

# UPAAN

**A Two-week  
Foundation Programme  
Guidelines for Grade 3  
Teachers**



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Foundation Programme Guidelines for Grade 3 Teachers

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## From the Director's Desk

The National Council of Educational Research and Training, (NCERT) welcomes students entering Grade 3, the first grade of the Preparatory Stage, to a new phase of learning and pedagogy. At this stage, students continue to be physically active, highly perceptual, and engage with hands-on activities and make sense of concepts with the help of concrete physical learning aids. This process requires our teachers to engage deeply with the perspectives of the National Education Policy (NEP) 2020, the National Curricular Framework for School Education (NCF-SE) 2023, and the forthcoming syllabi and textbooks.

NCERT is introducing new syllabi and textbooks for Grade 3 in all subjects as recommended in NCF-SE 2023. The transition of students to new syllabi and textbooks requires the teachers to introduce all Grade 3 students to new pedagogical approaches as outlined in NCF-SE 2023, before they begin formal study of the new textbooks. It is in this context, a two-week foundation programme for Grade 3 has been proposed to provide students with an experience of activity-based, fun-filled learning, free from curriculum load and the burden of non-comprehension. The NCERT has developed a brief guideline for teachers to support the conduct of this two-week foundation programme for Grade 3, including exemplar activities for The World Around Us, Art Education, Physical Education and Well-being.

This phase is very crucial for transitioning to new curriculum based on the philosophy of NEP 2020. The two-week foundation programme for Grade 3 is vital for successfully ushering our teachers and students into the new phase of education advocated by NEP 2020 and embodied in NCF-SE 2023. Therefore, it is imperative to introduce this two-week foundation programme before providing the new textbooks to teachers and students. After successfully conducting this foundation programme, the textbooks and other teaching-learning material will be truly appreciated by all stakeholders.

I urge all the teachers to take ownership of implementing NEP 2020 perspective of education, which is culturally rooted, experience-based and connects everyone on this Earth (*Vasundhara*), following the motto of *Vasudhaiva Kutumbakam*. This two-week foundation programme for Grade 3 is the first step for the Preparatory Stage. Together, we can convey to the entire education fraternity that collaboration and teamwork will bring satisfaction and lead to success in providing all children with the highest quality education.

Dinesh Prasad Saklani  
*Professor and Director*  
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## Introduction

The National Curriculum Framework for School Education (NCF-SE) 2023 was launched in August 2023. Drawing insights from the National Education Policy (NEP) 2020, the NCF-SE 2023 involves fundamental transformations in what and how students learn—including a more holistic and well-rounded education that is rooted in India, with greater interaction, discussion, and analytical thinking, and with all students learning art, physical education, wellness, and vocational education as part of their curriculum.

Based on the NCF-SE perspectives, new syllabi, and teaching-learning material including textbooks for Grades 3 – 12 are being brought out. This process has various phases—in the first phase, the syllabus and textbooks will be introduced in the first grade of the Preparatory and Middle Stages (Grades 3 and 6). Subsequently, in the years 2025–2026 and 2026–2027, new syllabi and textbooks for the remaining Grades will be introduced.

The students' transition from Grade 2 to 3 must be smooth. The prerequisite for learning in the new curriculum is to be fulfilled, otherwise, the students will suffer from a load of non-comprehension. Moreover, the transition of students from the old curriculum to the new requires support from the school heads, teachers, and parents. Therefore, they also need to be oriented on NCF-SE literacy including the advantages of NCF-SE in terms of better and more holistic learning and stress reduction, holistic progress card, and also on school culture and practices.

New textbooks were introduced in the year 2023–24 for Grade 2, so students are aware of the play-based and experience-based learning. However, Due to the introduction of three new subject areas under the purview of the curricular areas, viz., 'The World Around Us', 'Arts Education' and 'Physical Education and Well-being', it is required to provide a pre-exposure of these areas to all the students prior to their transition of formal curricular material in these areas.

In the light of the above, it is proposed to introduce a two-week foundation programme in Grade 3, the first stage of Preparatory Stage in all the subjects in general and in 'The World Around Us', 'Arts Education' and 'Physical Education and Well-being' in particular. A brief guideline on the conduct of this programme has been developed by the NCERT. The purpose is to help teachers

ensure that all children are exposed to a warm and welcoming environment when they enter Grade 3, leading to their smooth transition from Grade 2. The guidelines aim to establish an engaging and vibrant learning atmosphere that fosters joy and safety, ensuring emotional well-being and offering support to every child within the school community. While the pedagogy at this stage needs to allow all children including children with special needs to learn through their own exploration and inquiry, children would enter a more formal classroom setup, and the learning experiences become more cohort-based. The guideline offers an invaluable opportunity to bridge any existing gaps in foundational knowledge and skills, fostering a seamless transition into Grade 3 and laying a solid foundation for learning in the higher grades of the Preparatory Stage.

## **Curriculum for Grade 3— First Grade of Preparatory Stage**

The transition from the Foundational Stage to the Preparatory Stage within the 5 + 3 + 3 + 4 school structure requires a balance of continuity and change. One of the most notable change involves shifting from a focus on developmental imagination in the Foundational Stage to emphasising the development of essential capacities and skills necessary for comprehending the world, systematically. These capacities primarily include literacy, numeracy, as well as the abilities to hypothesise, observe, gather data, and analyse it. Additionally, engagement in arts and sports becomes integral during the Preparatory Stage, alongside the cultivation of values, beliefs, and social skills. By the end of Grade 3, children are expected to achieve Foundational Literacy and Numeracy as part of their progression through the Preparatory Stage. Thus, the curricular areas at this stage comprise two languages within Language Education (R1 and R2), Mathematics, Art Education, Physical Education, and The World Around Us (as an interdisciplinary area of study).

In view of the above, NCERT is bringing out syllabus and textbooks for Grade 3 in the following subject areas:

1. Hindi
2. English
3. Urdu
4. Mathematics
5. The World Around Us
6. Art Education
7. Physical Education and Well-being

The content and pedagogy included in the new syllabi and textbooks based on NCF-SE 2023\* expect teachers to be acquainted with the following shifts—

- Shift from content to competencies.
- Shift from a chapter-centric approach in the textbooks to a curricular-centric approach.
- Shift from assessment of selected abilities to holistic assessment.
- Shift from routine teacher-guided activities to fun-based, play-based, discovery-based activities.
- Shift from a whole language approach to a balanced literacy approach.
- Shift from textbook to textbook plus (additional reading material, collection of a variety of teaching-learning material, activity books, etc.)

During the Preparatory Stage, children are anticipated to engage in collaborative learning environments and gradually develop independence in their learning journey. Increased self-directed learning is expected, necessitating more repetition and practice to strengthen and deepen acquired skills. It remains crucial to maintain learner-centric approach from the Foundational Stage into the Preparatory Stage. While assessments in the Foundational Stage primarily rely on teachers' observations of student work, the Preparatory Stage may introduce more explicit assessment tasks. In addition to worksheets, children may receive written assessment tasks to be completed within designated time frames.

Assessment for the foundation activities will include mostly observations by the teachers, self-assessment and peer assessment. Teachers may develop their rubrics for assessing and supporting the child's progress on activities.

\*NCF-SE 2023 (<https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26>)

## Time Allocation

For Grade 3, a new timetable with time allocation will be implemented to address the needs in every subject area mentioned above. For the languages and mathematics, teachers may recapitulate the activities from Grade 2 textbooks; however, for the 'The World Around Us', 'Arts Education' and 'Physical Education and Well-being', some specific activities are required to be conducted corresponding to the specified time allocation. The timetable given in NCF-SE, 2023 for the Preparatory Stage is illustrative and schools can have their timetable as per the timings of the school and time available for one period. The time allocation and illustrative timetable given in NCF-SE, 2023 (page. no. 136–137) are given below for reference—

Preparatory	Annual Hours	Annual Periods
R1+Library	180	270
R2	190	285
Mathematics (Maths)	185	277.5
The World Around Us (TWAU)	200	300
Art Education (Art)	100	150
Physical Education (PE)	100	150

Illustrative timetable for the Preparatory Stage (Two Working Saturdays)							
Time (hrs)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
830-855	Assembly	Assembly	Assembly	Assembly	Assembly	830-910	TWAO
900-940	R1	R1	R1	R1	R2	915-955	TWAO
945-1025	R1	Library	R1	Library	R2	955-1015	Snack break
1030-1045	Snack break	Snack break	Snack break	Snack break	Snack break	1020-1100	R2
1050-1130	Maths	Maths	R2	Maths	Maths	1105-1145	Art
1135-1205	Maths	Maths	R2	Maths	Maths	1150-1230	PE
1205-1250	Lunch	Lunch	Lunch	Lunch	Lunch	1230-1300	Lunch
1250-1330	TWAO	R2	TWAO	R2	TWAO		
1335-1415	TWAO	R2	TWAO	R2	TWAO		
1420-1500	PE	Art	Art	TWAO	PE		
1505-1545	PE	Art	Art	TWAO	PE		

Taking care of the time allocation and illustrative timetable given above, activities for each of the subject areas may be planned for first 15 days, i.e., after children entered in Grade 3. Detailed weekly plans are given here in this guidelines for 'The World Around Us', 'Art Education' and 'Physical Education and Well-being'. For languages and mathematics, teachers are advised to conduct some selected activities from Grade 1 and 2 textbooks which are interesting and engaging and help students to strengthen their achieved learning outcomes.

Given below are some points to be taken care of while conducting activities with small children.

## Organising Experiential Learning Sessions

### Points to Remember

Plan activities, games, experiments for small groups as well as for large groups. Encourage the shy and quiet children to "enter in", according to their ability to do so.

- Always take care of safety concerns while doing any activity/ task/experiment.
- In case of any conflict, guide the children and inculcate positive behaviour.
- Give children credit for play ideas, dances, and activities which they have initiated.
- Never compare one child with another.

- Encourage each child to participate in a variety of activities.
- Plan for such games or activities that involve all the children in one way or the other.
- Before starting any activity, make sure that you have all the items and objects needed for the activity.
- Call each child by their name, not by any alternative name.
- Do not try to force children, give some time to them to get ready to participate.
- Sometimes despite the teachers' efforts, some games may not engage any of the children, so teachers need to be ready to do some other activity.
- Plan more activities than your intent to play and be prepared for last minute changes.
- Some games and activities require blindfolds. If some children are reluctant to wear it, let them close the eyes or cover them with the hands.
- Keep and conduct age-appropriate activities.
- Involve all the children; connect with each child.
- Do not forget to add:
  - Variety in activities and games.
  - Breaks for drinking water or washroom visits.
  - Fun elements!



## The World Around Us

The World Around Us is an interdisciplinary area that encourages exploration and understanding of both the natural world and the social world. Aspects of work in Vocational Education are also incorporated in this curricular area. The preparation largely focuses on capacities and dispositions at this stage. Children would engage broadly and deeply with the environment around them, with both nature and human. They would further develop their skills of observation, data collection, and analysis forming and verifying hypothesis. They would also gain socio-cultural understanding of the human world around them.

### Week-wise Timetable for TWAU (as suggested in NCF-SE, 2023)

Week	Total time	MON	TUE	WED	THU	FRI	SAT
<b>Week 1</b>	4 hrs 40 mins	TWAU		TWAU		TWAU	TWAU
		TWAU		TWAU		TWAU	
<b>Week 2</b>	4 hrs 40 mins	TWAU		TWAU		TWAU	TWAU
		TWAU		TWAU		TWAU	

### Weekly Plan

The activities given here as examples will lead to attaining pre-requisite for the following competencies mentioned in NCF-SE 2023. The teachers can map the exemplar activities with these competencies if required, and also create their own activities.

### Competencies (Page No. 391–393, NCF-SE 2023)

- Observe and identify the natural (insects, plants, birds, animals, geographical features, Sun and Moon, natural resources) and social (houses, relationships) components in their immediate environment.
- Describe relationships (including between humans and animals) and traditions (art forms, celebrations, festivals) in the family and community.
- Explain the functioning of local institutions (family, school, bank/post office, market, and panchayat) in different forms (story, drawing, tabulating data, noting discussion) and analyses their role.
- Use local material to create simple objects (family tree, envelopes, origami art) on their own for display or use in the classroom.
- Identify natural and human-made systems that support their lives (water supply, water cycle, river flow system, life cycle of plants and animals, food, household items, transport, communication, electricity in the home).





- Describe the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, traditions).
- Observe and describes the wide range of plants, birds, and animals in their immediate environment (shape, sounds, food habits, growth, habitat).
- Identify the needs of plants, birds, and animals, and how they can be supported (water, soil, food, care).
- Explain a line drawing of the school, village, and ward.
- Draws a sketch of the school, village, and ward using symbols and directions.
- Mapping with the above competencies, activities for the week 1 and week 2 have been proposed in the following table. Teachers can select any of the following activities to conduct on day to day basis for two weeks as per the time table given earlier.

Suggestive Activities for Week 1	Suggestive Activities for Week 2
Make Friends	Touch and Feel
Show and Tell	Count with Animals
Make and Play with Stick Puppet	Fruit Basket
Sounds that I Hear	Flower Hopscotch
Bird Watching	Magic with Thumb Impression
Bird Fly? ( <i>Chidiya udd</i> )	Paper Folding of a Tree
Guess What I Saw?	Going on a Bear Hunt
Seed Sorting	Help me Police Officer
My Dear Plant	Making of Traffic Signal
Odd One Out	Think about your Family
Follow Instructions to Reach Home	Pattern Making
Talking Time	Come Next to Me
Feed the Animals	Good Morning, Dear Helpers
	Car Number Plate

The detailed description of the above activities is as follows:

### Activity 1 — Making Friends

#### Description

**Material required:** None.

#### How to organise

- Make children sit in a semicircle.
- Let the children recite after you and practice the poem.
- Demonstrate the activity to children.

**How to play:** Let the teacher sing/recite the following poem. Whenever the teacher calls any two names those two children will run across the semicircle in the opposite direction as she sings... come back... come back... both the children will join the circle.

*“Two little children sitting in the classroom.*

*One name ... and the other name ...*

*Run away ... run away ...*

*Come back ... and come back ...”*

The teacher will continue taking the names of other children and reciting the poem.

**NOTE:** This can be done every day in the initial days, till all the children get familiar with each other.

## Activity 2—Show and Tell

### Description

**Material required:** Various objects like leaves, ball, any toy, photos of classroom children, etc.

**How to organise:** Make all the children sit in a semicircle. The child carrying out the activity should stand facing the children.

**How to play:** Ask one child performing the activity to select any object from the surroundings, e.g., leaf, stone, etc., and talk about it. Children’s can also be asked to bring or select any object of their choice from the classroom or outdoors.

### Variations

- A. You may ask children to pick up a photo of any one child (classroom children photographs) from the basket and encourage them to identify and name the friend and talk about her/his friend looking at the photograph.
- B. Attach (using a clip or clothespin) the photo of any child at the back of another child, let the child with the photo at her/his back move around in the class and with the clues she/he is getting for the photo, will identify which friends’ photo is attached at back. For example, children will say, “the friend has a brown hair, round face, short height, name begins with ‘m’ sound... Who is this friend?” The child with the photo at her/his back has to guess and tell the name using these cues.

## Activity 3—Making and Playing with Stick Puppet

### Description

**Material required:** twig, a small stick or old ruler wrapped with paper or fabric, old newspaper/magazine, yarn, sketch pens, old black/brown wool, old fabric pieces (collect from tailor).

**How to organise**

- Collect all the above-mentioned material; ensure that all the material is clean.
- Demonstrate to the children how to crumple the papers.

**How to play****A. Making of stick puppet (try to make two stick puppets in two small groups of children)**

- Wrap or cover the stick or a twig with old fabric strip for easy to hold.
- Take 8–9 half sheets of newspapers and crumple them well.
- Now take one crumpled sheet of newspaper and place it on one end of the stick/twig/ruler. Press it tightly.
- Similarly, take the other sheets and keep placing them one above the other. Tie them with a string.
- Then cover these with any plain paper bag (that you get from grocery store) or any other brown paper bag, so that it takes the shape of a head.
- Now, draw eyes using a sketch pen or paste two black circles and draw a mouth using red sketch pen.
- Paste wool for hair (you may also use corncob husk for hair of a puppet).
- Make a dress or wrap the fabric piece as a dress to the puppet. You can also use arms of the puppet with the help of twigs.
- Your stick puppet is ready to use for your TWAU lessons!

**B. Saying the name while manipulating the Puppet**

- Encourage children to use and manipulate this puppet to say their name, and talk about their families.

**C. Interview my friend**

- Encourage the children (in pair) to interview each other (asking each other their names, their age, their hobbies, their family members, etc).
- Next day, change the topic of interview, for example—asking each other their favourite fruit, vegetable, animal, bird, colour, food and so on.
- Next day, let them interview each other about their favourite mode of transport, and to which they have travelled with their parents and family members.



**NOTE:** This activity can be played every day in the initial days of academic session to get children familiarise with different concepts of TWAU in a fun way. This would also help the children to open and adjust to the classroom environment and build connections with 'The World Around Us' (TWAU).

#### **Activity 4—Sounds that I Hear**

##### **Description**

**Material required:** None

**How to organise:** Make all the children sit in a semicircle.

Demonstrate the activity with one child.

**How to play:** Ask all the children to close their eyes and listen to and identify sounds in the environment. After a few minutes, ask them to open their eyes and describe the sounds they heard.

Extension: Teacher can make some familiar sounds like pouring of water, clapping, etc., or ask the children what they hear outside the room, but inside the building.

#### **Activity 5—Bird Watching**

##### **Description**

**Material required:** binoculars, books about birds, photos of birds, and small note books or note pads for writing about bird notes.

##### **How to organise**

- Set up a bird watching area in the outdoors of the school.
- Display pictures of birds or hang them on the string across the classroom.
- Demonstrate how to use the binoculars; keep at least two set of these.
- Let one group of children do the movements of animals and birds, while one small group of children use the binoculars to watch the birds. Let children use their imagination as they do movements of animals.

**How to play:** Let the children use the binoculars (keep at least two in the classroom) to spot the birds. Meanwhile, you may involve other children to enact pretending as birds (while they all are in outdoors)

Encourage them to — “Pretend to be birds”

Give them some clues like Fly around like birds, build a nest, and make bird calls and so on. Let them create their own rhythmic flying movements. This will also help them develop their gross motor skills.

After coming to the classroom or indoors, let them rest for a while and play this very popular fun game, do some fun to sharpen their fine motor skills as well as their cognitive skills.

### **Activity 6— *Chidiya udd*/Bird Fly**

#### **Description**

**How to Organise:** This is a great fun activity for indoors. Explain the rules of the game, for example, tell your children that — “When I say the name of a bird”, creature, or any such thing, if it can fly, then make a flying movement.

Make the children sit in a semicircle.

**How to play:** Let’s play *chidiya udd* (bird fly or will it fly?). Call out ‘bird fly’ or ‘*Chidiya Udd*’ and the children have to lift their arms (make flying movement) or raise their finger and say “fly”, otherwise say “pass”.

After practicing, the teacher calls out names of flying and non-flying objects. When non-flying objects are mentioned the children should not lift their arms or else they will be considered ‘out’.

### **Activity 7—Guess What I Saw?**

#### **Description**

**Material required:** None

**How to organise:** Explain the activity of guessing to the children by giving one example. Arrange to do this activity in the outdoors or near the window from where the children can observe the nature around and the surroundings.

**How to play:** Ask a few children to stand near the window or at the door. Ask them to select anything they see around, for example, bird, dog, tree, swing, car, etc. Then call them back in the classroom and ask them to give clues to the remaining class. For example, they might say, “We saw something green in colour.” The children in the classroom have to guess what it was. They may question like this: Is it tall?, Can it move?, Is it small?, and so on.

## Activity 8—Seed Sorting

### Description

**Material required:** Different seeds such as *rajma* seeds, *channa* seeds, *lobiya* seeds, etc.)

**How to organise:** Collect a variety of seeds in different packets and then keep them in a small box (*rajma* seeds, *channa* seeds, *lobiya* seeds, etc).

**How to play:** Provide a variety of seeds to children in small groups. Let the children sort them in a container or small bowls or egg cartons.

You may also give the seed packets as a next activity (once the children complete the sorting) and see if the children can then match the seeds to the appropriate packet.

**NOTE:** You may also later encourage the children to create designs with seeds on the floor or paste on the chart paper.

## Activity 9—My Dear Plant

### Description

**Material required:** Plants available in the school or classroom

**How to organise:** Have a variety of plants in the classroom or in the school corridor (depending upon the space in your school).

**How to play:** Encourage the children to water the plants (turn wise); one child can carry the small bucket of water, another can water the plant. Next day another pair can do the same. Talk about if the children also have any plants in their home.

Tell a story about plants—

Sing a song on plants and seeds.

Let the children do creative writing or oral brainstorming for open ended sentence, like

If I were a seed, I would want to be \_\_\_\_\_ seed because \_\_\_\_\_.

If I were a leaf, I would like to do \_\_\_\_\_ for a plant because \_\_\_\_\_.

**NOTE:** You may also later encourage the children to create craft with seeds on the floor or paste on the chart paper.



## Activity 10—Odd Man Out

### Description

**Material required:** None

**How to organise:** Make all the children sit in a semicircle. The teacher will say about 3 to 4 words, of which, one belongs to a different category.

While calling out the names, speak the names clearly and not in a hurried manner.

**How to play:** Call out 3 to 4 words, out of which one word is of a different category, for example, 'tiger', 'dog', 'apple', 'cat'. Ask the children to choose the odd one out.

Let the children get familiarise with one group or category like animals and then start using other category. Similarly, begin with simple calling out 3 to 4 words only; once the children know how to play, call out 5 to 6 words like— 'spinach', 'cabbage', 'crow', 'cauliflower', 'brinjal'—ask which one is different or which one is odd one out.

## Activity 11—Follow Instructions to Reach Home

### Description

**Material required:** None

**How to organise:** Make the children sit in two groups facing each other. One group will act as 'listeners' and the other as 'speakers'. Each speaker has to give the instructions to the listeners on how to reach her or his home.

**How to play:** The children acting as listeners may ask a number of questions. For example—

Speaker child: "Go straight near the door"

Listener: Which door?

Speaker: The back door.

Listener: Now what?

Speaker: Turn right, and go straight.

Listener: How far I have to go straight?

Speaker: Till you find a tall pole.

Provide all the speaker children a chance to speak.

Next time, the listeners will become speakers and the game continues.

**Variations:** Get in pair and explore our classroom: Let the children explore the classroom in pairs and talk about it, for example, what are the things in the classroom? which is their favourite? what did they liked the most? and so on. Let them share their discussion in pair and then with the whole class. Later, ask them to think and brainstorm which of the objects they want to be placed in the classroom. Later, once they settle and get ready to explore TWAU textbook, plan to offer them experiences like visiting grocery store, zoo, book fair, plant nursery, pet store, and nearby garden, encourage them to do small survey of what things they observe and notice, related to specific unit and chapters.

## Activity 12—Talking Time

### Description

**Material required:** A sack of objects (of children's interests) and material from nature can be used for discussion.

**How to organise:** Make children sit in a semicircle or in small groups.

Have a selection of objects, pictures, and material from nature collected in a small baskets or boxes or trays.

Ensure that the material should be non-toxic and safe for the children.

The following are certain ideas and suggestions for helping the children express their opinions and verbal expressions—

- Simple question-answer games can be played.
- Talking about pictures on different themes or chapters like family, playing together, visiting *mela*, park scene, market scene and so on.
- Talking about oneself.
- Using play telephones between two children.
- Creating puppets with waste material and using puppets to manipulate, to have an interaction between two children and also organising a puppet play on any theme of TWAU, for example, enacting a story on animals.
- Let the children enact any story through dramatic play using their own dialogues.
- Let the children interview each other.
- Talking about objects they find around them.
- Talking about experiences at school and at home.



### Activity 13—Feed the Animals (Poem)

#### Description

**Objectives:** Develops the concept of animals.

**Material required:** None

**How to organise:** Let the children stand in a circle, sing, and do the actions.

#### How to play and proceed

Feed the Animals

(To the tune of here we go round the mulberry bush)

This is the way we feed the dog,  
feed the dog,  
feed the dog,

This is the way we feed the dog,  
Bread, biscuits in the morning.

This is the way we feed the  
bunny.

(Let the children do actions at the song, accordingly)

### Activity 14—Touch and Feel

#### Description

**Material required:** Pebbles, tree bark, twigs, leaves, fallen flowers, seeds, and other material collected from surroundings, etc.

**How to organise:** Keep the objects in a tray. Make the children sit in a semicircle.

**How to play:** Demonstrate the activity to the children. Call children one by one and place different objects in front of them. Ask each child to feel the objects and classify them in two categories, for example, hard or soft, and rough or smooth, etc., and encourage children to talk about the objects.

### Activity 15—Count with Animals

#### Description

**How to organise:** Make all the children to stand in a semicircle with enough space between them.

**How to play:** Sing the following song with the children.

Ask them to do the actions accordingly.

“Rabbits, rabbits, one, two, three, will  
you come, and play with me?”

Camels, camels, four, five six, why

do you have a hump like this?  
 Monkeys, monkeys, seven eight nine,  
 will you teach me how to climb?  
 When I've counted up to ten,  
 the elephant says, now start again”.

**NOTE:** Encourage the children to make the movements of these animals as they sing the song and make out noises of these animals as well.

### **Activity 16—Fruit Basket**

#### **Description**

**How to organise:** Make children sit in a circle. Select one child as a leader. Each child is given the name of a fruit.

**How to play:** The child as a leader calls out the names of two fruits and the children sitting in a circle with those names have to exchange seats. The leader tries to capture one of the seats as they are being interchanged and the child without a seat becomes the next leader.

**Variations:** Instead of fruit name, the teacher may call vegetables, transports, animal's names, etc.

The leader may call, 'Fruit Basket upset' and all children must change seats.

### **Activity 17—Flower hopscotch**

#### **Description**

**How to organise:** Draw a hopscotch game on the floor. Use flowers on it instead of writing numbers in the blocks.

**How to play:** Play like a hopscotch. Encourage the children to identify and name the flowers.

Give an opportunity to all the children to participate in playing the game. It is to be kept in mind that surroundings flowers may be used. Ask each child to bring one flower.

### **Activity 18—Magic with thumb impression**

#### **Description**

**Material required:** Water colours, ink, vegetable colours, water, paper.

**How to organise:** Ask each child to do this activity individually.

**How to play and proceed:** Each child with their own imagination can make any figure of their choice with fingers and thumb, for example, butterfly, ant, leaf, seeds. The focus of activity should be on divergent thinking.

### Activity 19—Paper Folding of a Tree

**How to organise:** Individual Activity

Before children do it individually, teacher may demonstrate in small groups or show the video to all the children.

**How to play:** Demonstrate the steps as under the following—

- Take a square piece of coloured and smooth paper (glaze paper).
- Keep the coloured side of the paper down side.
- Fold it in half vertically and half horizontally.
- Now bring opposite corner side together.
- Fold the corners of the top flap into the centre.
- Paste the stick at the bottom.
- Decorate the tree.

### Activity 20—Going on a Bear Hunt

**Material required:** None.

**How to organise:** Make the children stand in a circle.

**How to play:** Sing the following poem with children:

Going on a bear hunt We're going on a bear hunt. Want to come along? Well, come on then. Let's go! Look! there's a river. Can't go over it. Can't go under it. Can't go around it. We'll have to go through it. Look! There's a tree. Can't go under it. Can't go through it. Can't go around it. We'll have to go over it. Look! There's a wheat field. Can't go over it. Can't go under it. Can't go around it.	(Let the children do physical actions to the song.) (Pat thighs in a rhythmic walking pattern.) (Continue patting thighs in a walking rhythm.) (Pretend to swim across the river and then resume patting thighs.) (Pretend to climb up and over the tree; then resume patting thighs.) (Pretend to walk through the field, making swishing sounds by brushing hands together and then continue patting thighs.)
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## Art Education

With respect to Art Education, there is continuity in the Preparatory Stage from the Foundational Stage. While in the Foundational Stage, it is freer and more exploratory in nature, in the Preparatory Stage, children would start gaining specific skills in different forms of arts that would enable them to express themselves in more elaborate ways. The focus in Foundational Stage was mainly on developing abilities and sensibilities in visual and performing arts and enabling children to express their emotions through art in a meaningful and joyful ways.

### Week-wise Timetable for Art Education

Week	Total Time	MON	TUE	WED	THU	FRI	SAT
<b>Week 1</b>	3 hrs 20 mins		Art Art		Art Art		Art
<b>Week 2</b>	3 hrs 20 mins		Art Art		Art Art		Art

### Weekly Plan

During the first two weeks of Grade 3, the following activities of art education can be implemented to assist students in transitioning smoothly from the curricular goals and competencies of Grade 2 to Grade 3. The activities given here as examples will lead to attaining pre-requisites for the competencies mentioned for the Preparatory Stage (Ref. NCF SE-2023, page nos. 361–363). The teachers can map the exemplar activities with these competencies if required, and also create their own activities.

- Express enthusiasm to practice and perform music that is familiar to them.
- Express enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations.
- Express enthusiasm to depict a variety of objects, people, situations, and experiences in drama activities.
- Express enthusiasm to practice and perform dance and movement that is familiar to them.

Suggestive Activities			
Music	Dance	Theatre	Visual arts
Week 1			
<ul style="list-style-type: none"> <li>• Listen to a local folk song based on water.</li> <li>• Identify the rhythm cycle. Mention how every song has a steady beat with different examples.</li> <li>• Keep the steady beat using claps or a combination of body percussion such as beat, clap, stomp, snap, etc.</li> <li>• Go back to the song they listened to or choose another song and help them maintain a steady beat. This time you can divide the class into groups and each one keeps a steady beat by using a different sound (Clap/snap/stop they come up with)</li> </ul>	<ul style="list-style-type: none"> <li>• Movement and my place</li> <li>• Movement of the body for any regional folk song based on water that exists in the vicinity and enact it with gestures.</li> <li>• This activity can be done sitting down also.</li> <li>• Dance with the rhythm with stamping, claps, snap, jump.</li> <li>• Can be done in pairs also.</li> </ul>	<ul style="list-style-type: none"> <li>• Ice breaker game</li> <li>• Introduce yourself with your name and an action.</li> <li>• Open interaction and Discussion</li> <li>• Topic — share a favourite story based on 'water' (Already known or create an imaginary story).</li> </ul>	<ul style="list-style-type: none"> <li>• Lines, Shapes and patterns in water.</li> <li>• Discussion on water.</li> <li>• Imagine and draw the lines and shapes that show water in different forms — water droplets, raindrops, puddles, ripples, lake, rivers, seas, waterfalls, and so on.</li> <li>• Explore a variety of lines using dashed lines, wavy lines, curved lines, dark and light lines, thick and thin lines.</li> <li>• Create patterns that are seen on water like ripples and waves.</li> </ul>

## Week 2

<ul style="list-style-type: none"> <li>• Introducing Ghanavadya.</li> <li>• Ask children to use locally available resources like <i>dandiya</i> sticks, bottle shakers, tambourine, clappers, etc.</li> <li>• Make an orchestra using objects found in their natural environment—leaves, twigs, bamboo sticks, etc.</li> <li>• Sing the song along with the instruments.</li> <li>• Introduce children to various types of instruments (String, percussion, wind) by showing them images or videos.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance with Props</li> <li>• Use a prop like a <i>dandiya</i> to keep a beat and dance with it.</li> <li>• Try with group activity with children partnering with each other and the <i>dandiya</i> stamping, jumping and clapping to rhythm of 4 counts then use this rhythmic pattern to dance to the song of your choice.</li> <li>• Watch videos of some folk dances and try and copy the move like that</li> <li>• Or move your body to the rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a story—by the teacher. (Story suggestion: <i>Bhagiratha prayatna</i>)</li> <li>• Observation of actions, expressions and details of the story.</li> <li>• Identify 2–3 emotions and share in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Life around water.</li> <li>• Discuss how all forms of life are dependent on water.</li> <li>• Draw the creatures, plants, people and objects that you see or find around water bodies.</li> <li>• Colour the drawings.</li> <li>• Cut/tear the drawing along the outlines.</li> <li>• Create a big picture of any waterbody from one's imagination and paste the cut-outs in it.</li> </ul>
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## Points to be kept in mind

### Music

- Teacher, parent or even a child who knows a local folk song based on water can volunteer to sing it.
- Pick a song to practice dynamics. Choose one child to leave the class. Once the child leaves, hide an object, like a water bottle or duster in the classroom. When the child returns, use the song to guide and find the object. Start singing in a group, when the child is closer to the object, sing LOUDER! When the child is further away, sing softly.

### Dance

- Pictures of mudras to be included for dance.
- Videos of some dances.
- Watch a video of the legend in dance— selected by the teacher.



### Theatre

- Empty room required for the activities. Ensure space for free movement without obstacles or sharp objects.

### Visual Arts

**Material required:** Basic stationery that includes paper, pencil, eraser, sharpener, scissors and any colours that are available.

## Physical Education and Well-being

Grade 3 is the beginning of Preparatory Stage. While in the Foundational Stage, exploratory and free play has been given emphasis, in the Preparatory Stage, introduction to sports and more formal engagement in physical activity would be given priority. As now, most students would be able to demonstrate basic movements, motor skills, awareness of rules, and participation in activities and games, the emphasis should be laid on developing skills such as rolling, throwing, catching, dribbling, kicking, and striking. Further, focus should remain on developing basic skills, the joy of playing, the ability to display appropriate behaviours and develop appropriate attitude during these activities. The students should recognise the “value of rules, fair play, safety, and respect for others.”

### Week-wise Timetable for Physical Education and Well-being

Week	Total time	MON	TUE	WED	THU	FRI	SAT
Week 1	3 hrs 20 mins	PE* PE				PE PE	PE
Week 2	3 hrs 20 mins	PE PE				PE PE	PE

\* Physical Education and Well-being

### Weekly Plan

The activities given here as examples will lead to attaining pre-requisites for the following competencies (Ref. NCF SE-2023, page nos. 426–427). The teachers can map the exemplar activities with these competencies if required, and also create their own activities.

- Practice a combination of movements, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focusing on visual cues to hit the target).

- Move purposefully their body to a beat/rhythm/music.
- Demonstrate coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing, etc.).
- Demonstrate basic warm up exercises and stretching to develop strength and flexibility in the body (Ref. NCF SE-2023, page nos.426)

### Suggestive activities for Week 1

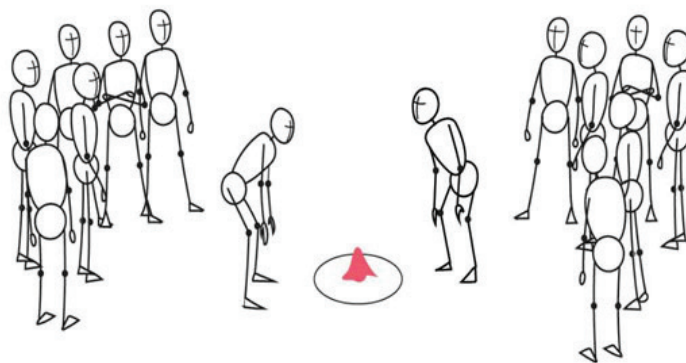
#### Rumaal Jhapatta

**Set up:** Two teams in *Rumal Jhapatta* consist of 7–10 members on the both sides, standing in a line 10 metres away from a handkerchief kept in a circle equally distant from the centre with a diameter of approximately 1 metre.

**Resources required:** Chalk and handkerchief.

**How to Play:** As the referee calls two players from both the sides, they rush and try to pick up the handkerchief and run back towards their line before their opponent player tries to catch them and score a point.

Rumal- Jhapatta /Grab the Handkerchief/Chum- Chuchai



#### Walking on straight and zigzag lines (forward, side-wards, and backwards).

**Set up:** Draw straight and zigzag lines using chalk powder.

**Resources required:** Chalk powder.

**How to Play:** Play in a group of four, students will be asked to form a queue. When a whistle or verbal command is given, they have to start walking on a straight line and later on zigzag line. This activity



should be done in the following order — straight forward walk, side-ward walk and backward walk. The group who will complete first will be declared the winner. Now same activity can be repeated while jogging or running.

### **Kit-Kit/Hopscotch/Pavva/Farshi.**

**Set up:** A rectangle is drawn on the floor with sticks or chalk that is roughly four yards long and two yards wide. This rectangle is divided into six squares, each of which is about a foot wide. The fourth and sixth squares are each subdivided into two, and these are crossed diagonally from side to side.

**Resources required:** A broken piece of an earthen pot, about an inch-and-a-half in diameter, or a round flat stone, and chalk, choose a plain dry surface.

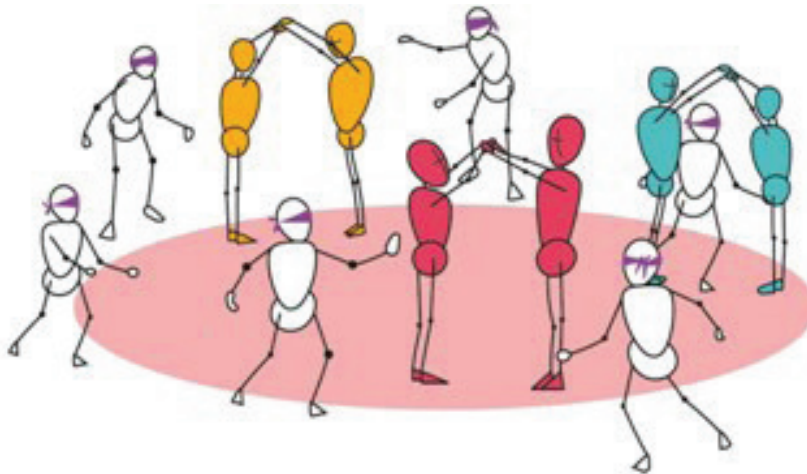
**How to Play:** The first player stands in front of the starting line and throws *gutti* into the first square. Then, the player skips the first square, jumps directly to the second square, and continues jumping to the sixth square. Then the player turns around and comes back. The player stops at 'Square 2', to take *gutti*, and hops over 'Square 1' to come out and continues to play by throwing *gutti* in the 2nd, 3rd, 4th, 5th, 6th, 7th and 8th square. All hopping is done on one leg, except for the squares divided into two. Players must jump or skip squares on which *gutti* is placed. The player is declared out if the *gutti* does not land on a proper square, steps on the line or loses balance when bending over to pick up the *gutti* in place. The one who completes the boxes first will win.

### **Sound Gate**

**Set up:** A small space, it can be outdoor or indoor; group size can range from 10–20 people divide the students into 2 groups.

**Resources required:** A well-rounded circle should be drawn.

**How to Play:** The first group of students will be asked to close their eyes and follow different sounds. The students of the second group (ideally even numbered) will be paired up and will form a gate by standing opposite each other and creating an arch with their hands. These students have to come up with a unique sound that they will use to attract the attention of all the individual students from the first group to go through their gate. The individual students need to navigate by themselves with closed eyes and have to try to go through all the gates.



### Tipi Tipi Top/Inky-Pinky/What colour ...

**Set up:** Groups of students assembled near a place having ample colours in near proximity.

**Resources required:** An open space or a classroom.

**How to Play:** One student will become a denner and says “Inky Pinky, or Tipi Tipi Top”. After which the rest of the students will say, “What colour you want?”. Then the denner will take the name of any colour, then the rest of the students will find and touch that colour. For example, if the denner says, “blue colour” and tries to touch all the students, the other students run and will try to touch anything that is blue. The student who does not touch the blue colour and get caught will become the denner. In this way, the game will be played further.

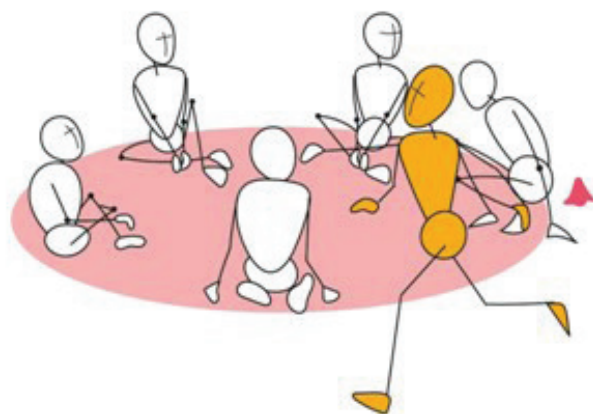


### **Mama Cha Patra Haravla/Ghoda Badam Khaee**

**Set up:** A group of students shall be seated in a circle and a denner shall be outside the circle with a piece of paper or a handkerchief.

**Resources required:** An open space and a handkerchief.

**How to Play:** The students sitting in the circle would sing ‘*Mama cha patra haravla*’ which means ‘Our uncle’s letter has gone missing’ and the student who is outside the circle has to run along the circle, singing ‘*te mala sapatla*’ which means ‘I found the lost letter’. The student leaves the paper or the handkerchief behind any student sitting in the circle, and that student has to pick up the letter or paper left by the denner and has to catch the denner. If the student fails to catch the denner, the denner occupies the student’s seat, then the one with the letter or handkerchief will be the next denner.



In conclusion, the guidelines outlined for teachers in this module offer invaluable support for students transitioning from Grade 2 to Grade 3. It is important to note here that the activities provided serve as illustrative examples for teachers, offering a foundation upon which they can build learning outcomes and practices. Teachers are encouraged to adapt these activities to suit the unique needs of their students, considering factors such as local context, available resources, level of students and their own creativity. By incorporating a variety of engaging activities, teachers can effectively facilitate this transition, ensuring that students not only adapt smoothly to the new academic challenges but also thrive in their learning journey. With careful implementation of these, teachers can foster a positive and enriching environment where every student can reach their full potential. Following the completion of the initial two-week period, formal instruction in each of these subjects will commence, aligning with the updated syllabus and textbooks.

## Notes

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