SRI SRI ACADEMY-HYDERABAD

MARCH-2026 to SEPT-2026

Grade: III

SYLLABUS BIFURCATION & LEARNING OUTCOMES

Learning Outcomes

- These describe what the student will be able to do after learning.
- They focus on measurable skills or knowledge gained.
- Written from the student's perspective.
- Use action verbs (based on Bloom's Taxonomy like *explain, identify, solve, analyze*).

SOCIAL STUDIES		
SUBJECT	Chapter name	Learning Outcomes
MARCH	Our Solar system	
APRIL	Our solar system	
JUNE	Planet Earth	
JULY	India at a glance Diversity in India - Food and festivals	
AUGUST		
SEPTEMBER		

SCIENCE		
SUBJECT	**CHAPTER NAME**	**Learning Outcomes**
MARCH AND APRIL	**Ls 1: Eating habits of animals**	**Remember** ● Recall the meaning of herbivores, carnivores, and omnivores. ● List examples of animals belonging to each group. **Understand** ● Explain why animals need food for growth, energy, and survival. ● Describe different ways animals eat their food. **Apply** ● Classify animals as herbivores, carnivores, or omnivores based on their food habits. ● Identify the eating habits of animals seen in daily life. **Analyze** ● Compare the food habits of herbivores, carnivores, and omnivores. ● Differentiate animals based on the type of food they consume. **Evaluate** ● Justify why a particular animal belongs to a specific food group. ● Explain the importance of food in the survival of animals. **Create** ● Construct a simple food chain using plants and animals. ● Design a chart, poster, or story showing different eating habits of animals.
JUNE	**Ls 2: Materials around us**	**Remember**

SCIENCE		
		• Recall the names of common materials such as wood, metal, plastic, glass, rubber, fabric, and clay. • List the sources of natural and synthetic materials. **Understand** • Explain what materials are and why they are used to make different objects. • Describe the properties and uses of common materials. **Apply** • Identify materials used in objects found in the classroom, home, and surroundings. • Classify materials as natural or synthetic based on their source. **Analyze** • Compare different materials based on their properties such as hardness, flexibility, transparency, and strength. • Differentiate between natural and synthetic materials with examples. **Evaluate** • Justify the choice of a material for making a particular object. • Assess the usefulness of different materials for everyday purposes. **Create** • Design a chart or collage showing various materials and their uses. • Create a model or craft using different materials available in the surroundings.
JULY	**Ls 3: All about soil**	**Remember** • Define soil and recall its basic components. • List the three main types of soil: sandy, clayey, and loamy. **Understand**

SCIENCE		
		• Explain how soil is formed. • Describe the characteristics of sandy, clayey, and loamy soils. **Apply** • Conduct simple activities to observe the properties of different soils. • Identify the type of soil found in the surroundings based on its properties. **Analyze** • Compare sandy, clayey, and loamy soils based on texture, water-holding capacity, and suitability for plant growth. • Differentiate between soil types using observations from experiments. **Evaluate** • Justify why loamy soil is considered best for most plants. • Explain the importance of soil for living organisms and agriculture. **Create** • Design a soil profile model showing different layers of soil. • Create a chart or poster illustrating soil formation, types of soil, and their uses.
	Ls 4: Solids, liquids and gases	**Remember** • Identify things as solids, liquids, or gases. • Recall examples of solids, liquids, and gases found in everyday life. **Understand** • Describe the properties of solids, liquids, and gases. • Explain how solids, liquids, and gases differ from one another. **Apply**

SCIENCE		
		• Classify objects into solids, liquids, and gases based on their properties. • Demonstrate how matter changes from one state to another through simple activities. **Analyze** • Compare solids, liquids, and gases based on shape, volume, and movement of particles. • Differentiate between the three states of matter using observations and experiments. **Evaluate** • Justify why a substance is classified as a solid, liquid, or gas. • Explain the importance of changes in the states of matter in daily life. **Create** • Design a chart or concept map showing the properties of solids, liquids, and gases. • Create a simple model or presentation demonstrating changes in the states of matter.
AUGUST	**Ls 5: Living and non-living things**	**Remember** • List some features that differentiate living things from non-living things. • Name examples of living and non-living things found in the surroundings. **Understand** • Describe the characteristics of living things. • Explain how living things differ from non-living things. **Apply** • Classify objects as living or non-living based on their characteristics. • Identify living and non-living things in the school or home environment. **Analyze** • Compare living and non-living things based on

SCIENCE		
	Ls 6: Parts of a plant	their features. ● Differentiate between living and non-living things using observations. **Evaluate** ● Justify why an object is considered living or non-living. ● Explain the importance of living and non-living things in the environment. **Create** ● Create a chart showing the differences between living and non-living things. ● Design a poster illustrating examples of living and non-living things in everyday life. **Remember** ● Name the two main parts of a plant. ● Identify the different parts of a plant (root, stem, leaves, flower, fruit, and seed). **Understand** ● Describe each part of a plant and its function. ● Explain how the different parts of a plant help it grow and survive. **Apply** ● Label the parts of a plant on a diagram. ● Observe a plant and identify its different parts. **Analyze** ● Compare the functions of roots, stems, and leaves. ● Differentiate between the functions of various plant parts based on observations. **Evaluate** ● Explain why each part of a plant is important. ● Justify the role of roots, stems, leaves, flowers, fruits, and seeds in the life of a plant. **Create**

SCIENCE		
		• Construct a model showing the different parts of a plant. • Create a chart or poster illustrating plant parts and their functions.
SEPTEMBER	**Ls 9: Safety and our home**	**Remember** 1. List some safety rules to follow at home, in school, and on the road. 2. Recall basic first aid measures for minor injuries. **Understand** 1. Describe the importance of following safety rules. 2. Explain how first aid helps in emergencies and minor accidents. **Apply** 1. Follow safety rules in different situations. 2. Demonstrate simple first aid procedures for minor injuries. **Analyze** 1. Compare safe and unsafe practices at home, school, and on the road. 2. Identify potential hazards and suggest ways to prevent accidents. **Evaluate** 1. Justify the importance of safety rules in daily life. 2. Explain how good safety habits help protect people from injuries. **Create** 1. Design a safety poster showing rules for home, school, and road safety. 2. Create a chart illustrating basic first aid steps for common minor injuries.

MATH		
SUBJECT	Chapter name	Learning Outcomes
MARCH	CHAPTER:-1 PLACE VALUE	**Remembering** • Recall place value names up to 10,000. • Identify the place value and face value of digits. **Understanding** • Explain the value of a digit based on its position. • Represent numbers using a place value chart. **Applying** • Read and write numbers in words and numerals. • Compare and arrange numbers in ascending and descending order. **Analyzing** • Differentiate between place value and face value. • Analyze the value contributed by each digit. **Evaluating** • Verify place value representations. • Identify and correct errors in number formation. **Creating** • Form the greatest and smallest numbers using given digits. • Create place value-based word problems.
APRIL	CHAPTER:-1 PLACE VALUE	**Remembering** • Recall place value names up to 10,000. • Identify the place value and face value of digits. **Understanding** • Explain the value of a digit based on its position. • Represent numbers using a place value chart.

MATH		
		Applying • Read and write numbers in words and numerals. • Compare and arrange numbers in ascending and descending order. **Analyzing** • Differentiate between place value and face value. • Analyze the value contributed by each digit. **Evaluating** • Verify place value representations. • Identify and correct errors in number formation. **Creating** • Form the greatest and smallest numbers using given digits. • Create place value-based word problems. -
JUNE	CHAPTER:2 ADDITION	**Remembering** • Recall addition facts and symbols. • Identify addends and sums. **Understanding** • Explain addition as combining quantities. • Describe addition strategies. **Applying** • Add 3-digit and 4-digit numbers accurately. • Solve real-life addition problems. **Analyzing** • Compare different addition methods. • Analyze word problems involving addition. **Evaluating** • Check answers using estimation. • Identify and correct errors in addition. **Creating** • Create addition word problems.

MATH		
		• Design addition puzzles.
JULY	CHAPTER:-2 SUBTRACTION	**Remembering** • Recall subtraction facts and symbols. • Identify minuend, subtrahend, and difference. **Understanding** • Explain subtraction as taking away and finding differences. • Describe subtraction strategies. **Applying** • Subtract 3-digit and 4-digit numbers accurately. • Solve real-life subtraction problems. **Analyzing** • Compare different subtraction methods. • Analyze situations involving subtraction. **Evaluating** • Verify answers using addition. • Identify and correct subtraction errors. **Creating**

MATH		
		• Create subtraction word problems. • Design subtraction activities and puzzles.
AUGUST	CHAPTER:-4 MULTIPLICATION	Remembering • Recall multiplication facts and tables. • Identify factors and products. Understanding • Explain multiplication as repeated addition. • Describe equal grouping and arrays. Applying • Multiply numbers using suitable methods. • Solve multiplication word problems. Analyzing • Compare repeated addition and multiplication. • Analyze multiplication patterns. Evaluating • Check multiplication answers using estimation. • Identify and correct errors in multiplication. Creating • Create multiplication word problems. • Design multiplication puzzles and patterns.
SEPTEMBER	CHAPTER:-5 DIVISION	Remembering • Recall division facts and symbols. • Identify dividend, divisor, and quotient. Understanding • Explain division as equal sharing and grouping. • Describe the relationship between multiplication and division. Applying

MATH		
		• Divide numbers using objects and pictures. • Solve simple division problems. Analyzing • Compare sharing and grouping situations. • Analyze multiplication and division relationships. Evaluating • Verify division answers using multiplication. • Identify and correct errors in division. Creating • Create division word problems. • Design sharing and grouping activities.

ENGLISH		
SUBJECT	Chapter name	Learning Outcomes
MARCH	**LS:1. The Royal Parade**	**Remembering** • Recall the main characters and important events in the story. • Identify cultural elements and parade activities mentioned in the story. **Understanding** • Explain the purpose of the royal parade. • Describe how friendship and cooperation are shown among the characters.

ENGLISH		
		Applying • Demonstrate teamwork and cooperation in classroom activities. • Relate the values of unity and friendship to real-life situations. **Analyzing** • Compare the roles of different characters in the parade. • Analyze how cooperation contributes to the success of the parade. **Evaluating** • Assess the importance of teamwork in achieving common goals. • Justify the actions of characters that promote unity and friendship. **Creating** • Create a poster promoting friendship and cooperation. • Design a parade plan that celebrates culture and unity.
APRIL	**LS:1. The Royal Parade**	**Remembering** • Recall the main characters and important events in the story. • Identify cultural elements and parade activities mentioned in the story. **Understanding** • Explain the purpose of the royal parade. • Describe how friendship and cooperation are shown among the characters. **Applying** • Demonstrate teamwork and cooperation in classroom activities.

ENGLISH		
		• Relate the values of unity and friendship to real-life situations. **Analyzing** • Compare the roles of different characters in the parade. • Analyze how cooperation contributes to the success of the parade. **Evaluating** • Assess the importance of teamwork in achieving common goals. • Justify the actions of characters that promote unity and friendship. **Creating** • Create a poster promoting friendship and cooperation. • Design a parade plan that celebrates culture and unity.
JUNE	LS:-2. Kindness Is Its Own Reward	**Remembering** • Recall the acts of kindness performed by the characters. • Identify the characters who received and showed kindness. **Understanding** • Explain how kindness benefits individuals and communities. • Describe the effects of kind actions on others. **Applying** • Practice acts of kindness in everyday situations. • Share experiences where kindness led to positive outcomes. **Analyzing** • Analyze how characters respond to acts of

ENGLISH		
		kindness. • Examine the relationship between kindness and happiness. **Evaluating** • Evaluate the impact of kindness on relationships. • Judge the importance of helping others without expecting rewards. **Creating** • Create a kindness chart for daily activities. • Write a short story highlighting the value of kindness.
JULY	LS:-3. Williwu Learns to Make Friends	**Remembering** • Recall the characters and events in the story. • Identify the qualities of a good friend. **Understanding** • Explain how friendships are formed and maintained. • Describe the importance of sharing and helping others. **Applying** • Demonstrate friendly behavior in group activities. • Apply good friendship skills in everyday interactions. **Analyzing** • Analyze the challenges faced by Williwu in making friends. • Examine how teamwork and kindness help build friendships. **Evaluating** • Assess the effectiveness of the characters' actions.

ENGLISH		
		• Judge the importance of cooperation in developing friendships. **Creating** • Create a friendship pledge or friendship tree. • Write a dialogue demonstrating positive friendship skills.
AUGUST	LS:-4. Juan Bobo's Pot	**Remembering** • Recall the sequence of events in the story. • Identify the main characters and humorous incidents. **Understanding** • Explain the story in your own words. • Describe the humorous actions of Juan Bobo. **Applying** • Relate the lessons learned from the story to daily life. • Apply problem-solving skills to situations similar to those in the story. **Analyzing** • Analyze the causes and effects of Juan Bobo's actions. • Examine how his decisions influence the story's outcome. **Evaluating** • Evaluate Juan Bobo's choices and their consequences. • Judge whether different actions could have led to better results. **Creating** • Create an alternative ending for the story. • Develop a comic strip illustrating the story's events.

ENGLISH		
SEPTEMBER	LS:-5. Annalisa and the Giant	**Remembering** • Recall the main characters and major events in the story. • Identify examples of inclusivity and acceptance shown by the characters. **Understanding** • Explain how acceptance helps in building friendships. • Describe the importance of respecting differences. **Applying** • Demonstrate inclusive behavior in classroom and social settings. • Apply the values of kindness and acceptance in daily life. **Analyzing** • Analyze the actions and decisions of the characters. • Examine how inclusivity influences the story's outcome. **Evaluating** • Evaluate the characters' responses to differences and challenges. • Judge the effectiveness of their actions in promoting friendship. **Creating** • Create a poster promoting inclusivity and friendship. • Write an alternative ending emphasizing acceptance and cooperation.

L2 Hindi		
SUBJECT	Chapter name	Learning Outcomes
MARCH		
APRIL		
JUNE		
JULY	**पाठ 2. कैसे हुआ चमत्कार** **पाठ 3. तीन गुड़िया** **पाठ 4 समय का मोल**	2. 1. **स्वस्थ जीवन शैली** 2. **अनुशासन** 3. **समय का महत्त्व** 4. **लगन** 5. **वाचन कौशल** 3. 1. **गोपनीयता का महत्व** 2. **सूझ - बुझ** 3. **गंभीरता की आवश्यकता** 4. **प्रशंसा की आवश्यकता** 4. 1. **एकता की सीख** 2. **बचत का महत्त्व समझना** 3. **समय का मूल्य** 4. **वाचन कौशल**
AUGUST	**पाठ 5. राजेंद्र बाबू** **पाठ 6. दूध का रंग**	5. 1. **डॉ. राजेंद्र प्रसाद के बारे में जानेंगे** 2. **बड़ों का छोटों के प्रति प्रेम** 3. **महान व्यक्तियों के जीवन से सीखना** 4. **सादगी अपनाना** 6. 1. **विवेकशीलता की आवश्यकता**

L2 Hindi		
		2. **वैज्ञानिक दृष्टिकोण** 3. **स्वस्थ जीवन शैली**
SEPTEMBER	**पाठ 7 आनंद ही आनंद** **पाठ 8. अनोखा उपहार**	7. 1. **आनंद - भावना** 2. **माता से प्रेम** 3. **पशु के प्रति व्यवहार** 4. **सनझ** 5. **सहानुभूति** 8. 1. **वस्तुओं का सदुपयोग** 2. **कलात्मकता**

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MARCH		
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L3 Telugu		
SUBJECT	Chapter name	Learning Outcomes
MARCH		
APRIL		
JUNE		
JULY		
AUGUST		
SEPTEMBER		

Art		
SUBJECT	Chapter name	Learning Outcomes
MARCH	Creative Drawing	Develop creativity, observation, fine motor skills and artistic
	Nature Study Using own idea	Develop creativity, observation, fine motor skills and artistic expression
JUNE	(i) Freehand Drawing (ii) Colouring Practice	Develop creativity, observation, fine motor skills and artistic expression
JULY	(i) Nature Drawing (ii)Fruit Sketching	Develop creativity, observation, fine motor skills and artistic expression
AUGUST	(i) National Flag Making (ii) Independence Day Poster	Develop creativity, observation, fine motor skills and artistic expression
SEPTEMBER	(i) Paper Folding (ii) Paper Flower Craft	Develop creativity, observation, fine motor skills and artistic expression

Computer Science		
Subject	Chapter Name	Learning Outcome
APRIL	Ch1:INTRODUCTION TO COMPUTER	Remember/Identify: Students will be able to define what a computer is, recall its key features, and identify the basic parts of a computer system including hardware, software, and peripheral devices. Understand/Explain: Students will be able to explain how a computer processes data into information through the input–process–output cycle, describe the role of programs in guiding operations, and explain the importance of proper startup, shutdown, and lab etiquette. Apply/Solve : Students will be able to demonstrate correct procedures for starting and shutting down a computer, apply knowledge of devices to real- life examples, and solve simple scenarios showing how raw data becomes meaningful information. Analyze: Students will be able to differentiate between hardware and software, and between data, program, and information. They will also analyze how errors in input affect output and compare computer features with manual human work. Evaluate: Students will be able to assess the importance of computers in everyday life and education, and evaluate the consequences of not following computer lab manners. Create: Students will be able to design simple diagrams or flow charts showing the input–process–output cycle and the relationship between

		hardware, software, and information flow.

JUNE & July	Ch2:THE KEYBOARD AND MOUSE	Remember/Identify : Students will be able to identify the parts of a keyboard and mouse, recall the different types of keys (alphabet, number, function, symbol, special), and recognize basic mouse actions. Understand:Students will be able to explain the purpose of various keys on the keyboard and describe how mouse actions (click, double- click, drag, right- click, scroll) control computer operations. Apply/Solve Students will be able to demonstrate correct usage of keyboard keys and mouse actions in practical tasks such as typing text, navigating menus, and executing commands. Analyze Students will be able to differentiate between categories of keys (e.g., alphabet vs. function vs. special keys) and analyze how keyboard and mouse complement each other in computer interaction. Evaluate Students will be able to assess the importance of keyboard shortcuts and efficient mouse use in improving productivity and minimizing errors. Create Students will be able to design simple practice exercises or flow charts showing the relationship between keyboard keys, mouse actions, and computer functions.

AUGUST & September	Ch3.FUN WITH PAINT	Remember/Identify : Students will be able to recall the steps to open MS Paint, identify its basic tools, and recognize options for saving, opening, and closing drawings. Understand/Explain: Students will be able to explain the purpose of different tools in MS Paint, describe how to set a drawing as a desktop background, and explain why saving work is important. Apply/Solve:Students will be able to demonstrate how to create a new drawing, use various tools to produce simple artwork, and apply the correct steps to save, open, and close drawings. Analyze: Students will be able to differentiate between tools in MS Paint (e.g., pencil vs. brush, eraser vs. fill), and analyze how tool choice affects the outcome of a drawing. Evaluate: Students will be able to assess the effectiveness of different tools for specific drawing tasks and evaluate the importance of proper file management in Paint. Create : Students will be able to design original drawings using MS Paint tools, set them as desktop backgrounds, and create simple digital art projects.