BISHOP SCOTT BOYS' SCHOOL

C - Curriculum

D - Development &

L - Learning

O - Objectives

3 MATHS

BISHOP SCOTT BOYS' SCHOOL

STUDENT CURRICULUM MANUAL

Subject : Maths | **Class : III** | **Academic Plan : 2025 -26**

Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
April	Concept First Mathematics Chapter : 1 Numbers Up to 10000 Mental Maths Speed Solver Chapter 4 digit Numbers (Worksheet no. 1 to 7)	* Students will be able to understand the value of digits in numbers up to 10,000, including tens, hundreds, thousands, and ten-thousands. *Identifying that the place value and face value of a digit. * Writing numbers in expanded form from standard form. * Recognizing that numbers are compared based on the value of their digits, starting from the leftmost place. * Ordering numbers in ascending and descending order. * Arranging given digits to form the largest and smallest possible 4-digit numbers. * Understanding the Concept of Rounding.	Forming the greatest and smallest 4-digit numbers using number cards, maan cards and ganit mala (From Jodo gyaan Kit).	15	**Portion for P.T. 1** Concept First Mathematics Chapter: 1 Numbers Up to 10000 Chapter : 2 Roman Numerals Chapter : 3 Addition Mental Maths Speed Solver Worksheet no. 2, 5 , 8 , 12 and 16
April	Concept First Mathematics Chapter : 2 Roman Numerals Mental Maths Speed Solver (Worksheet no.8)	* Students can recognize that roman numerals use specific letters (I, V, X, L, C, D, M) to represent numbers. * Understanding key rules, such as: Repeating a numeral increases its value (III = 3, XX = 20). Placing a smaller numeral before a larger one subtracts its value (IV = 4, IX = 9). Placing a smaller numeral after a larger one adds its value (VI = 6, XI = 11).	Roman numerals representation through matchsticks.		

Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
May	<u>Concept First Mathematics</u> Chapter : 3 Addition <u>Mental Maths Speed Solver</u> (Worksheet no. 9 to 16)	* Recognizing that addition combines two or more numbers to find a total or sum. * Performing addition of 2-digit, 3-digit, and 4-digit numbers with and without regrouping (carrying). * Adding numbers by aligning them correctly based on place value (ones, tens, hundreds, thousands). * Understanding the Properties of Addition: Learning and applying: Commutative Property (a + b = b + a) Associative Property ((a + b) + c = a + (b + c)) Identity Property (a + 0 = a) * Applying addition in real-life situations, such as calculating total cost etc. * Rounding numbers and using estimation to check the reasonableness of answers.	Addition flower using coloured papers	10	**Portion for Term -1 Examination** <u>Concept First Mathematics</u> Chapter: 1 Numbers Up to 10000 Chapter : 2 Roman Numerals Chapter : 3 Addition Chapter : 4 Subtraction Chapter : 5 Multiplication Chapter : 6 Division <u>Mental Maths Speed Solver</u> Worksheet no. 19, 24 , 31 , 33 , 34 and 41.
June	<u>Concept First Mathematics</u> Chapter : 4 Subtraction <u>Mental Maths Speed Solver</u> (Worksheet no. 17 to 25)	* Students learn to understand subtraction as taking away or finding the difference between two numbers. * Developing the ability to subtract numbers accurately, both with and without borrowing. * Understanding the properties of subtraction. * Identifying when to use subtraction to solve everyday problems (e.g., finding how much is left, comparing amounts). * Recognizing that subtraction is the inverse (opposite) of addition and using one operation to check the other. * Recognizing that estimation helps find an approximate answer instead of an exact one.	To find the difference between 4-digit numbers with borrowing using bindis.	7	

		* Learning to round numbers to the nearest 10 or 100 before subtracting to make calculations easier.			
Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
July	<u>Concept First Mathematics</u> Chapter : 5 Multiplication <u>Mental Maths Speed Solver</u> (Worksheet no. 26 to 33)	* Understanding Multiplication as Repeated Addition – Recognizing multiplication as adding equal groups (e.g., 3 × 4 means 4 + 4 + 4). * Memorizing and recalling multiplication tables up to 10 × 10 or 12 × 12 for quick calculations. * Applying the properties of multiplication – Understanding the commutative (e.g., 3 × 4 = 4 × 3), associative, and distributive properties to simplify problems. * Applying multiplication to real-life scenarios, such as grouping objects or calculating arrays.	Let's play pop! (By singing multiplication table.)	25	
August	<u>Concept First Mathematics</u> Chapter : 6 Division <u>Mental Maths Speed Solver</u> (Worksheet no. 34 to 42)	* Recognizing that repeated subtraction is a strategy to divide a number into equal groups (e.g., 12 - 3 - 3 - 3 - 3 = 0, so 12 ÷ 3 = 4). * Recognizing division as splitting a total into equal parts or groups (e.g., 12 ÷ 3 means splitting 12 into 3 equal groups). * Understanding that division is the inverse of multiplication (e.g., if 5 × 4 = 20, then 20 ÷ 5 = 4). * Understanding the Identity Property of Division – Recognizing that any number divided by 1 remains the same (e.g., 8 ÷ 1 = 8). * Understanding the Zero Property of Division – Learning that zero divided by any number is always zero (e.g., 0 ÷ 5 = 0), but division by zero is undefined. * Recognizing the Division Property of One – Understanding that any number divided by itself equals 1 (e.g., 9 ÷ 9 = 1). * Applying division to real-life scenarios, such as sharing	Division of 1- digit number without remainder (by using bindis).	22	

		objects equally or determining how many groups can be formed.			
September	Revision for Term 1 Examination				

Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
October	Concept First Mathematics Chapter : 7 Fractions Mental Maths Speed Solver (Worksheet no. 43 to 48)	* Understanding Fractions as Equal Parts of a Whole: Recognize that a fraction represents part of a whole (e.g., 1/2, 1/3, 1/4). Identify fractions in shapes (e.g., dividing a circle or rectangle into equal parts). * Read and write fractions in words and numbers (e.g., "one-half" = 1/2). * Understand numerator and denominator. * Compare fractions with the same denominator (e.g., 1/4 < 3/4). * Add and subtract fractions with the same denominator (e.g., 1/4 + 2/4 = 3/4).	To subtract the fractions with the same denominator (using colored paper).	7	**Portion for P.T -2** Concept First Mathematics Chapter: 7 Fractions Chapter : 8 Money Mental Maths Speed Solver Worksheet number: 43 , 48 , 54 and 55
	Concept First Mathematics Chapter : 8 Money Mental Maths Speed Solver (Worksheet no. 54 to 58)	Recognize and identify different coins and bills. * Reading and writing money in words and figures. * Conversion of rupees into paise by multiplying 100. * Conversion of paise into rupees by dividing 100. * Different operations in the form of money.	Design your own currency.		

Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
November	<u>Concept First Mathematics</u> Chapter : 9 Measurement of Length	* Identify and use standard units of length in the metric system (millimeters, centimeters, meters, kilometers). * Recognize and use non-standard units (e.g., hand span, foot span, pace, etc) to measure length. * Understand that non-standard units provide an estimate rather than an exact measurement. * Conversion between different units of length within the same system (e.g., cm to m, kilometres into metres). * Solve word problems involving length (e.g., "A rope is 2 meters long. If it is cut into 2 equal parts, how long is each part?"). *Measure distances in everyday situations (e.g., measuring the height of a door, the length of a table).	* Have students measure classroom objects using hand spans or foot spans(e.g., "How many hand spans long is your desk?"). * Measure your pencil using scale.		**Portion for Term -2 Examination** <u>Concept First Mathematics</u> Chapter: 7 Fractions Chapter : 8 Money Chapter : 9 Measurement of Length Chapter : 10 Measurement of Weight Chapter : 11 Measurement of Capacity Chapter : 12 Time Chapter : 13 Geometry Chapter : 14 Symmetry and Patterns <u>Mental Maths Speed Solver</u> Worksheet no. 49 , 53 , 59 , 63 , 65 , 68 , 70 , 73 , 76 and 79.
	<u>Concept First Mathematics</u> Chapter : 10 Measurement of Weight	* Identify and use standard units of weight in the metric system (grams (g) and kilograms (kg)). * Understand the relationship between different units (e.g., 1 kg = 1,000 g). * Conversion of units of weight (e. g. kg into g, g into kg etc) . * Addition and subtraction of weight. * Solve word problems.	* Writing of weight using weighing scale.		

	Concept First Mathematics Chapter : 11 Measurement of Capacity Mental Maths Speed Solver (Worksheet no. 49 to 53)	* Identify and use standard units of capacity in the metric system (millilitres (mL) and litres (L). * Understand the relationship between different units (e.g., 1 L = 1,000 mL). * Conversion between millilitres and litres (e.g., 500 mL = 0.5 L). * Addition and subtraction of capacities. * Solve real-world problems involving capacity.			

Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
December	Concept First Mathematics Chapter : 12 Time Mental Maths Speed Solver (Worksheet no. 59 to 64)	* Read and write time to the nearest minute using both analog and digital clocks. * Differentiate between AM and PM. * Identify and sequence days, weeks, and months in a year. * Identify and sequence days, weeks, and months in a year. * Determine the number of days in each month. * Read and interpret a calendar to answer questions about dates, days of the week, and months. * Conversion of Time * Apply time-related concepts to real-life situations (e.g., school schedules, daily routines, and travel times).	3 d model of clock using paper plate.		

	<u>Concept First Mathematics</u> Chapter : 13 Geometry <u>Mental Maths Speed Solver</u> (Worksheet no. 65 to 69)	* Recognize and name 2D shapes (circle, square, rectangle, triangle, pentagon, hexagon, etc.) * Recognize and name 3D shapes (cube, sphere, cylinder, cone, pyramid, etc.) * Understand the differences between 2D and 3D shapes. * Understand Basic Geometric Concepts * Define and identify a point as a location in space. * Define and identify a line as a straight path that extends infinitely in both directions. * Define and identify a ray as a part of a line with one endpoint and extending infinitely in one direction. * Define and identify a line segment as a part of a line with two endpoints. * Identify the five/seven geometric pieces (tans) of a tangram: triangles (small, medium, large), square, and parallelogram. * Identify and recognize basic shapes that can tile a surface (e.g., squares, triangles, hexagons).	* Using different cut outs of 2 d shapes make any one object (e. g. hut, flower, clown etc.) * Sorting shapes from Aakar parivaar (Jodo gyaan kit) .		

Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
	Concept First Mathematics Chapter : 14 Symmetry and Patterns Mental Maths Speed Solver (Worksheet no. 70 to 74)		Symmetry Art with Paint (Butterfly Painting)	12	

January	Concept First Mathematics Chapter : 15 Pictorial Representation of Data Mental Maths Speed Solver (Worksheet no. 75 to 80)	* Identify different ways to represent data using pictographs, bar graphs, and tally charts. * Collect data through surveys, observations, or counting objects. * Organize data in a table before creating a pictorial representation. * Creating Pictographs and Bar Graphs. * Read and analyze pictographs and bar graphs.	Dice roll data collection.		
February	Revision for Term -2 Examination				