

### Class 3

<b>Section I</b>
<b>Pedagogical processes suggested by NCERT</b>
<b>The learner may be provided opportunities in pairs /groups / individually and encouraged to</b>
Observe and explore the immediate surroundings, i.e., home, school and neighbourhood for different objects /plants / animals /birds for their concrete / simple observable physical features (diversity, appearance, movement, places of living / found, habits, needs, behaviour etc.)
Observe, explore their home /family for the people whom they live with, what works they do, the relations and their physical features and habits and share the experiences in different ways
Explore the neighbourhood for the means of transport, communication and what works people do
Observe their home /school kitchen for food items, vessels, stoves, fuels and cooking processes
Discuss with elders and find out from where we /birds /animals get water, food (plants / animals, which part of the plant we eat etc.), who works in the kitchen, who eats what, who eats last
Visit different places in the neighbourhood, e.g., market to observe the process of buying /selling, journey of a letter from post office to home, local water bodies etc.
Ask and frame questions and respond to the peers and elders without any fear or hesitation
Share their experiences /observations through drawing / symbols /tracing / gestures / verbally in a few words /simple sentences in their own language
Compare objects /entities based on differences / similarities for observable features and sort them into different categories
Discuss with the parents /guardians / grandparents /elders in the neighbourhood and compare their lives in past with that of now for the things of daily use such as clothes, vessels, works done by people around, games
Collect and arrange the objects such as, pebbles, beads, fallen leaves, feathers, pictures, etc., of their finds from their surroundings and arrange in an innovative manner, e.g., heaps, pouches and packets
Critically think to guess /estimate and predict about the happenings, situations, events and the possible ways to check, verify, test them., for example, which directions (left /right /front /back) to be followed to reach a nearby object or place; which vessel (of same volume) contains more water; how many spoons of water to fill a mug or a bucket etc.
Perform simple activities and experiments to observe, smell, taste, feel, hear using different senses as per their abilities to identify, classify, differentiate between objects, features, entities etc.
Collect observations and experiences on the experiments and activities and shares that orally /gestures /sketches /tables /writing in simple sentences

Manipulate local and waste material, fallen dry leaves /flowers, clay, fabrics, pebbles, colours to create or improvise drawings, models, designs, collage etc. For example, using clay to make pots /vessels, animals, birds, vehicles, furniture from empty matchboxes, cardboard, etc.
Share experiences of their relationships with pets and domestic animals or other birds and animals in surroundings
Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups, e.g., in different indoor /outdoor /local / contemporary activities and games, carry out projects such as taking care of a plant(s), feed birds /animals, things around them.
Question, discuss, critically think and reflect on their experiences related to situations at home, school, neighbourhood for stereotypes or discrimination, such as, roles of male /female members, access to food, health, going to school, needs of elders and the differently abled etc.
Explore and read pictures, posters, signboards, books, audio-videos, tactile /raised material / newspaper clippings, stories /poems, web resources, documentaries, library and use other resources besides textbook.

<b>Section II</b>	
<b>Learning Outcomes of NCERT</b>	<b>Measuring the LOs</b>
<b>The learner —</b>	
Identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings	Identifies simple observable features of leaves, trunk and bark of plants in immediate surroundings
Identifies simple features (e.g., movement, at places found /kept, eating habits, sounds) of animals and birds) in the immediate surroundings	Identifies simple features of animals and birds in the immediate surroundings
Identifies relationships with and among family members	Identifies relationships with and among family members, what work they do, their physical characteristics and habits, and shares the experiences in order to demonstrate ability to express in different ways.
Identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.); places (types of houses /shelters, bus stand, petrol pump etc.) Activities (works people do, cooking processes, etc.) At home /school / neighbourhood	Identifies objects, signs /signboards, means of communication and transport, places, activities at home /school / neighbourhood
Describes need of food for people of different age groups; animals and birds, availability of	Describes need of food for people of different age groups; animals and birds,

food and water and use of water at home and surroundings	availability of food and water, and use of water at home and surroundings
Describes roles of family members, family influences (traits / features /habits / practices), need for living together, through oral / written /other ways	Describes roles of family members, family influences (traits / features /habits / practices), need for living together, through oral / written /other ways
Groups objects, birds, animals, features, activities according to differences / similarities using different senses. (e.g., appearance /place of living / food / movement / likes-dislikes / any other features) using different senses.	Groups objects, birds, animals, features, activities according to differences / similarities using different senses.
Differentiates between objects and activities of present and past (at time of the elders). (e.g., clothes /vessels /games played / work done by people)	Collects information, records it, and differentiates between objects and activities of present and past, that is, in the early years of the elders in the family
Identifies directions, location of objects / places in simple maps (of home / classroom / school) using signs /symbols /verbally	Uses signs /symbols /verbal skills in order to identify directions, location of objects / places in simple maps, shortest routes (of home / classroom / school)
Guesses properties, estimates quantities; of materials /activities in daily life and verifies using symbols /non-standard units (hand spans, spoon /mugs, etc.)	Guesses properties, estimates quantities; of materials /activities in daily life and verifies using symbols /non-standard units in order to demonstrate critical thinking.
Records observations, experiences, information on objects /activities /places visited in different ways and predicts patterns (e.g., shapes of moon, seasons)	Observes, records observations, experiences, information on objects /activities /places visited in different ways in order to predict patterns
Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home / school, etc.) And slogans, poems, etc.	Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home / school, etc.) and slogans, poems, etc.
Observes rules in games (local, indoor, outdoor) and other collective tasks	Observes rules in games and other collective /group tasks and undertake initiatives of care, share empathy, leadership
Voices opinion on good /bad touch; stereotypes for tasks /play /food in family / w.r.t gender /misuse /wastage of food and water in family and school	Voices opinion on good /bad touch; stereotypes for tasks /play /food /caste /age /economic condition /gender in family and also w.r.t misuse /wastage of food and water in family and school

Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. (for the diversity in appearance, abilities, choices – likes / dislikes, and access to basic needs such as food, shelter, etc.)	Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings.
	Explores and reads pictures, posters, signboards, books, audio-videos, tactile /raised material / newspaper clippings, stories /poems, web resources, documentaries, library and use other resources besides textbook, and demonstrates curiosity for the written word.
	Identifies various pests living in our surrounding and explores ways to prevent them from entering our home.
	Describes skilled workers, such as, potter, weaver, their skills, tools used by them, their inheritance (from elders)
	Describes the interdependence among plants, animals and humans in the environment for food, shelter and appreciate their co-existence.

**Section III****MAPPING OF GRADE 3 EVS TOPICS WITH LEARNING OUTCOMES ADAPTED BY CBSE**

**Note: Overall Learning Outcome for the course: Environmental Studies (EVS) envisages exposing children to the real situations in their surroundings to help them connect, be aware of, appreciate and be sensitized towards the prevailing environmental issues (natural, physical, social and cultural).**

<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Poonam's Day Out</b>	Exploring nature and children's notion about animals	Observe the diversity of animals around them.	Identifies simple features of animals and birds in the immediate surroundings  Groups objects, birds, animals, features, activities according to differences / similarities using different senses.
	Classification of animals based on: size, movement, habitats, eating and other habits and sound they produce	Classify animals based on their size	
		Differentiate animals on the basis of their habitat (land, water, air; wild, domestic). Distinguish between domestic and wild animals. Identify body parts used for movement in different animals. Identify body parts used for movement in different animals.	
Practice drawing of pictures of animals	Draw pictures of animals using various techniques.		
<b>Chapter 2</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>The Plant Fairy</b>	Familiarity with variety in growing in their surroundings	Identify and name common plants growing in their surroundings.	Identifies simple observable features of leaves, trunk and bark of plants in immediate surroundings
	Recognition of differences in tree trunks, thickness and texture	Distinguish between trees on the basis of thickness of trunks and its texture	
	Awareness of variety in leaves of plants-size,	Recognize differences in size, shape, colour smell, texture and margin of leaves of different plants.	

	shape, colour, smell, texture and margins		
	Skill of drawing leaves and taking rubbing of leaves and tree trunks	Draw and colour different leaves and take rubbing of tree trunk leaves	
<b>Chapter 3</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Water O' Water</b>	Uses of Water	Identify the importance and uses of water in our daily life.	Explores and reads pictures, posters, signboards, books, audio-videos, tactile /raised material / newspaper clippings, stories /poems, web resources, documentaries, library and use other resources besides textbook, and demonstrates curiosity for the written word.  Guesses properties, estimates quantities; of materials /activities in daily life and verifies using symbols /non-standard units in order to demonstrate critical thinking.  Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home / school, etc.) and slogans, poems, etc.
	Sources of Water	Recognize different sources of water	
	Storage of Water	Identify the sources of water supply in their homes	
	Relating shapes and size of storage containers to volume/capacity	Compare size and shape of containers to determine the quality of water	
	Exploration into ways of conserving water	Explore ways to conserve waters in their daily living	
<b>Chapter 4</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Our First School</b>	Family & its importance	Identify different relationships in a family and nature of these relationship	Describes roles of family members, family influences (traits / features /habits / practices), need for living together, through oral / written /other ways.
	Family practice and values	Describe unique practices and rituals including cleaning during celebration and their importance Name different works that the families are engaged with.	

	Work of different family	Relate the importance of sharing work in a family.	
<b>Chapter 5</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Chhotu's House</b>	Importance of house and its parts	Recognize the need and importance of a house	Uses signs /symbols /verbal skills in order to identify directions, location of objects / places in simple maps, shortest routes (of home / classroom / school)
		Identify different parts of a houses and associated uses	
	Invited and uninvited guest in a house	Name invited and uninvited animals living in a house (relate poems and draw pictures)	Identifies various pests living in our surroundings and explore ways to prevent them from entering our home.
	Cleanliness and decoration of a house	Demonstrate proper use of toilet by observing desired practices	Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home / school, etc.) and slogans, poems, etc.
		Recognize the importance of cleanliness and familiarity with ways to keep house clean	
		Suggest various ways to decorate/beautify their houses.	
<b>Chapter 6</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Food We Eat</b>	Variety in food items we eat	Identify different food items eaten by people	Describes need of food for people of different age groups; animals and birds, availability of food and water, and use of water at home and surroundings
	Nature of foods consumed by different age groups	Infer the reasons for different foods consumed by children, young and old people.	
	Food habits in different parts of India and other countries like Hong Kong	State reasons for people's choice of foods they eat	Shows sensitivity for the elderly, and diverse family set ups in surroundings. abilities, choices – likes / dislikes, and access to basic needs such as food
		Describe different expressions and mudras and their meanings	
<b>Chapter 7</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Saying without speaking</b>	Expressing thoughts without speaking	Become familiar with different expressions and mudras and their meanings.	Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.
		Express emotions and thoughts using different sense organs and body parts	

	People with special needs	Know that different people have different talents Become sensitized to the needs of people with different needs	
<b>Chapter 8</b>	<b>Topic</b>	<b>Learning Outcomes</b>	<b>Learning Outcome</b>
<b>Flying High</b>	Specific characteristics seen in different birds	Observe birds and identify them on the basis of their special features	Identifies simple features of birds in the immediate surroundings
	Habitats of birds	Classify birds based on their habitat as following: birds living on ground, in water, on trees, in house	Groups birds, features, activities according to differences / similarities using different senses.
	Beaks of birds	Know about different types of bird beaks	
		Correlate the shape and structure of bird's beak with their food habits	
	Sounds of birds	Identify sound produced by different birds	
	Importance of feathers	Explore the shape, size, colour and use of bird feathers	
		Learn about the animals other than birds that can fly	
		Draw birds and their beaks	
<b>Chapter 9</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>It's Raining</b>	Scene of the rainy day	Relate the importance of rain water for plants and animals	Observes, records observations, experiences, information on objects /activities /places visited in different ways in order to predict patterns
		Observe the changes in the sky and surroundings on a rainy day	
		Relate and report activities done on a rainy day	
	Clouds	Explore the things seen in sky during the rainy season like rainbow, black clouds etc. explained in the poem	Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps and slogans, poems, etc.
Recognize the good and bad effects of rain			
<b>Chapter 10</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>

<b>What Is Cooking?</b>	Introduction to cooking utensils	List different utensils used in cooking	Collects information, records it, and differentiates between objects and activities of present and past, that is, in the early years of the elders in the family
	Methods of Cooking	Know from elders about the utensils used in past	
		Identify food items prepared using different methods of cooking	
	Fuels used in cooking	Identify the fuels used for cooking	
		Relate the effect of a particular fuel on environment	
		Make and state steps in preparing foods they can make	
<b>Chapter 11</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
From Here to There	Means of transport	Enlist the different modes of transport and reasons for choosing them for travel.	Identifies objects, signs /signboards, means of communication and transport, places, activities at home /school / neighborhood
		Become familiar with safety precautions and rules to be observed during travel.	
	Uses of different vehicles	Classify vehicles on the basis of number of wheels	
	Identify vehicles on the basis of sounds key produce	Identify fuels used by different vehicles to run	Collects information, records it, and differentiates between objects and modes of transport of present and past, that is, in the early years of the elders in the family
		Relate different uses of various vehicles	
	Identify vehicles used for emergency service		
Vehicles in present and past	Explore change in modes of transport through dialogue with elders		
	Use different material like match boxes to make toy train and other means of transport.		
<b>Chapter 12</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Work We Do</b>	Different occupation	Comprehend the given picture to know about the different works done by people	Identifies among our neighborhood what work different people do, the special skills /

		Enlist various occupations your parents and neighbors are engaged in	qualification required for various work and shares their experiences in different ways.
	Importance of school for all children	<ul style="list-style-type: none"> <li>• Students identify various occupations children are involved in</li> <li>• Students articulate advantages of attending school over working</li> </ul>	Voices opinion on good /bad touch; stereotypes for tasks /play /food /caste /age /economic condition /gender in family and also w.r.t misuse /wastage of food and water in family and school
	Work in a family	Students list down different activities/chores done in the school and at home	Describes roles of family members, family influences /habits / practices, need for living together, through oral / written /other ways.
		List the activities done by different family members	
		Relate the importance of different types of work	
		Locate discriminatory practices, if any, in roles performed by different members in their families	
<b>Chapter 13</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Sharing Our Feeling's</b>	Taking care of grandparents	Identify the problems and needs of old people	Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.
		Describe various ways to assist and help elderly people	
	Special people	Observe and identify people who are physically challenged	
		Recognize Braille as a special way of reading and writing for people who cannot see	
	Develop sensitivity towards old and physically challenged people		
<b>Chapter 14</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>The Story of Food</b>	Distribution of work in a family	Identify the tasks done by various members in different families.	Voices opinion on good /bad touch; stereotypes for tasks /play /food /caste /age /economic condition /gender in family and also w.r.t misuse /wastage of food and water in family and school

		Relate the roles of various member in different families and identify stereotypes	Identifies relationships with and among family members, what works they do, habits and shares the experiences in different ways.
	Sources of food	Identify and enlist various sources of food as obtained from plant and animal	Observes, records observations, experiences, information on objects /activities /places visited in different ways in order to predict patterns
	Edible parts of a plant used as sources of food	Identify and state the medicinal value of common plants	
		Recollect various home remedies used by their mother for cure of common ailments	
		Enlist various parts of plants that are edible	
<b>Chapter 15</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Making Pots</b>	Pottery	Appreciate the ancient art of making pots and realize its importance.	Describes skilled workers, namely potters, their skills, tools used by them, their inheritance (from elders)
		Become familiar with required materials different steps of making pots	
		Relate the use of baking pots and bricks in a kiln.	
	Methods of making pots - Pinched and coil method	Describe the different methods of making clay pots.	Collects information, records it, and differentiates between objects and activities of present and past, that is, at time of the elders in the family (e.g., vessels used /
Make small pots using suggested procedures			
	Uses of Pots	State different uses of pots in daily life	
<b>Chapter 16</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Games We Play</b>	Games played by different family members	List traditional games played by family members and their local names	Collects information, records it, and differentiates between activities of present and past, that is, in the early years of the elders in the family (e.g., games played, activities done in leisure time by people)
		Know the reason for less availability of time for children to play now a days	
		Identify the activities done during leisure time	

	Outdoor and indoor games	Differentiate between outdoor and indoor games List few outdoor and indoor games	Observes rules in games and other collective /group tasks and undertake initiatives of care, share empathy, leadership
	Number of players and things used in different games	Know about number of player and things used in different games Relate the importance of rules to be followed in a particular game	
	Famous sports person	Identify famous sports personalities associated with various games	
<b>Chapter 17</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Here Comes a Letter</b>	Journey of a letter	Enlist various steps involved in the journey of letter from sender to receiver	Identifies objects, signs /signboards, means of communication and transport, places, activities at home /school / neighborhood
		Realize the importance of a post office	
		Describe a post office and its working	
	Different types of letters	Name various other means of communication like, mobile phones, e-mail, fax etc. which are faster and effective than the conventional methods	Observes, records observations, experiences, information on objects /activities /places visited in different ways in order to predict patterns /central messages
	Address on a letter	Know the sequence and importance of details written on the letter as address	
Other modes of communication	Name various other means of communication like, mobile phones, e-mail, fax etc. which are faster and effective than the conventional methods		
<b>Chapter 18</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>A House Like This!</b>	Kinds of houses	Become familiar with the diversity in houses	Identifies objects, places (types of houses /shelters, in our neighborhood, different parts of the country
		Relate the structure of houses to the climatic conditions of the place.	

	Special houses	Describe the special types of houses found in Assam, Rajasthan, Dal Lake and Rajasthan	Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps and slogans, poems, etc.
	Houses in cities	Know about the features of a multi-story building	
		Become aware regarding the problems faced by homeless people in cities and places they live (slums)	
	Materials used to build houses	Enlist the materials used to build their house (Pucca house)	
<b>Chapter 19</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Our Friends - Animal</b>	Caring for animals	Develop a concern for animals	Identifies simple features of animals in the immediate surroundings
		State the joys of keeping pets	
		Comprehend our responsibilities to our pets and other domestic animals	
	Different food habits of animals	Enlist various types of food that partial animals eat	Groups animals according to differences / similarities using different senses.
		Describe the types of food and ways of feeding domestic / pet animals.	
	Interdependence between animals and human beings	Analyze the relationships between humans and animals	Describes need of food for animals' availability of food and their dependence on humans.
State various ways of interdependence between animals and human beings			
Compare and contrast the usefulness of having animals in the ecosystem in order to describe the importance of balance in the nature			
<b>Chapter 20</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Drop By Drop</b>		Know about the difficulties faced by people living in some areas for getting or fetching water	Describes the need of water for people of different age groups; availability of water, and use of water at home and the problems faced by people living in some parts of the country.

	Scarcity of water		
		Become familiar with ways of collecting/getting water and subtle gender bias in this activity.	Voices opinion on good /bad touch; stereotypes for tasks /play /food /caste /age /economic condition /gender in family and also w.r.t misuse /wastage of food and water in family and school
		Measure the volume of water in non-standard units such as bucket, pots, spoon, mug etc.	Estimates quantities; of materials / activities in daily life and verifies using non-standard units in order to demonstrate critical thinking.
		Estimate the quantity of water used for different domestic activities	
	Collection of water	Understand the concept of rain water collection in olden days in tanka (tanks) – Rain water harvesting	Explores and reads pictures, posters, signboards, books, audio-videos, tactile /raised material / newspaper clippings, stories /poems, web resources, documentaries, library and use other resources besides textbook, and demonstrates curiosity for the written word.
	Ways to save water	Create a story describing a day without water in order to realize the importance of saving water	
		Know various methods of saving water at home /school / any other place	
		Find out the means to reduce wastage of water at home / school	
			Gather information about the ways to re-use water at home and adopt these practice
	<b>Chapter 21</b>	<b>Topic</b>	<b>Learning Objectives</b>
<b>Families Can Be Different</b>	Nature and types of families	Relate the importance of family and role of different family members	Describes roles of family members, family influences (traits / features /habits / practices), need for living together, through oral / written /other ways
		Recognize that families can be of different types	

		Recall about small, joint and nuclear families and identify the type of family they belong to		
		Appreciate difficulties faced in particular families and know about the ways to accommodate them/adjust		
	Family tree	Gather information about their family and compile it in the form of a family tree	Identifies relationships with and among family members, what works they do, their physical features and habits and shares the experiences in different ways	
	Characteristics of families	Identify and appreciate the similarity and differences among the family members and relatives		
		Highlight the important features of a family	Shows sensitivity for the elderly, and recognition of diverse family set ups in our surroundings.	
<b>Chapter 22</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>	
<b>Left - Right</b>	Use of directions - left, right, front, behind, up and down to locate places	Name the things present on left, right, front and behind of an object / place etc.	Uses signs /symbols /verbal skills in order to identify directions, location of objects / places in simple maps, shortest routes (of home / classroom / school)	
		Read map/sketch of an area in order to locate various objects		
	Symbols and Sign	Recognize the need for symbols and signs		
		List different signs/symbols and their locations in order to describe the purpose of putting the sign/symbols		
		Read symbols and signs in a sketch/map and locate place and objects		Creates drawings, designs, sketch , top, front, side views of objects, simple maps
		Draw / make their own signs and symbols and use a key to describe them in a sketch/map		
		Draw a simple sketch/map of a place using designed symbols and signs		
Locate a place in the route map using given directions and symbols				

<b>Chapter 23</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>A Beautiful Cloth</b>	Variety in cloths	Recognize the differences in clothes with reference to their texture, colour and design.	Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps and slogans, poems, etc.
		Visualize various uses of a particular cloth or material	
	Weaving	Explain technique of weaving and demonstrate it using paper strips	
	Printing on cloth	Gain knowledge of different techniques used to make different patterns on clothes	
Develop skills of vegetable printing and other traditional arts to create different patterns			
<b>Chapter 24</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Web of Life</b>	Interdependence between living and non-living things in nature	Appreciate the interdependence of organisms on each other and things	Describes the interdependence among plants, animals and humans in the environment for food, shelter and appreciate their co-existence.
		Identify various things they need in life to live	Identifies simple features of animals and birds in the immediate surroundings
		Recognize food chain and food web existing in nature	
		Realize the need to protect nature for existence of mankind	Shows sensitivity for plants, animals and humans in the surroundings.