

Syllabus for Mid-Term

Session 2023-2024

Grade 3

Subject: English

Cambridge Primary English Learner's Book- Stage- 4

Cambridge Primary English Workbook- 4

Charlotte's Web

Topic/ Title/ Page	Unit/ Chapter	Book/ Resources
Story time	Unit- 1	Cambridge Primary English Learner's Book- Stage- 4
Exploring Earth	Unit- 2	Cambridge Primary English Workbook- 4
Mind Pictures	Unit -3	
Literature	Chapters 1-8	Charlotte's Web

Assessment

Internal assessment (Weight: 40% of total assessment)	<ul style="list-style-type: none"> ❖ Formative Assessment: <ul style="list-style-type: none"> ➤ Classwork (Group/Pair/Individual work) ➤ Homework ➤ Speech presentation/Discussions ➤ Participation ❖ Summative Assessment: <ul style="list-style-type: none"> ➤ Tests and Marked Assignments ➤ Project work
Internal assessment (Weight: 40% of total assessment) Mid Term Question Paper (Total Marks – 60)	<ul style="list-style-type: none"> ❖ Section A: Reading Comprehension (15 marks) Comprehension and language-related questions in the context of the given text (unseen) ❖ Section B: Language and Vocabulary (20 marks) Spelling, grammar and language related questions based on Singular and Plural, Proper and Common Nouns, Pronouns, Adjectives, Punctuation Marks, Types of Sentences, Spellings.

	<p>❖ Section C: Literature (15 marks) Questions based on the chapters of the textbook as mentioned in the syllabus above– F/B, MCQ, T/F, one-word expressions and analytical Q/A.</p> <p>❖ Section D: Creative Writing (10 marks) ○ Choose from the options and write creatively on the chosen topic. ➤ Descriptive/ narrative composition ➤ Story Writing</p>
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Subject: Mathematics

- Books:**
1. Cambridge Primary Mathematics Learner’s Book 4
 2. Cambridge Primary Mathematics Workbook 4

Mathematics strand	Unit : Topic
Number	<p>1: Understanding place value, Counting and sequences, More on negative numbers</p> <p>3: Addition and subtraction of whole numbers, Using a symbol to represent a missing number or Operation & Generalizing with odd and even numbers.</p> <p>5: Table, Multiples & Factors, Multiplication</p>
Geometry and measure	6 : 2D shapes, Symmetry
Statistics and probability	10 : How to collect & record data
Times table:	2-10
Assessment	
<p>Internal Assessment (Weight: 40% of the Total Assessment)</p> <ul style="list-style-type: none"> ❖ Formative Assessment: ❖ Classwork (Group/Pair/Individual work) ❖ Homework ❖ Summative Assessment: ❖ Tests and Marked Assignments 	<p>External Assessment (Weight: 60% of Total Assessment)</p> <p>Mid-Term Question Paper (Total Marks: 60)</p> <ul style="list-style-type: none"> ❖ Section A: Basic problems for Mathematics (25 marks) ❖ Section B: Math problems with work out (35 marks)

Subject: Bangla

বিষয়সমূহ	নির্বাচিতবিষয়
<p>আমার বাংলা বই (তৃতীয়ভাগ)</p> <p>গদ্য -১। কুঁজো বুড়ির গল্প২। কানামাছি ভোঁ ভোঁ</p> <p>পদ্য -১। বড় কে?২। তালগাছ</p> <p>ব্যাকরণ-</p> <p>১। পদ প্রকরণ(বিশেষ্য পদ, বিশেষণ পদ- সংজ্ঞা ও চিহ্নিতকরণ, রূপান্তর)</p> <p>২। বিপরীত শব্দ (নির্বাচিত শব্দ শেখা) - পাঠপত্র</p> <p>৩। লিঙ্গপরিবর্তন পরিচিতি (নির্বাচিত শব্দ শেখা) - পাঠপত্র</p> <p>৪। শব্দগুণ</p> <p>৫। কালানুসারে ক্রিয়ার রূপান্তর (অতীত, বর্তমান, ভবিষ্যৎ)</p> <p>৬। এককথায় প্রকাশ শেখা (নির্বাচিত)- পাঠপত্র</p> <p>৭। অনুচ্ছেদ থেকে বোধজ্ঞানমূলক প্রশ্ন উত্তর লেখা- পাঠপত্র</p> <p>৮। অনুচ্ছেদ/রচনা লেখা</p> <p>গল্পের বই-ইশপের সেরা গল্প(পৃষ্ঠা: ৩-১২)</p> <p>হাতের লেখা অনুশীলনের বই - নিজে নিজে লেখা শেখা (তৃতীয়ভাগ) পৃষ্ঠা:(৩-২৩)</p> <p>প্রয়োজনে সংযোজন বিয়োজন হতে পারে</p>	<p>গদ্য ও পদ্যের সংশ্লিষ্ট বিষয়সমূহ:</p> <p>১। শূন্যস্থান পূরণ</p> <p>২। সত্য/মিথ্যা নির্ণয়</p> <p>৩। সঠিক উত্তর বাছাইকরণ</p> <p>৪। মূলভাব</p> <p>৫। যুক্তবর্ণ</p> <p>৬। শব্দার্থ ও বাক্য গঠন</p> <p>৭। বানান ও শ্রুতলিপি</p> <p>৮। সংক্ষিপ্ত প্রশ্ন উত্তর</p> <p>৯। গল্প পঠন শেখা</p> <p>১০। আবৃত্তিশেখা ও লেখা</p> <p>১২। সৃজনশীল লেখা ও উপস্থাপন (প্রকল্প আকারে)</p>
<p>Internal Assessment (40% of total assessment)</p>	<p>Formative Assessment –Classwork(Group, Pair, Individual) Homework, Book work, Reading, oral presentation.</p> <p>Summative Assessment –Class Test, Assignment, Project Work.</p>

<p>External Assessment- (Weight- 60% of the total Assessment)</p>	<p>Section A</p> <p>শূন্যস্থান পূরণ সত্য/মিথ্যা নির্ণয় মূলভাব প্রশ্ন/উত্তর সঠিক উত্তর বাছাইকরণ শব্দার্থ ও বাক্য গঠন শব্দওবর্ণ পদ প্রকরণ বিপরীত শব্দ কালানুসারেক্রিয়াকারকপাস্তর লিঙ্গ (40 Marks)</p> <p>Section B</p> <p>অনুচ্ছেদথেকে বোধজ্ঞানমূলকপ্রশ্নউত্তরলেখা- পাঠপত্র অনুচ্ছেদ/রচনা লেখা (20 Marks)</p>
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Subject: Science

Book: CUP Cambridge Primary Science Stage 4 (Learner's book & Work book)

	Unit	Cambridge Curriculum Framework	Types of Questions
Biology	<ul style="list-style-type: none"> ● UNIT-1: Living things <p style="text-align: center;">Learner's Book, pages 2 to 22</p>	<ul style="list-style-type: none"> ● Name and positions of some bones in the human skeleton. ● Functions of the skeleton How the skeleton and muscle work to cause movement. ● Importance of exercise for good health ● Vertebrates and invertebrates ● Using medicines safely to treat illness ● Knowing that plants, animals and humans can get infectious disease ● Knowing that vaccinations can prevent some infectious disease 	<ul style="list-style-type: none"> ● Work Book Exercises ● Question/ Answers Q/A on basic understandings ● Wh Questions ● Think & Write ● One Word Question Answer
Physics & Biology	<ul style="list-style-type: none"> ● UNIT-2: Energy <p style="text-align: center;">Learner's Book, pages 31 to 48</p>	<ul style="list-style-type: none"> ● Know about the concept of energy and forms of energy ● How energy is transferred ● How energy can change form ● Know that energy cannot be created or destroyed ● Know about the sources of energy for living things ● Energy transfers in food chains 	<ul style="list-style-type: none"> ● T/F ● F/B ● M/J (Match & Join) ● Who am I? ● M.C.Q (Multiple Choice Questions) ● Diagrams

Assessment criteria

Term No:	Internal Assessment: 40 marks	Term Assessment: 60 marks
Mid Term	Summative Test: 20 MCW/H. W: 10 Project/ Oral Markings/ Research work: 10	F/B, T/F, one words answer, MCQ, Match and join, Diagram drawing, Structured Questions, Identification from diagram, labelling, reasoning according to Cambridge format.

Subject: Computer Science

Resources: Cambridge Primary Computing Learner's Book Stage 3	
Chapter	Types of Assessment
Unit - 1 Making programs clear	<u>Practical Assessment</u> 1. Practical Work on Scratch block coding, MS Logo, MS Word
Unit - 2 Hardware and software work together	
Unit - 4 Be a designer	<u>Theory Assessment</u> 1. Chapter wise practice solving (MCQ, Fill in the blanks, True or False, Matching, One Word Answer, Short Question, Differences) 2. Chapter wise topics (steps of algorithm writing, blocks of coding, question answer)
Unit – 7 Computers and robots	
<u>Question paper pattern</u> F/B, T/F, one word answer, technical terms/tech words, full forms, Writing Code, Algorithm Writing, Drawing diagram/device, short questions etc.	

Marks Distribution (Total 100)	
Internal Assessment (Total 40) <ul style="list-style-type: none">• Summative Test: 20• MCW/HW: 10• Activity: 10	Term Assessment (Total 60) <ul style="list-style-type: none">• Lab Practical Exam (40 Marks)• Written Exam (20 Marks)

Subject: Bangladesh Studies and History

- Bangladesh and Global Studies Class 3 (NCTB)
- History Book - Starting History & Civics Book – 3

Term	Chapter	Content
Mid Term	<p style="text-align: center;">What is History?</p> <p style="text-align: center;">The Stone Age</p> <p style="text-align: center;">The Father of Our Nation</p>	<p>Definition and Importance of History</p> <p>How does Historians help us in present time to learn from the past?</p> <p>Famous Historians, Discoveries & inventions, Historical events</p> <p>Historical places, Famous personalities around the world</p> <p>Definition of Stone Age</p> <p>Different periods of Stone Age -Description of different Ages</p> <p>Importance of discovery of fire -Importance of invention of wheel</p> <p>Advantages of domesticated animals -Different tools of Stone Ages</p> <p>The Father of Our Nation his contribution for Independence of Bangladesh.</p> <p>Creation of Bangladesh</p>
	<p>Internal Assessment: (Weight:40% of the total assessment)</p>	<p>Formative Assessment: Classwork (Group/Pair/Individual Work)</p> <p>Presentation on text book topic</p> <p>Summative Assessment: Class Test /Marking Task Project work Presentations</p>
	<p>External Assessment: (Weight:60% of the total assessment)</p>	<p style="text-align: center;">Section A:</p> <p>Fill in the blanks, True/False, Matching, One word answer and Picture Identification.</p> <p style="text-align: center;">Section B:</p> <p>Short Q/A, Higher-order thinking Q/A, Knowledge based/Comprehension Q/A and Picture description.</p>

Subject: Geography

Book: Understanding Geography 1

Chapters	Unit	
Introduction to Geography	1.1 What is Geography? 1.2 Why Study the Earth?	Students will be evaluated via different types of formative and summative assessments.
Our Environment	2.1 What is Our Environment? 2.2 Environment and people	
Internal Assessment (Weight: 40% of the Total Assessment)	<p style="text-align: center;">Formative Assessment:</p> <ul style="list-style-type: none"> • Classwork (Group/Pair/Individual work) • Presentation on textbook topics & introspective questions <ul style="list-style-type: none"> • Pre-session & exit tasks <p style="text-align: center;">Summative Assessment:</p> <ul style="list-style-type: none"> • Class Tests and Marked Assignments <ul style="list-style-type: none"> • Presentations • Project work 	
External Assessment (Weight: 60% of Total Assessment)	<p style="text-align: center;">Section-A</p> <p style="text-align: center;">Matching, fill in the blanks, one -word answers, Drawing task, Picture identification, map skill, True/False</p> <p style="text-align: center;">Section-B</p> <p style="text-align: center;">Short Q/A, Q/A with detailed information, Picture description</p>	

Subject: Global Perspectives (GP)

Cambridge Global Perspectives Challenge Grade 3 (Stage – 4)

Topic	Skill focus	Stage	Learning Objectives
1. Family, friends, community and culture (Helping people to belong)	Reflection	4	<p style="text-align: center;">Reflection</p> <ul style="list-style-type: none"> • Talk about what has been learned during an activity and consider how personal ideas have changed. <p style="text-align: center;">Research</p> <ul style="list-style-type: none"> • Locate relevant information and answers to questions within sources provided.
2. Moving goods and people (Where does my food come from?)	Research	4	<p style="text-align: center;">Research</p> <ul style="list-style-type: none"> • Locate relevant information and answers to questions within sources provided. • Conduct investigations, using interviews or questionnaires, making

			<p>observations and taking appropriate measurements.</p> <p>Reflection</p> <ul style="list-style-type: none"> Identify how working together improved the shared outcome achieved. <p>Collaboration</p> <ul style="list-style-type: none"> The team allocates given tasks to team members to achieve a shared outcome.
3. Family, friends, community and culture (Making peace)	Communication	4	<p>Communication</p> <ul style="list-style-type: none"> Listen to others in class discussions and respond with relevant ideas and questions. <p>Analysis</p> <ul style="list-style-type: none"> Talk about simple causes of personal actions and consequences on others. <p>Reflection</p> <ul style="list-style-type: none"> Identify which types of activities support learning.
<p>Assessment (Weight: 60% of the total Assessment – Class Activities)</p> <p>Assessment (Weight: 40% of the total Assessment – Report writing/Team project)</p>		<p>Assessment criteria:</p> <ul style="list-style-type: none"> Classwork (Group/Pair/Individual) Presentation on challenges and introspective questions Pre-session and exit tasks Chart paper project Power Point Presentation Marking worksheets Research paper 	

Subject: French Language

Book – Alex et Zoé et Compagnie (Méthode de français & Cahier d’activités)

By Colette Samson

1. L’alphabet et les salutations [Alphabet and greetings]
2. Les nombres (0-30) [The numbers 0-30]
3. Membres de famille [Family members]
4. L’article [Article]
5. Unité 1: leçon 1-4, Bonjour! Comment tu t’appelles? [Chapter 1: Lesson 1-4, Good Morning! What is your name?]
6. Unité 2: leçon 1-4, Tu as quel âge? [Chapter 2: Lesson 1-4, How old are you?]
7. Les jours de la semaine [The Days of the Week]
8. Conjugaison des verbs <Être> et <Avoir> [Conjugation of the Verbs “To be” & “To have”]
9. Présentez-vous [Introduce yourself]

Assessment

<p>Internal Assessment (40% of the Total assessment)</p> <p>It contains 40 marks.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> ❖ Homework ❖ Worksheets ❖ Participation <p>Summative Assessment:</p> <ul style="list-style-type: none"> ❖ Tests and Marked Assignments ❖ Speaking Test
<p>External Assessment (60% of Total Assessment)</p> <p>Mid-Term Question Paper (Total Marks: 60)</p>	<p>Section A: Writing (30 marks)</p> <ul style="list-style-type: none"> ❖ Answer to the questions ❖ Word-meanings ❖ Matching ❖ Numbers ❖ Fill in the gaps <p>Section B: Speaking (verbal assessment) (30 marks)</p> <ul style="list-style-type: none"> ❖ Greetings ❖ Self-introduction ❖ Numbers ❖ Answering teacher's questions properly ❖ Days of the week ❖ Overall performance on oral presentation
<p>The section A & B will be held on the 1st 2 weeks of November.</p>	

Subject: Islamiat

Book: An Introduction to Islam (Book III)

Topic	Chapter	Unit	Page no:
ALLAH AND HIS CREATIONS	Chapter -1	<p>Unit-1 Allah The Almighty</p> <p>Glossary-2 Vocabulary, Ch-1, Unit-1</p>	<p>Pages-1-3</p> <p>Page-37</p>
THE MESSENGER OF ALLAH	Chapter -2	<p>Unit-1 The Prophet Hazrat Muhammad (S.A.W.)</p> <p>Glossary-2 Vocabulary, Ch-2, Unit-1</p>	<p>Page-4-8</p> <p>Page-37-38</p>
THE MESSENGER OF ALLAH	Chapter- 2	<p>Unit- 3 The story of Hazrat Ibrahim (A.S)</p> <p>Glossary- 2 Vocabulary,</p>	<p>Pages- 10-14</p> <p>Page-38-39.</p>

		Ch- 2, Unit- 3	
THE HOLY QURAN	Chapter- 3	Unit-2 Quranic Surah with English Translations. (Surah An-Naas and Al- Falaq)	Page-20--21
Glossary :1		Meaning of Arabic/Islamic terms	Page-36-38

Assessment Criteria

Term	Internal Assessment: 40 Marks	External Assessment: 60 Marks
Mid term	<p>Formative Assessment (Chapter wise Worksheets): 20</p> <p>1. Q/Ans 2. F/Blanks 3. Matching</p> <p>4. True/False 5. Word Meaning</p> <p>6. Circle the Correct answer</p> <p>Google Form: 10</p> <p>Oral (Surah Recitation with Meaning): 10</p>	<p>Summative Test: 20 (Converted into 40)</p> <p>1. Q/Ans 2. F/Blanks 3. Matching</p> <p>4. True/False 5. Word Meaning</p> <p>6. Circle the Correct answer</p> <p>H.W: 10</p> <p>Project work: 10</p>

Subject: Social and Emotional Learning (SEL)

Name of the Lesson Topics

i) My Strength and My Superpowers

Activities:

Day 1:

Students will be divided in groups and recite the poem “A Hero like You” (Handbook-2, pg-2)

Teacher will ask the students about what they understand from the poem, reflection.

Hand-outs: Print-out of the poem

Day 2- Crafting activity where the students will draw a tree and write their strength on the leaves.
(Handbook-2, pg-8)

Materials: Poster/chart/A4 size paper, pencil, eraser, color, sign-pens

Hand-out:

*Handbook-2, pg-9.

*Letter to parents

ii) Can We Become Smarter

Day 1: Teacher will read out ‘Story of Mojo’ (pg-19), divide the students in groups and make them role-play. Reflection on the moral of the story. Asking them questions.

Hand-outs:

Print-out of the story.

Day 2:

Activities on page 22 & 23 will be done by students on paper

Materials: Paper, pen, pencil, eraser, color, sign-pens.

Hand-out:

*Growth Mindset (pg-24)

*Letter to parents.

iii) I believe in myself

Activities:

Day 1: Teacher will discuss the importance of believing in self-worth. Then s/he will give an imaginary situation (pg-36) where the students will work in group and generate the ways and techniques of increasing self-confidence. They will give a presentation.

Day 2: Students will write letter to themselves in their notebooks where they will say positive things to themselves which enhances their self-confidence. They will reflect on their achievements and efforts which will help them to do better in future

Hand-outs:

Letter to parents.

iv) Be a Mental Health First Aider (Knowing about basic mental health issues and learning easy ways to handle it)

Activities:

Day 1: Discussion on what is mental health, why it is important, when we understand our mental health is not okay, how to take care of mental health, show them relevant videos. Discussing some common mental health issues as stress, anxiety, depression, anger etc. Then giving them a task where they will go back home and ask their parents and family members about mental health)

Day 2: Students will discuss what they learnt about mental health from their families.

A true/false activity in group where the teacher will ask some mental health related questions to the student and they will answer orally.

Students will make a poster in groups on different mental health issues, causes and how to handle it.

Materials: Poster paper, sign pen.

Hand-out: Letter to parents

v) Becoming a Better Person (anti-bullying, conflict resolution and being accepting towards diversity)

Day 1- Discussing the concepts, clearly defining what is bullying, how to handle this, how fight between friends can be solved and how to help a friend who is different than others, having group discussion in class.

Assessment Criteria: Students will receive average grade points based on the activities done in the class.