na, Tin, Ta, Tere, Kita etc and maintain a steady rhythm while listening to song	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
SEPTEMBER	Travel Around Sing a song in a new language Learn about Dynamics Let's learn an Odia song Keep rhythm with syllables (Ek-Do- Teen- Char) Listen and learn to sing in Kashmiri Bumbro Bumbro (Kashmir) Listen and learn to sing in Konkani Undra Mojea Mama (Goan folk) Listen and learn to sing in Tamil Chinna Chinna Chittu (Chennai)	Pronounce words clearly while singing new language song and develop attentive listening skills to learn new sound and words Control voice volume (loud, medium, soft) while singing according to song's requirement Pronounce words clearly while singing new language song and develop attentive listening skills to learn new sound and words maintain a steady rhythm while listening to song Pronounce words clearly while singing new language song and develop attentive listening skills to learn new sound and words	MID TERM ASSESSMENT	5+12 (Exam Days)

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		II		
OCTOBER	Musical instruments Know your instruments Make a kitchen orchestra Make a Shaker	Will be able to recognise various types of instruments Will be able to makean orchestra with kitchen tools Will be able to make percussive musical instruments for creating rhythm	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	25
NOVEMBER	Musical instruments Sounds of musical instruments Drum Types Collect Pictures of some musical instruments and paste in your music copy Listen and Learn about patterns in Music	Will be able to know about sounds or various instruments Will be able to know about types of drums Collect pictures of musical instruments from anywhere and paste Find patterns in music where the melody or the rhythm is repeated	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	19

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		II		
DECEMBER	Celebratory notes Let's listen and learn a Diwali song (Jagmagayyi Diwali) Let's listen and learn a New Year song in Sanskrit (Kshanamprati)	Sing new songs confidently with rhythm and joy	PERIODIC ASSESSMENT II	10+6 (Exam Days)
JANUARY	Celebratory notes Let's listen and learn a Christmas song (Jingle bells) Let's listen and learn a song for Eid (Aao Eid Manaye) Let's listen and learn a prayer dedicated song for Lord Buddha (Buddhamsharanam)	Sing new songs confidently with rhythm and joy	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	18

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		II		
FEBRUARY	Celebratory notes Let's listen and learn a patriotic song Sing along- Humko mankisha ktidena	Sing new songs confidently with rhythm and joy	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	18
MARCH	Continue Practicing	Improve accuracy	FINAL ASSESSMENT	6+12 (Exam Days)

Syllabus for Class-III, Subject-VISUAL ART
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc tional Days
		I			
APRIL	Objects in Art	● Identify and draw everyday objects ● Explore basic lines, shapes, and colors ● Use of art materials	● Play with lines (straight, wavy, zig-zag) ● Draw & color objects around you ● Trace, cut and overlap ● Draw a bottle and play with it's shape ● Play with clay ● Make a pot	● Sketchbook work ● Worksheet on line types ● Classwork and clay modelling	20
MAY & JUNE	Plants in Art	● Observe plants, leaves, flowers ● Draw and represent natural forms ● Experiment with colours from nature	● Nature walk and Drawing ● Draw leaves/flowers in sketchbook ● Draw from nature ● Grill in Building ● Make your own grill ● Create natural colors using fruits/vegetables ● Stories in picture ● Draw with Motifs	● Observation checklist ● Classwork drawings PERIODIC ASSESSMENT -I	11+11

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc- tional Days
JULY & AUGUST	Animals in Art	● Draw various animals, birds, insects ● Sequence a simple animal story through drawing ● Use imagination in visual representation	● Create an animal story ● Animals and Me ● Animal Act ● Animal Blocks ● Fingerprint animal art ● Paper-tearing animal collage ● Animal mask making ● Create a house of your pet	● Portfolio of drawings (Group work) ● Activity assessment PERIODIC ASSESSMENT-I (July)	23+20
		TERM II			
SEPTEMBER & OCTOBER	Festivals, Occasions and Celebrations	● Understand festival elements in art ● Represent cultural celebrations ● Use mixed media and craft elements	● Floor and Wall designs ● Flowers strings ● Make your own paper Lanterns ● Make Jewellery ● Draw festival scenes (e.g., Durga Puja Diwali, Eid) ● Group collage on a chosen celebration	● Project work ● Creative Craft Work ● Creative expression assessment MID TERM (September)	17+15

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc- tional Days
NOVEMBER & DECEMBER	Paper Craft and Decorative Element making	● Identify different types of paper crafts ● Apply creativity in designing patterns and color combinations ● Create simple decorative elements using paper ● Demonstrate neatness and proper use of art materials	● Folding paper neatly ● Cutting simple shapes ● Origami fun ● 3D paper craft ● Paper decoration fun	● Participation in activities ● Neatness in folding and cutting ● Group project work PERIODIC ASSESSMENT II (November)	20+16
JANUARY & FEBRUARY	People Around Us	● Observe facial features and clothing details ● Depict people with different physical traits ● Encourage creativity in costume/clothing design	● Let's dress up ● What to wear and when ● Draw a face ● Draw hands	● Final sketches ● Peer review	19+18
MARCH	Re-practice, Exam.			FINAL ASSESSMENT	23

STUDENT'S LEAVE APPLICATION FORMAT : 2026-2027

(To be applied in advance for short and long leave)

1. Name of The student.....
Class..... Section..... ADM. No.....
2. Duration of Leave from..... to.....
No. of Instructional days.....
3. Reasons of Leave.....
4. Leave taken earlier during the session.....

Signature of the Parent
(Father/Mother/ Guardian)

Date

Full Signature
of the Student

5. Class Teacher's remarks regarding academic performance and others

.....
.....
.....
.....

Leave Recommended/Not Recommended

Signature of the Class Teacher

Leave Sanctioned/Not Sanctioned

Signature of the Principal

Class Teacher should file up this application for future reference

STUDENT'S LEAVE APPLICATION FORMAT : 2026-2027

(To be applied in advance for short and long leave)

1. Name of The student.....
Class..... Section..... ADM. No.....
2. Duration of Leave from..... to.....
No. of Instructional days.....
3. Reasons of Leave.....
4. Leave taken earlier during the session.....

Signature of the Parent
(Father/Mother/ Guardian)

Date

Full Signature
of the Student

5. Class Teacher's remarks regarding academic performance
and others

.....
.....
.....
.....

Leave Recommended/Not Recommended

Signature of the Class Teacher

Leave Sanctioned/Not Sanctioned

Signature of the Principal

Class Teacher should file up this application for future reference

U. P. PUBLIC SCHOOL (Affiliated to CBSE)
ABDARPUR, SURI, BIRBHUM
OLYMPIAD AND TALENT SEARCH EXAM FORM 2026-27

EMAIL ID : upps.talentexam@gmail.com

Dear Parents,

Like previous years, this year, too, (2026-27) we are going to organize G.K., Cyber, Science, Mathematics, English Olympiad & National Science Talent search examinations in our school. So you are requested to get your ward(s) enrolled for the examinations. The last date to fill up the form on or before **18th July 2026** & should be submitted to the concerned class teacher or in the cash counter.

OLYMPIAD & TALENT SEARCH EXAMINATIONS are a diagnostic test which actually helps students to improve.

Unlike regular tests which try only to find out how much a child knows (or has memorized), OLYMPIAD & TALENT SEARCH EXAMINATIONS measures how well a student has understood concepts and gives detailed feedback on the same, to help them improve.

Thus OLYMPIAD & TALENT SEARCH EXAMINATIONS helps each student know whether he/she has actually understood a concept early on so that immediate action can be taken. Often students have conceptual gaps which increase as they progress and when they reach the higher classes, they develop a "phobia" for the subject.

School tests including board exams tend to be superficial, testing what children have memorised. But the important skills like the ability to think independently and reason logically critical in today's world are often not emphasised in school tests.

The focus on fundamentals is so important that when the child finishes studies he/she will have to face the competitive world armed with these fundamentals. Even while opting for higher studies, the student has to go through a complete scan of what he/she knows and how much. Exams like IIT-JEE, AIEEE, AFMC, AIIMS, GRE, GMAT, CAT etc., are so designed to test the fundamental strength of student. Hence the need of the hour is building the fundamentals base as strong as possible.

This exactly is the philosophy of U. P. Public School behind the conducting OLYMPIAD & TALENT SEARCH EXAMINATIONS

Syllabus (all exams are based on CBSE Syllabus)

Examination Date and Fees

Exams	Date of Exam	Classes	Fees
International General Knowledge Olympiad	22.09.2026	I to X	170
International Computer Science Olympiad	24.09.2026	I to XII	170
Aptitude & Reasoning Olympiad (SZ)	30.09.2026	I to XII	220
International Hindi Olympiad (SZ)	06.10.2026	I to X	170
International AI Olympiad (SZ)	07.10.26	III to IX	270
International Science Olympiad	30.10.2026	I to XII	170
International English Olympiad	17.11.2026	I to XII	170
International Commerce Olympiad	30.11.2026	XI, XII	170
National Level Science Talent Search Exam.	02.12.2026	I to XII	170
International Mathematics Olympiad	10.12.2026	I to XII	170
International Social Science Olympiad	19.01.27	VI to X	170
Vidyarthi Vigyan Manthan		VI to XI	200
Green Olympiad		IV to X	200

EXAMINATION PATTERN

SOF LEVEL I											
NCO Paper Pattern											
	Logical Reasoning			Computers & IT			Achievers Section			Grand Total	
Class	No. of Question	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Question	Total Marks
2 to 4	10	1	10	20	1	20	5	2	10	35	40
5 to 12	15	1	15	30	1	30	5	3	15	50	60

NSO Paper Pattern											
	Logical Reasoning			Science/EVS			Achievers Section			Grand Total	
Class	No. of Question	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Question	Total Marks
2 to 4	10	1	10	20	1	20	5	2	10	35	40
5 to 10	15	1	15	30	1	30	5	3	15	50	60

	Physic & Chemistry			Mathematics/Biology			Achievers Section			Grand Total	
Class	No. of Question	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Question	Total Marks
11 & 12	25	1	25	20	1	20	5	3	15	50	60

IMO Paper Pattern														
	Logical Reasoning			Mathematical Reasoning			Everyday Mathematics			Achievers Section			Grand Total	
Class	No. of Ques tion	Marks per Question	Total Marks	No. of Ques tion	Marks per Question	Total Marks	No. of Ques tions	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Ques tion	Total Marks
1 to 4	10	1	10	10	1	10	10	1	10	05	02	10	35	40
5 to 12	15	1	15	20	1	20	10	1	10	05	03	15	50	50

IEO Paper Pattern								
	Word and Structure Knowledge	Reading	Spoken and Writing Expression	Achievers Section			Grand Total	
Class	No. of Questions	Marks per Question	Total Marks	No. of Question	Marks per Question	Total Marks	No. of Question	Total Marks
1 to4	30	01	30	05	02	10	35	40
5to12	45	01	45	05	03	15	50	60

NSTSE Paper Pattern							
Class	EVS	MATHEMATICS	General Knowledge	Physics	Chemistry	Biology	Total Marks
1	15	25					40
2	25	25					50
3	35	40					75
4 & 5	45	45	10				100
6 to 10		25	10	25	20	20	100
XI-XII		40	10	25	25	40	100

U. P. PUBLIC SCHOOL

(Affiliated to CBSE)

ABDARPUR, SURI, BIRBHUM

OLYMPIAD AND TALENT SEARCH EXAM FORM 2026-27**DETAILS OF THE STUDENTS**

Name of The student.....

Class Section..... Gender : (Male / Female)

D.O.B. :/...../.....Adhar No.....
(DD / MM / YYYY)

Mother's Name :

Father's Name :

Father is in Defence Service : (YES / NO)

Mobile No. :

Alt. Contc. No. :

Email ID (Mandatory) :

Select Examinations for your Child :

Name of the Exams.	Exams Selected
International General Knowledge Olympiad	
International Computer Science Olympiad	
Aptitude & Reasoning Olympiad	
International Hindi Olympiad	
International AI Olympiad	
International Science Olympiad	
International English Olympiad	
International Commerce Olympiad	
National Level Science Talent Search Exam.	
International Mathematics Olympiad	
International Social Science Olympiad	
Vidyarthi Vigyan Manthan	
Green Olympiad	
TOTAL	
GRAND TOTAL	

Signature of Guardian..... Date.....

U. P. PUBLIC SCHOOL

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ABDARPUR, SURI, BIRBHUM

OLYMPIAD AND TALENT SEARCH EXAMFORM 2026-27

DETAILS OF THE STUDENTS

Name of The student.....

Class Section..... Gender : (Male / Female)

D.O.B. :/...../.....Adhar No.....

(DD / MM / YYYY)

Mother's Name :

Father's Name :

Father is in Defence Service : (YES / NO)

Mobile No. :

Alt. Contc. No. :

Email ID (Mandatory) :

Select Examinations for your Child :

Name of the Exams.	Exams Selected
International General Knowledge Olympiad	
International Computer Science Olympiad	
Aptitude & Reasoning Olympiad	
International Hindi Olympiad	
International AI Olympiad	
International Science Olympiad	
International English Olympiad	
International Commerce Olympiad	
National Level Science Talent Search Exam.	
International Mathematics Olympiad	
International Social Science Olympiad	
Vidyarthi Vigyan Manthan	
Green Olympiad	
TOTAL	
GRAND TOTAL	

Signature of Guardian..... Date.....