



ARMY PUBLIC SCHOOL, DINJAN
SPLIT- UP SYLLABUS
(October to February) – (2025-26)
CLASS – 2
SUBJECT – ENGLISH

Month	No. of teaching days	Name of the Chapter	Content	Goal	Learning Activity	Teaching Strategy	Assessment Activity
October	6 days	A Show of Clouds (Mridang)	Poem about clouds and their different shapes Imaginative comparison of clouds with objects/animals Introduction to rhyming words and rhythm	To develop imagination and creativity. To enhance listening, speaking, reading, and recitation skills. To appreciate beauty of nature.	Teacher reads/recites poem with expression. Students repeat lines and identify rhyming words. Drawing activity: "What do you see in the clouds?" Group recitation	Activity-based joyful learning. Integration of Art (drawing clouds) and English. Experiential learning by observing sky. Peer learning through group recitation. Use of play-based methods for rhyming	Oral recitation (individually/in group) Worksheet on rhyming words. Short oral questions (What do clouds look like?) Checking notebooks for drawing/creative description
October	4 days	Describing Words	Introduction to adjectives	To help students identify describing words	"Describe your friend" activity	Play-based joyful learning (games and	Worksheet: underline adjectives in sentences

		(Grammar)	<p>Words that describe people, animals, places, and things</p> <p>Opposite describing words (big/small, hot/cold)</p> <p>Using adjectives in sentences</p>	<p>in sentences To enrich vocabulary</p> <p>To use adjectives while speaking and writing</p> <p>To develop creative expression</p>	<p>Show and tell (describe an object in hand)</p> <p>Adjective sorting game (happy, tall, red, etc.)</p> <p>Picture description (students describe what they see)</p>	<p>flashcards)</p> <p>Art-integrated: describing pictures, drawings</p> <p>Experiential learning: describing classroom objects and people</p> <p>Peer learning through pair and group activities</p> <p>Critical thinking by comparing things (tall/short, hot/cold)</p>	<p>Oral activity: "Describe your favorite toy"</p> <p>Fill-ups with suitable describing words</p> <p>Short written exercise: describe your pet/friend in 3-4 sentences</p>
October	6 days	My Name (Mridang)	<p>Poem about self-identity</p> <p>Importance of one's name</p> <p>Rhyming words</p> <p>Introduction of self in English</p>	<p>To build confidence in self-introduction.</p> <p>To develop love for poetry.</p> <p>To enhance vocabulary and pronunciation.</p> <p>To encourage</p>	<p>Recitation of poem with actions.</p> <p>"Introduce yourself" activity in class.</p> <p>Word wall: students write their names creatively.</p> <p>Drawing activity: "Write and decorate</p>	<p>Play-based joyful learning.</p> <p>Experiential learning (students connect with their own names).</p> <p>Art Integrated:</p>	<p>Oral recitation of poem.</p> <p>Self-introduction in English (2-3 sentences).</p> <p>Worksheet on rhyming words.</p> <p>Checking notebooks</p>

				self-expression.	your name”	decorate/write names in colorful ways. Peer learning through group recitation and sharing	for creative name-writing activity.
November	6 days	The Crow (Mridang)	Description of crow’s actions and habits Simple moral values (sharing/helpfulness /cleverness) Vocabulary building (bird names, actions)	To improve reading, listening and comprehension skills. To develop moral values through story. To enhance observation and imagination. To enrich vocabulary	Story narration/recitation with expressions “Sound of a crow” activity (children mimic cawing) Drawing & coloring a crow Role play/short skit on the story Vocabulary game: match birds with their sounds	Activity-based joyful learning Experiential learning (observe real birds around) Art integrated learning (drawing crow) Play-based phonics/rhyming Peer learning through role play - Oral recitation/retelling of the story	
November	6 days	The Smart Monkey (Mridang)	Story of a clever monkey Values: intelligence, problem solving, presence of mind	To develop reading comprehension and listening skills. To learn the value	Story telling with expressions and actions Role play of the monkey and other characters	Activity-based joyful learning Experiential learning through role play and	Worksheet: fill-ups, word meanings, sequencing events. Picture-based Q/A. Short paragraph

			<p>New words/ meanings</p> <p>Simple sentences and conversation</p>	<p>of being smart and alert.</p> <p>To build vocabulary and sentence formation.</p> <p>To encourage creative thinking</p>	<p>Vocabulary activity: match words with pictures</p> <p>Group discussion: "What will you do if you were the monkey?"</p> <p>Drawing the monkey and writing 2–3 sentences about it.</p>	<p>discussions</p> <p>Art-integrated learning (drawing & writing)</p> <p>Peer learning (group narration)</p> <p>Critical thinking encouraged by "What if" situations</p> <p>Oral retelling of the story</p>	<p>writing: "My favorite animal. "</p>
November	5 days	Comparatives (Grammar)	<p>Introduction to degrees of comparison</p> <p>Positive and Comparative forms (tall – taller, big – bigger)</p> <p>Using "than" in sentences</p> <p>Simple opposite pairs for comparison</p>	<p>To understand the concept of comparing two things</p> <p>To develop vocabulary of describing words</p> <p>To use comparative adjectives in speech and writing</p>	<p>Who is taller?" activity (comparing classmates)</p> <p>Flashcard game (big–bigger, small–smaller)</p> <p>Picture comparison: two animals/objects</p> <p>Pair activity: students describe differences using</p>	<p>Activity-based joyful learning</p> <p>Experiential learning (real- life comparisons in classroom)</p> <p>Art integration: comparing pictures (elephant vs. dog, tree vs. plant)</p>	<p>Worksheet: fill in the blanks with correct comparative words</p> <p>Oral activity: describe two classmates/objects using comparatives</p> <p>Matching words (positive to comparative)</p> <p>Written exercise: 4–5 sentences using</p>

				To encourage observation and logical thinking	"taller, shorter, bigger"	Peer learning through pair/group comparisons Critical thinking: encouraging students to frame their own comparative sentences	"taller, shorter, bigger, smaller"
December	6 days	Little Drops of Water (Mridang)	Poem about small things making a big difference Value education: kindness, unity, collective effort Rhyming words and rhythm Vocabulary from the poem -	To develop appreciation for poetry To instill moral values about the importance of small actions To improve pronunciation and fluency To enhance creativity and imagination	Poem recitation with rhythm and actions "Drop by drop fills the pot" activity (demonstration with a glass of water) Rhyming word hunt from the poem Drawing activity: "Drops making an ocean"	Joyful and activity-based learning Art Integration: drawing/colouring related to water drops Experiential learning: real-life demonstration with water Peer learning: group recitation and sharing thoughts Value-based	Worksheet on rhyming words. Question–Answer session from the poem. Creative writing: "One good thing I can do daily. "

						discussion - Oral recitation (individual/group)	
December	6 days	We are all Indians (Mridang)	Poem about unity in diversity National identity and pride Importance of togetherness Vocabulary related to nation, people, unity	To develop love and respect for the country To appreciate unity in diversity To improve oral recitation and comprehension skills To build values of equality and brotherhood	Poem recitation with actions and rhythm Discussion: "How are we different but still one?" Drawing activity: students draw Indian flag and write one sentence on "I am an Indian"	Group singing of the poem - Activity-based joyful learning Art integration: flag drawing & colouring Experiential learning through class discussion Peer learning via group recitation and sharing thoughts Value-based teaching on unity - Oral recitation of the poem	Worksheet on vocabulary/word meanings Oral Q/A (Why are we all Indians?) Creative writing: "I love my country because..."
December	6 days	Articles (Grammar)	Introduction to articles (a, an, the) Use of a before consonant sounds Use of an before	To help students identify and correctly use articles To improve grammar and	Sorting game: words with "a" or "an" Flashcards with pictures (a cat, an apple, the sun)	Joyful, play- based learning (games, flashcards) Experiential learning (using	Worksheet exercises (fill-ups, choose the correct article) Match the picture with the right article

			<p>vowel sounds</p> <p>Use of the for specific nouns</p> <p>Simple sentences using articles</p>	<p>sentence formation</p> <p>To enhance reading and writing skills</p> <p>To build confidence in spoken English</p>	<p>Pair activity: make sentences using articles</p> <p>Worksheet puzzle: fill in the blanks with a/an/the</p> <p>Real-life observation: naming objects in the classroom using articles</p>	<p>classroom objects: a book, an eraser, the board)</p> <p>Art-integrated: drawing an object and writing its name with an article</p> <p>Peer learning through pair/group activities</p> <p>Inquiry-based learning (asking "Why do we use 'an apple' but not 'a apple'?") - Oral activity: name an object with correct article</p>	<p>Short writing exercise: 4–5 sentences using a, an, the</p>
January	9 days	<p>Reading Comprehension</p> <p>(Grammar)</p>	<p>Short unseen passages</p> <p>Identifying main idea</p> <p>Answering simple factual questions</p>	<p>To develop reading habits and fluency</p> <p>To build critical thinking and understanding</p>	<p>Silent reading of short passages</p> <p>Read aloud practice in turns</p> <p>Highlighting key</p>	<p>Activity-based joyful learning</p> <p>Experiential learning through real-life short texts (labels,</p>	<p>Worksheet: comprehension passage with MCQs, fill-ups, true/false</p> <p>Oral questions after reading a passage</p>

January	4 days	Doing words (Grammar)	Vocabulary and word meanings	To enhance vocabulary and sentence formation	words in a passage	notices, posters)	Matching words with meanings
			Sequencing events	To improve ability to answer questions from a text	Q/A session after reading	Peer learning via pair/group reading	Retelling passage in own words
February	5 days	Sentences (Grammar)	Introduction to action/doing words	To help students identify and use verbs correctly	Flashcard activity: match picture with verb	Experiential learning: observing actions in daily life	Worksheet: underline doing words in sentences
			Identifying verbs in sentences	To improve sentence formation	Classroom object game (The boy reads a book)	Art integration: drawing a picture and writing verbs for it	Fill-ups with correct verbs
			Using verbs in simple present tense	To enrich vocabulary	Pair activity: students act, partners guess the verb - Joyful learning through play (action games)	Peer learning through pair/group activities	Oral activity: "What are you doing?" (students answer in sentences)
			Vocabulary building (run, eat, play, read, etc.)	To enhance speaking and writing skills - "Action game" (teacher says: jump, clap, walk, etc.)		Multi-sensory approach (see, act, say, write)	Short writing task: write 3-4 sentences using action words
			Meaning of a sentence	To understand what makes a complete	Jumbled words game: arrange words into a	Experiential learning: use of real-life	Worksheet: rearrange jumbled words to make sentences

February	4 days	Vocabulary (Grammar)	<p>A sentence begins with a capital letter and ends with a full stop/question mark</p> <p>Arranging words to form meaningful sentences</p> <p>Types of simple sentences (statements, questions)</p>	<p>sentence</p> <p>To learn correct sentence structure</p> <p>To develop writing and speaking skills</p> <p>To enhance logical thinking and sequencing</p>	<p>sentence</p> <p>“Guess the missing word” activity”</p> <p>Group activity: making sentences on flashcards</p> <p>Blackboard practice: turning phrases into sentences</p>	<p>sentences in classroom (e.g., “I am reading.”)</p> <p>Peer learning through group tasks</p> <p>Art integration: students draw a picture and write one sentence about it</p> <p>Inquiry-based learning: asking and answering questions</p>	<p>Oral activity: make 2 sentences about yourself</p> <p>Written exercise: complete sentences with correct punctuation</p> <p>Short test: identify if a group of words is a sentence or not.</p>
			<p>Word building (adding letters to make new words)</p> <p>Synonyms and antonyms (small/big, happy/sad)</p> <p>Naming words from pictures
 - Daily-use words for speaking and writing</p> <p>Word families (cat, mat, hat) - To</p>	<p>To improve reading and writing fluency</p> <p>To encourage correct word usage in speech</p> <p>To promote creativity through word building</p>	<p>Word chain game (one student says a word, next continues with last letter)</p> <p>Picture-word matching</p> <p>Synonym–antonym flashcards</p> <p>Vocabulary notebook: students</p>	<p>Play-based joyful learning (games, flashcards, puzzles)</p> <p>Experiential learning (observing objects around and naming them)</p> <p>Art integration: drawing a</p>	<p>Worksheet: match words with pictures/synonyms/antonyms</p> <p>Oral quiz: students say 3 new words they learnt</p> <p>Writing exercise: use new words in sentences</p> <p>Vocabulary test (fill-ups/MCQs)</p>

February	5 days	Picture Composition (Grammar)	<p>enrich students' word power</p> <p>Introduction to picture composition</p> <p>Observing details in a picture</p> <p>Framing meaningful sentences</p> <p>Arranging sentences in sequence</p> <p>Writing a short paragraph from a picture</p>	<p>To develop observation skills</p> <p>To encourage creative thinking and expression</p> <p>To improve sentence construction</p> <p>To build confidence in writing skills</p>	<p>write 1 new word daily</p> <p>Group activity: making word families</p> <p>Picture talk (students describe what they see)</p> <p>Group activity: make sentences about a picture chart</p> <p>Draw and write: students draw a scene and write 3–4 sentences</p> <p>Sequencing activity: arrange sentences to match the picture</p>	<p>picture and labeling with words</p> <p>Peer learning through word-building in groups</p> <p>Multisensory approach (see, say, write, act)</p> <p>Art integration: drawing and writing together</p> <p>Experiential learning: using classroom/surroundings for picture talk</p> <p>Peer learning through group discussions</p> <p>Inquiry-based: asking guiding questions (What do you see? What are they doing?)</p>	<p>Worksheet: write sentences on a given picture</p> <p>Oral activity: describe a picture in 2–3 lines</p> <p>Written exercise: short paragraph on a picture</p> <p>Creative task: students draw and describe their own picture</p>
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कक्षा 2

हिन्दी पाठ्यक्रम- विभाजन (2025-2026)

महीना	शिक्षण दिवसों की संख्या	पाठ्यक्रम के नाम (पाठ्यपुस्तक)	पाठ के नाम (व्याकरण)	विषय-वस्तु	लक्ष्य	शिक्षण रणनीतियाँ	सीखने की गतिविधियाँ	मूल्यांकन कार्य
अक्टूबर	16	पाठ- 11 बेंगनी जोजो पाठ -12 तोसियाका सपना पाठ -13 तालाब	पाठ- 6 लड़का लड़की पाठ-7 एक अनेक	परोपकार, सहानुभूति और दूसरों की सहायता करना। जल का महत्व, पर्यावरण संरक्षण और प्रकृति से जुड़ाव। इस भाग में बच्चों को पुल्लिंग और स्त्रीलिंग शब्दों की पहचान कराई जाती है। एकवचन और अनेकवचन शब्दों के बारे में बताया जाता है।	विद्यार्थी समझें कि दूसरों की मदद करना अच्छा गुण है। विद्यार्थी सपनों और कल्पनाओं की दुनिया को समझें। विद्यार्थी पुल्लिंग और स्त्रीलिंग शब्दों को पहचान सकें।	*अनुभवाआत्मक व गतिविधि- आधारित शिक्षण * खेल आधारित व गतिविधि आधारित शिक्षण	शिक्षक चित्र कार्ड दिखाएँ (जैसे राजा, रानी, बेटा, बेटी) बच्चे बताएं यह पुल्लिंग है या स्त्रीलिंग। चित्र दिखाएँ (1 आम, 3 आम, 1 फूल, 5 फूल)। बच्चे एकवचन- अनेकवचन बोलें।	*प्रश्न उत्तर,पत्रों का वर्णन, लिखित अभ्यास

नवम्बर	18	पाठ 14 बीच पाठ 15 किसान पाठ 16 मुली	पाठ 8 नाम की जगह पाठ 9 कैसा कितना पाठ 10 काम वाले शब्द	पाठ में किसानों की मेहनत, एकता और सहयोग की भावना को दर्शाया गया है। इस भाग में बच्चों को संज्ञा (नाम शब्द) की जगह इस्तेमाल होने वाले शब्दों (सर्वनाम) से परिचित कराया जाता है। इसमें बच्चों को गुण, संख्या और मात्रा बताने वाले शब्दों की पहचान कराई जाती है।	विद्यार्थी समझें कि परिश्रम और मेहनत का जीवन में कितना महत्व है। विद्यार्थी सर्वनाम शब्दों (मैं, तुम, वह, यह, हम आदि) को पहचान सकें। विद्यार्थी वस्तुओं की गुण, मात्रा और संख्या बताने वाले शब्दों को पहचान सकें।	* गतिविधि आधारित शिक्षण * रचनात्मक आधारित अधिगम * खेल आधारित शिक्षण * पठान आधारित समझ पाक व सहभागितापूर्ण शिक्षक	सब मिलकर हल चलाने, बीज बोने और फसल काटने का अभिनय करें। बच्चों को समझ आएगा कि मिलकर काम करने से ही काम पूरा होता है। एक छोटी-सी कहानी पढ़ें और बच्चे उसमें मैं, वह, यह, तुम, हम आदि सर्वनाम ढूँढ़ें।	*प्रश्न उत्तर, कहानी का सार लिखना, लिखित प्रश्न उत्तर, मौखिक प्रस्तुति
दिसंबर	18	पाठ 17 बरसात और मेंढक पाठ 18 शेर और चूहे की दोस्ती पाठ 19 आउट	पाठ 11 उल्टे अर्थ वाले शब्द पाठ 12 समान अर्थ वाले	*सभी के काम का महत्व * दोस्ती का महत्व * विद्यार्थी विलोम शब्दों को पहचान सकें।	* विद्यार्थी अपने कार्य की जिम्मेदारी और सहयोग का महत्व समझेंगे * विद्यार्थी पर्यावरण संरक्षण और पेड़ लगाने का महत्व	* गतिविधि आधारित शिक्षण * सहभागितापूर्ण शिक्षण * भाषा खेल और गतिविधि आधारित शिक्षण	* कहानी वचन भूमिका अभिनय समूह चर्चा * चित्रकला * चित्र देखकर विशेषण लिखना * "मुहावरा मिलाओ" खेल, वाक्य निर्माण ,नाटक	* प्रश्न उत्तर कहानी का नैतिक सार लिखना * मौखिक प्रस्तुति * कार्यात्मक, वाक्य निर्माण

		पाठ 20 छुपन छुपाई	शब्द पाठ 13 अनेक शब्दों के लिए एक शब्द	विद्यार्थी पर्यायवाची शब्दों को पहचान सकें।	समझेंगे * विद्यार्थी ऐसे शब्दों को पहचान सकें जिनसे पूरा समूह/वाक्यांश व्यक्त होता है।	* रचनात्मक और सहयोगात्मक शिक्षण	/संवाद	
जनवरी	20	पाठ 21 हाथी साइकिल चला रहा है पाठ 22 चार दिशाएं पाठ 23 चंदा मामा	पाठ 14 गिनती पाठ 15 चित्र वर्णन पाठ 16 चित्र कथा पठान	इस पाठ में बच्चों को मुख्य चार दिशाओं (पूर्व, पश्चिम, उत्तर, दक्षिण) से परिचित कराया जाता है। कल्पनाशक्ति, स्नेह और प्रकृति से जुड़ाव की भावना झलकती है। बच्चों को 1 से 20 तक अंकों और शब्दों में गिनती लिखना व पढ़ना सिखाना।	विद्यार्थी चारों मुख्य दिशाओं (पूर्व, पश्चिम, उत्तर, दक्षिण) के नाम पहचान सकें। वे जान सकें कि दिशाएँ हमारे जीवन में किस प्रकार काम आती हैं। बच्चे गिनना, देखना, सोचना, बोलना और लिखना सीखें और उनकी भाषा- अभिव्यक्ति तथा रचनात्मकता में सुधार हो।	* अनुभव आत्मक व गतिविधि आधारित शिक्षण * काव्य पाठ व भावात्मक शिक्षण * खेल आधारित व उदाहरण आधारित शिक्षण * भाषा खेल समूह कार्य सहयोगात्मक अधिगम	* कहानी वचन, भूमिका - अभिनय, नैतिक शिक्षा लेखना * समूह गान * गिनो और बोलो खेल - कक्षा में रखी वस्तुएँ (पेंसिल, किताबें, बैग) गिनवाएँ और बच्चे हिंदी में संख्या बोलें। चित्र पहचानो - बोर्ड पर चित्र चिपकाएँ, बच्चे बताएं “चित्र में क्या हो रहा है?”	* प्रश्न उत्तर, कहानी का सार लिखना * वाक्य निर्माण * श्रुतिलेख * मौखिक प्रश्न

				बच्चों को चित्र देखकर अपने शब्दों में वर्णन करने की आदत डालना।				
फरवरी	20	पाठ 24 गिरे ताल में चंदा मामा पाठ 25 सबसे बड़ा छाता पाठ 26 बादल कविता	पाठ 17 वाक्य पठन एवं लेखन पाठ 18 बातचीत अपठित गद्यांश	तालाब की सुंदरता और उसमें गिरी चीजों का चित्रण। चाँद की सुंदरता और रात की मनमोहक छवि का वर्णन। कल्पना प्रधान कहानी बच्चों को सरल और छोटे-छोटे वाक्यों को पढ़ने की आदत डालना।	1. विद्यार्थी बादलों की विविधता और रूपों को पहचान सकें। 2. वे वर्षा ऋतु और वातावरण में बादलों के महत्व को समझें। 3. विद्यार्थी सरल वाक्य सही ढंग से पढ़ सकें। 4. विद्यार्थी सरल और शुद्ध हिंदी में बोलने की आदत डालें।	* भावात्मक व सहभागितापूर्ण शिक्षण * खेल आधारित व गतिविधि आधारित शिक्षण	* भूमिका अभिनय, कहानी वचन * कविता पाठ * बच्चों को चित्र दिखाएँ और उससे संबंधित 1-2 वाक्य लिखवाएँ। उदाहरण: चित्र में बच्चा खेल रहा है → बच्चा खेल रहा है।	* प्रश्न उत्तर * लिखित अभ्यास

मार्च

वार्षिक परीक्षा (2 से 18 मार्च)

Mathematics

Class II

Split-up Syllabus

MONTH	TEACHING DAYS	NAME OF THE CHAPTER	CONTENT	GOAL	LEARNING ACTIVITY	TEACHING STRATEGY	ASSESSMENT ACTIVITY
OCTOBER	14	Joyful Mathematics: Ch-7 Rani's Gift	Measurement 1.Story: Rani's gift 2.Concepts of measurement 3.Path lengths 4.Measuring using non-standard Units 5.Comparing weight 6.Capacity/Volume 7.Use of balance/Scales 8.Exercises and practice	1.To Understand measurement concepts- Students will learn different attributes that can be measured like length, weight(heaviness/lightness), capacity (how much a container can hold). 2.Compare objects like longer/shorter, heavier/lighter etc. 3.Use non-standard units of measurement like block, lines, hand span. 4.Develop observation and reasoning skills.	1.Comparing length, weight, capacity- By showing them pencil-ribbons-crayons Bags filled with cotton balls and one with stones Two sized mugs and bottles. 2.Ordering by size- Showing them 5 sticks of different	1. Storytelling Method Use the story of Rani's Gift to introduce measurement in a relatable way. 2. Demonstration Method Show real objects (bottles, bags, pencils, ribbons). Demonstrate comparing length, weight, and capacity in front of the class. 3.Learning by Doing Method Hands-on activities like measuring desk	1.Game-based Assessment "Measurement Hunt": Teacher calls out: "Find something heavier than your pencil box." Children quickly bring or point out objects. 2.A ground trip- Taking students to the ground and asking them to compare the tree, building, ground and sports ball lengths. 3.Worksheet based Match the following. 4.Practical based Arrange the different sticks from shortest to longest.

					lengths and then placing them from the shortest to the longest. 3. Story connection (Rani's gift) Reading story aloud and asking them where she uses the measurement.	with hand-span, comparing two bottles of water, weighing two objects by hand.	
November	20	Chapter 8 Grouping and sharing	Multiplication and Division 1.introduction to Grouping. 2.Multiplication 3.Making tables from other tables 4.Introduction to sharing (Division as equal Sharing) 5.Word Problems 6.Exercises and Practice	1. Understand multiplication as repeated addition or grouping Recognize expressions like "6 groups of 8" or " 6×8 " meaning the same thing. 2. Learn basic multiplication tables/facts *Introduce multiplication tables such as 2, 3, 5, 10 etc. for quick recall. *Use arrays or visual arrangements to help understand these tables. 3. Understand division as equal sharing or making equal group.	1. Grouping with Objects (Multiplication Concept) Give children buttons, beads, or marbles. Ask: "Make 4 groups of 3 beads each. How many beads in total?" Let them count and then connect: $4 \times 3 = 12$.	1. Storytelling Method Begin with short stories: "Rani has 12 chocolates. She shares them equally with 3 friends. How many does each get?" Stories make multiplication (grouping) and division (sharing) meaningful. 2. Demonstration Method	1. Oral Assessment Ask children: "If there are 3 groups of 5 pencils, how many pencils in all?" "If 12 chocolates are shared among 4 friends, how many will each get?" Checks concept clarity of grouping (\times) and sharing (\div). 2. Practical / Hands-on Assessment Give 12 counters (stones, beads, or crayons). Ask: "Make groups of 4." Ask: "Now share them equally among 3 children."

				<p>Understand that division is related to multiplication (inverse idea) in simple situations.</p> <p>4. Solve simple word problems using grouping (multiplication) and sharing (division) From everyday life: sharing candies, distributing items, counting repeated items etc.</p> <p>5. Develop procedural ability and fluency Build speed and confidence with multiplication facts. Use repeated addition to find totals; using multiplication notation.</p> <p>6. Encourage reasoning, observation, and making connections Observe that, for example, 4×3 and 3×4 both give the same result (commutative property implicitly) through grouping.</p>	<p>2. Sharing Equally (Division Concept) Give 12 toffees to 4 children. Ask: "If we share equally, how many will each get?"</p> <p>Repeat with different numbers for practice.</p> <p>3. Skip Counting Game Ask children to clap or jump while skip counting (2, 4, 6, 8... / 5, 10, 15...).</p> <p>Show how skip counting connects to multiplication.</p> <p>4. Role Play Shopkeeper Game One child act as a shopkeeper selling pencils in packs of 10.</p>	<p>Show real objects (chalks, pencils, toffees, bottles).</p> <p>Demonstrate grouping (2 pencils in each box) and sharing (divide 10 pencils among 5 children).</p> <p>3. Activity / Learning by Doing Method Let children arrange counters, beads, or blocks in groups and rows. Encourage them to physically make equal groups and share equally. Children discover multiplication/division through play.</p> <p>4. Play-way Method Skip counting game (clap while counting in 2s, 3s, 5s). Shopkeeper role-play (buying packs of biscuits, sharing chocolates). This makes abstract ideas fun and concrete.</p>	<p>Observe if the child can do both multiplication and division correctly.</p> <p>3. Worksheet-based Assessment Match the following: $3 \times 4 \rightarrow 12$ $20 \div 5 \rightarrow 4$ Circle the correct picture: (Picture of 4 rows of 5 stars vs. 5 rows of 4 stars). Fill in the blanks: $2 \times _ = 12$ $15 \div 3 = _$</p> <p>4. Word Problem Assessment "There are 5 plates. Each plate has 6 biscuits. How many biscuits in all?" "18 balloons are shared equally among 6 children. How many does each child get?"</p>
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				<p>Others buy 2 packs, 3 packs, etc. Ask: "How many pencils in 3 packs?" → $3 \times 10 = 30$.</p> <p>5. Drawing Activity Children draw groups (e.g., 5 baskets with 2 mangoes each). Count the total mangoes → multiplication.</p> <p>6. Divide 12 laddoos among 3 friends → division.</p> <p>7. Word Problem Cards Prepare simple cards: "There are 20 balloons. Share among 5 children." "There are 3 plates. Each has 4 biscuits.</p>	<p>5. Group Work / Collaborative Learning Divide children into groups. Give each group objects to group/share. Ask them to explain their method to the class → promotes peer learning.</p> <p>6. Discussion Method After activities, ask guiding questions: "What happens if we put 12 marbles into 4 boxes?" "How many rows did you make?" Discussion deepens understanding.</p> <p>7. Visual / Pictorial Method Use arrays, pictures, and drawings (e.g., 3 rows of 4 stars). Children count, then write it as $3 \times 4 = 12$.</p> <p>8. Worksheet Give short exercises for practice: Grouping pictures (circling objects in groups).</p>	
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					How many biscuits in all?" Children solve using grouping or sharing.	Sharing pictures (dividing objects among children)	
December	18	Ch- 9 Which Season it is?	Measurement of time 1.Seasons of the year. 2.Calendars and months 3.Time management. 4.Directions. 5.Discussions 6.Exercises and activities.	By the end of this chapter, students should be able to: 1. Identify Seasons of the Year. 2. Understand the Calendar 3. Measure and Estimate Time 4.Learn Directions (Orientation) 5.Apply Learning to Real Life. 6.Develop Observation and Reasoning skills	1. Season Picture Matching Show pictures of trees/plants in different seasons, clothes people wear, festivals etc. Ask children to match the picture to the correct season (e.g. winter, summer, monsoon). 2. Calendar Exploration Give students a wall calendar. Activities: Find out how many days in a particular month.	1. Storytelling Method Begin with a story or scenario about seasons, daily routines, or festivals. Example: "Ravi goes to school in summer, wears a light shirt, and plays in the park..." Helps children connect time and seasons with real life. 2. Demonstration Method Show calendars, clocks, or pictures of seasonal changes. Demonstrate how to read dates, identify months, and read time on clocks. 3. Activity / Learning by Doing Method	1. Oral Assessment Ask children: "Which season comes after summer?" "How many months are there in a year?" "If today is Monday, what day will it be after 3 days?" Checks understanding of seasons, months, days. 2. Practical Give students a calendar: Ask them to find their birthday month, number of Sundays in a month, or first day of the month. Give a toy clock or drawing of a clock: Ask children to show different times (e.g., time for lunch, school start, bedtime). 3. Worksheet-based Assessment Match seasons with: clothes, festivals, or plants. Fill in the blanks: "Winter comes after _"

				<p>Identify months with 31 days, 30 days. Locate which months fall in which seasons. Which months have more Sundays?</p> <p>3. Seasons & Festivals Discussion Ask: Which seasons do you like and why? What festivals come in your favourite season? Let children share about their birthdays or vacations: "Which season is your birthday in?", "When do you go on vacations — summer or winter?"</p> <p>4. Time Duration</p>	<p>Let children draw clock faces and mark their daily activities. Create seasonal charts with clothes, festivals, plants. Estimate time for daily activities like brushing teeth, walking to school.</p> <p>4. Play-way Method / Games Calendar Hunt: Ask students to find all Sundays or their birthday month. Time Game: Set clocks to show a time, children guess the activity. Seasonal Matching Game: Match pictures of activities, food, or clothing with the correct season.</p> <p>5. Discussion Method Ask guiding questions: "Which season do you like and why?" "How long does it take to travel to school?" Encourage children to reason and</p>	<p>"There are _ days in February."</p> <p>Draw clock hands for given times.</p> <p>4. Word Problem Assessment "Rohit goes to school at 8 o'clock in the morning. Draw the clock to show this time." "There are 12 Sundays in 2025. Count how many Sundays in January."</p> <p>5. Creative Assessment Ask students to draw a seasonal collage: Include clothes, food, festivals, or activities for that season. Ask children to illustrate their daily routine using clocks.</p> <p>6. Game-based Assessment "Season Hunt": Children pick cards showing seasonal items and place them under correct seasons. "Clock Race": Teacher calls a time; children quickly show it on a clock.</p> <p><input checked="" type="checkbox"/> These assessments cover conceptual understanding, practical</p>
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					<p>Matching Game Give cards or pictures of various activities (e.g. brushing teeth, travelling to school, watching a movie, sleeping at night). Ask students to match these activities with approximate durations (minutes, hours, days).</p> <p>5. Clock & Daily Routine Use a toy clock or drawing of clock faces. Show pictures representing daily activities (waking up, going to school, afternoon, evening etc.). Ask children to show on the clock when</p>	<p>compare times/durations.</p> <p>6. Group Work / Collaborative Learning Divide class into groups to: Make seasonal collages. List activities for different times of day. Discuss daily routines and mark them on clocks.</p> <p>7. Observation Method Observe the sky, weather, and plants to identify seasons. Encourage children to notice changes around them and relate them to months/seasons.</p> <p>8. Visual / Pictorial Method Use charts, pictures, and models to show: Seasons and months. Clocks and time duration. Calendar exercises.</p> <p>9. Worksheet / Drill Method</p>	<p>ability, observation, reasoning, and application of seasons, months, days, and time.</p>
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					<p>those activities happen.</p> <p>6. “Gargi’s Day” Activity From the textbook: look at pictures from Gargi’s day. Ask students to write down the time using hour hand & minute hand of a clock. This helps in reading clocks with whole hours (and later half-hours etc.).</p> <p>7. Direction Use a compass (or just by facing directions). Place objects in classroom and ask children: “If you are standing facing east, what’s to your left / right / behind?” etc.</p>	<p>Reinforce learning with exercises: Fill in the blanks for months and days. Match seasons with festivals or clothes. Draw hands on clocks for different activities.</p> <p>✅ Best Approach: Blend storytelling + demonstration + hands-on activities + games + group work + discussion for a fun and practical understanding of time and seasons.</p>	
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8. "How Long Does It Take?" Chart

Show various actions / tasks (like cooking small food item, walking to school, playing etc.). Ask children to estimate how much time these take (seconds, minutes, hours). Then compare estimates with actual (if possible).

9. Season Calendar Collage

Let children make a collage for each season: cut out magazines / draw pictures of food, clothes, festivals etc. for that season. Present their collage and

					explain – this reinforces seasonal characteristics.		
January	20	Ch-10 Fun at the Fair	<p>Money</p> <p>1.Coin and Notes</p> <p>2.Counting Money</p> <p>3.Simple Transactions</p> <p>4.Addition and Subtraction</p>	<p>By the end of this chapter, students should be able to:</p> <p>Identify and name different coins and notes.</p> <p>Combine coins and notes to make specific amounts.</p> <p>Solve simple addition and subtraction problems involving money.</p> <p>Understand the concept of spending and saving money.</p> <p>Apply mathematical operations to everyday situations involving money.</p>	<p>1. Coin and Note Identification</p> <p>Show children real or play money (coins and notes). Ask them to identify the denomination and group similar coins together.</p> <p>Activity: “Pick all ₹5 coins from the pile” or “Match the coins to their pictures on the worksheet”.</p> <p>2. Counting Money Game</p> <p>Give children a set of coins. Ask them to make specific amounts: e.g., ₹7, ₹12, ₹20.</p> <p>Children can count aloud while adding coins.</p>	<p>1. Demonstration Method</p> <p>Show real or play money (coins and notes) to children. Demonstrate counting money, combining coins, and making totals. Example: “Let’s make ₹12 using coins.”</p> <p>2. Activity / Learning by Doing Method</p> <p>Set up a mini classroom fair/shop. Children act as buyers and shopkeepers, buying items and calculating totals. Encourage them to add, subtract, and make change practically.</p> <p>3. Play-way / Game Method</p> <p>Money games: “Make ₹20 using coins.”</p>	<p>1. Oral</p> <p>Ask children: “Show me a ₹5 coin and a ₹10 note.” “How can you make ₹12 using coins?” “If you buy a toy for ₹15 and have ₹20, how much change will you get?”</p> <p>2. Practical</p> <p>Give children real or play coins and notes. Activities: Make a specific amount using coins/notes.</p> <p>“Buy” classroom items with coins/notes and calculate total. Give change after purchase.</p> <p>3. Worksheet-based Assessment</p> <p>Fill in the blanks: “₹5 + ₹10 = _” “Total cost of two toys priced ₹7 each = _” Match items with prices using pictures of coins/notes. Draw coins/notes to make a given amount.</p>

				<p>3. Shopping Role-Play Set up a mini fair/shop in the classroom with items and price tags. Children act as shopkeepers and buyers. Task: Buy items and calculate total cost using coins and notes.</p> <p>4. Addition and Subtraction with Money Give simple problems: “Ravi buys a toy for ₹10 and a pencil for ₹5. How much did he spend?” “If you have ₹20 and spend ₹12, how much is left?”</p> <p>Children solve using</p>	<p>“Who can give correct change fastest?” Makes learning interactive and fun.</p> <p>4. Storytelling Use short stories or examples about fairs, shopping, or buying gifts. Example: “Ravi bought a toy for ₹15. How can he pay using coins?” Relates math to real life.</p> <p>5. Discussion Method Ask questions: “If you have ₹20 and buy a toy for ₹12, how much money will be left?” “Which coins can you use to pay exactly ₹18?” Encourages reasoning and problem-solving.</p> <p>6. Group Work Children work in pairs or small groups: Run a mini stall. Calculate totals and give change.</p>	<p>4. Word Problem Assessment “Rani bought a doll for ₹12 and a pencil for ₹5. How much did she spend?” “Vikram has ₹20. He buys a book for ₹13. How much money is left?”</p> <p>5. Game-based Assessment “Money Hunt”: Place coins and price tags in the classroom; children “buy” items and calculate totals. “Make the Amount” Game: Call out an amount (e.g., ₹18), and children show it using coins/notes.</p> <p>6. Creative Assessment Ask children to design a mini fair stall on paper with items and prices. Let them calculate totals and change for a set of purchases.</p> <p>✔ These assessments cover conceptual understanding, practical application, reasoning, and calculation of money, addition, and subtraction in real-life contexts</p>
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					<p>coins/notes or drawings.</p> <p>5. Matching Game Match coins/notes with their values. Match items with their prices in a small classroom fair setup.</p> <p>6. Worksheet Draw coins/notes to make a particular amount. Fill in missing coins in a total. Circle the correct total from a set of pictures.</p> <p>7. "Making Change" Game Children act as shopkeepers and buyers. Practice giving the correct change after a purchase.</p>	<p>Promotes peer learning and teamwork.</p> <p>7. Visual / Pictorial Method Use charts, flashcards, worksheets showing coins, notes, and prices. Helps children recognize denominations and relate them to amounts.</p> <p>8. Worksheet / Drill Method Practice addition, subtraction, and matching coins with amounts. Reinforces speed, accuracy, and concept clarity.</p> <p> Best Approach: Blend demonstration + activities + play-way + story + group work + discussion to teach money concepts practically and engagingly</p>	
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					<p>8. Group Activity Divide the class into small groups.</p> <p>Each group runs a mini stall, calculates total money collected, and shares results with the class.</p>		
February	16	Ch-11 Data handling	<p>1. Collecting Data 2. Organizing Data 3. Representing Data Visually 4. Interpreting Data 5. Comparing Data</p>	<p>By the end of this chapter, students should be able to: Collect data through simple surveys or observations. Organize data into tables or charts. Represent data visually using pictographs and bar graphs. Interpret data to answer questions. Compare different sets of data to draw conclusions.</p>	<p>1. Survey in Class Ask students simple questions: “What is your favourite fruit?” “Which is your favourite mode of transport?” Children record answers on a simple table.</p> <p>2. Tally Marks Activity Teach children to use tally marks to count responses. Example: 5 students like</p>	<p>1. Introduction Start with a discussion: Ask students simple questions about their daily preferences. Example: “Which fruit do you like the most—apple, banana, or mango?” “How many students in the class like blue, red, or green color?” Purpose: Helps children connect math to real-life situations.</p> <p>2. Concrete Experience Hands-on activity: Give children stickers, tokens, or counters to</p>	<p>1. Oral Questions Ask simple questions to check understanding: “Which fruit is liked by the most students?” “Which color is liked by the fewest students?” “How many students like apples/bananas/mangoes?” Encourage students to answer using tally marks, numbers, or sentences.</p> <p>2. Tally Marks Activity Materials: Counters, tokens, or small objects. Task: 1. Give students a small survey question (e.g., favorite fruit, favorite color). 2. Ask them to record responses using tally marks.</p>

				<p>mango → tally as </p> <p>Helps in organizing data clearly.</p> <p>3. Pictograph Creation</p> <p>Give students pictures of fruits, toys, or animals. Ask them to draw a pictograph showing how many students like each item. Example: Each symbol = 1 student.</p> <p>4. Bar Graph Activity</p> <p>Use chart paper to make a simple bar graph using coloured strips. Example: Number of students using different transport: bus, bicycle, walking.</p> <p>5. Interpreting Data</p>	<p>represent their choices.</p> <p>Let each child place their token under the option they like (e.g., favorite fruit).</p> <p>Observation: Students can visually see which choice has the most or least tokens.</p> <p>3. Pictorial Representation</p> <p>Draw a chart or graph on the board:</p> <p>Convert the collected data into a pictograph or bar graph.</p> <p>Example: Draw apples, bananas, and mangoes as small pictures representing the number of students who chose each.</p> <p>Encourage students to draw their own pictographs on paper.</p>	<p>3. Check if tally marks are correct and properly grouped.</p> <p>3. Pictograph Worksheet Activity: Provide a small table with data (e.g., number of students liking different fruits). Ask students to draw a pictograph or bar graph using the data.</p> <p>Questions to ask; Which category has the highest number? Which category has the lowest number? Count and write numbers for each category.</p> <p>4. Data Interpretation Questions</p> <p>Give students a pre-drawn pictograph or bar graph. Ask them: “How many students like apples?” “Which item is liked the least?” “Compare the number of students liking bananas and mangoes.”</p> <p>5. Group Survey Activity</p> <p>Task: In small groups, students conduct a mini-survey in class (favorite fruit, color, or game).</p>
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				<p>Ask children questions based on the pictograph/bar graph: “Which fruit is liked the most?” “Which transport is used the least?”</p> <p>6. Comparison Activity Compare data categories using the graphs: “How many more students like apples than bananas?” Encourages critical thinking and reasoning.</p> <p>7. Group Activity Divide children into small groups. Each group conducts a mini survey and presents data using tally</p>	<p>4. Abstract Introduce numbers and symbols: Use tally marks to record responses. Teach students how to count and compare the data. Example: “3 students like apples, 5 like bananas, 2 like mangoes.”</p> <p>5. Activity-Based Learning Group Activity: Divide the class into groups and ask them to conduct a mini-survey: Favourite colour, favourite sport, or number of pets at home. Let each group collect data and represent it using tally marks, pictographs, or bar graphs.</p> <p>6. Discussion & Interpretation Ask students to analyse the data: “Which fruit is liked the most?”</p>	<p>Assessment: Each group presents their data using tally marks and pictographs. Assess accuracy, presentation, and interpretation of data.</p> <p>✔ Tip: Make the assessment interactive, visual, and simple so Class 2 students enjoy and understand data handling easily</p>
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					<p>marks, pictographs, or bar graphs. Promotes teamwork and practical understanding.</p> <p>8. Worksheet Fill in blanks, match items with counts, or draw symbols to represent data.</p>	<p>“Which colour is liked by the fewest students?” Encourage them to explain in sentences: Example: “Most students like bananas. Only two students like mangoes.”</p> <p>7. Game-Based Learning Fun Data Games: “Class Survey Game”: Ask each student a question and create a class pictograph together.</p>	
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EVS
Class II
Split-up Syllabus

MONTH	TEACHING DAYS	NAME OF CHAPTER	CONTENT	GOAL	LEARNING ACTIVITY	TEACHING STRATEGY	ASSESSMENT ACTIVITY
OCTOBER	14	PLANET BUDDY Ch-9 Having Fun!	Outdoor and Indoor games	<p>1. Recognize different types of games Identify examples of outdoor games (e.g., football, hide and seek, kho-kho). Identify examples of indoor games (e.g., chess, carrom, board games).</p> <p>2. Understand the benefits of games</p> <p>3. Develop habits of regular physical activity Appreciate the importance of spending time outdoors for health. Learn how indoor games can also be</p>	<p>1. Classroom Discussion (Brainstorming) Ask students: “Which games do you play outside your home/school?” “Which games do you play inside your home?” Write their answers on the board under two columns: Outdoor Games and Indoor Games.</p> <p>2. Drawing Activity Give students a sheet and ask them to draw their favorite indoor and outdoor game.</p> <p>Later, let them share in class what they enjoy about those games.</p>	<p>Experiential Learning Outdoor games Take children outside to play. Let them experience teamwork, physical activity and joy of the movement. Indoor games: Bring some indoor games like ludo, carrom etc They will experience patience, thinking skills, turn-taking and cooperation</p> <p>Art Integration Students can cut and paste the outdoor and indoor games picture from newspapers and old books.</p> <p>Play-Based Learning Give some flashcards and start the stopwatch</p>	<p>Question and Answers. (Written and oral).</p> <p>Fill in the blanks.</p> <p>Drawing and colouring their favourite indoor and outdoor game.</p>

				<p>fun and mentally stimulating.</p> <p>4. Follow rules and fair play Understand the importance of following rules in games.</p>	<p>3. Role Play Children act out an outdoor game (like throwing a ball, skipping, running) or indoor game (like rolling dice, moving a carrom striker). The rest of the class guesses the game.</p> <p>4. Physical Activity (Outdoor if possible) Take students to the playground for a short outdoor game (e.g., relay race, hopscotch). Later, back in class, ask them how they felt playing outside compared to sitting indoors.</p> <p>8. Worksheet Match games to where they are played: Ludo → Indoor Football → Outdoor Kho-Kho → Outdoor Chess → Indoor</p>	<p>and students have to sort out the indoor and the outdoor games.</p> <p>Life Skills Approach Encourage them to play outdoor and indoor games instead of watching TV and phones</p> <p>Collaborative Learning Group activity: Playing in a group</p>	
		Chapter 10 Our Environment	Natural and Man-made things Living and Non-living things	1.Understand what environment means.	1.Nature Walk Take the students outside and ask them to identify living and non-	Experiential Learning Give each student a small flower pot and help them to sow the seeds.	Question and Answers. (Written and oral).

				<p>2. Identify natural and man-made surroundings.</p> <p>3. Recognize the importance of a clean environment for healthy living.</p>	<p>living things along with the man-made things.</p> <p>2. Cleanliness activity Ask the whole class to pick up the garbage from the class and in the playground.</p> <p>3 Role play</p>	<p>It helps the student to develop the caring nature towards the plant and the environment.</p> <p>Nature Hunt: Children will identify the natural and man-made things.</p>	<p>Fill in the blanks.</p> <p>Drawing and colouring</p> <p>1. Natural and man-made thing</p>
					<p>Children will act as trees, water, animals, humans and show how they help each other.</p> <p>4. Drawing Ask students to draw "Best out of waste"</p>	<p>Art Integration Draw & Describe: Children will draw a poster of save water, save tiger, save earth, etc.</p>	<p>2. Living and non-living things.</p> <p>Difference between natural and man – made things.</p>
					<p>5." Save the Earth Pledge Children will stand in a circle and repeat a simple pledge: "I will keep my environment clean. I will save water. I will plant trees."</p>	<p>Play-Based Learning Guess the Object: "Save the Earth" Action Song Play: Teach a simple song with actions: "Plant a tree (pretend to plant), Save some water (pretend to close a tap), Keep the Earth clean (pretend to sweep)."</p>	<p>Difference between living and non-living things.</p>
						<p>Life Skills Approach Children will develop empathy and caring for nature.</p>	
November	20	Ch-11	Kinds of plants. 1. Trees	1. Recognize plants as living	1. Nature Walk	Experiential Learning 1. Outdoor Exploration	Question and Answer.

		Plants, Our Friends	<p>2. Shrubs 3. Herbs 4. Climbers 5. Creepers</p> <p>Where do plants grow? Things we get from plants.</p>	<p>things that grow, need air, water, and sunlight. 2. Understand the uses of plants – food (fruits, vegetables, grains), shelter, clothes, medicines, oxygen, and wood. 3. Differentiate between types of plants – trees,</p>	<p>Take children around the school garden/nearby area. Ask them to spot different plants – trees, shrubs, herbs, climbers. Let them touch leaves, smell flowers, and observe. Outcome: Improves observation & identification of plants. 2. Leaf Collection &</p>	<p>Take them to the ground and show them the difference between types of plants. 2. Discussion Ask them the difference between all the plants. Art Integration Leaf and stem printing.</p> <p>Collage making</p>	<p>Match the following. 1. Picture 2. Names</p> <p>Fill in the blanks</p> <p>Riddles.</p> <p>Question and answers.</p>
				<p>shrubs, herbs, climbers, creepers. 4. Develop awareness of how plants support humans, animals, and the environment</p>	<p>Collage Students collect fallen leaves of different shapes and sizes. Paste them in notebooks or on chart paper to make a collage</p>	<p>Play-Based Learning “Plant guess Who?” I’m big and tall, I give shade. Who am I? (Tree) I have a soft stem and I’m used in your Kitchen. Who am I?</p>	
				<p>5. Build good habits like watering plants, not plucking leaves/flowers unnecessarily, and planting trees. 6. Feel respect and gratitude towards plants as our “green friends.” 7. Encourage responsibility for</p>	<p>Outcome: Understands plant diversity & creativity. 3. Seed Germination Activity Each child plants a seed (rajma, moong, or mustard) in a cup with cotton/soil. Observe growth daily and draw changes in their notebook.</p>	<p>Life Skills Approach Children will learn to care for plants 1. Adopt a plant. 2. Daily care routine for plant like watering, fertilizer. 3. Observation</p>	

				<p>protecting greenery and nature.</p>	<p>Outcome: Learns plants are living and grow with care.</p> <p>4. My Plant Friend Each student chooses a plant (in school/home). Gives it a name and writes/draws what it gives them (food, medicine, shade). Outcome: Builds emotional bonding with plants.</p> <p>5. Uses of Plants Chart Provide cutouts/pictures of food, clothes, medicines, wood, flowers. Children match them with the correct plant picture. Outcome: Understands how plants are useful in daily life.</p> <p>6. Storytelling Teacher narrates a short story like "The Talking Tree" or lets students role play as tree, fruit, flower, cotton, etc. Outcome: Builds empathy and respect for plants.</p>	
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					<p>7. Plant Care Activity In groups, children water plants, remove dry leaves, and clean the garden area. Outcome: Develops responsibility and caring habit.</p>		
November	20	<p>Ch-12 Animals, our Friends</p>	<p>Variety of animals 1.Wild animals 2.Farm animals 3.Pet animals 4.Domestic animals</p>	<p>To help children identify and classify animals into different groups (domestic, wild, water, pet, birds, insects, etc.). To develop observation skills</p>	<p>1.Role Play Every student will act as an animal and make a sound and will tell the features of the animal which they are playing. 2.Drawing Draw their favourite animal</p>	<p>Experiential Learning A picnic hotspot to the zoo can be organised. Walk Around Task: Students can walk around their friends' home to see which all animals are found there.</p>	<p>Choosing right option. Fill in the blanks. Underlining. The kind of animals</p>
			<p>Animals give us food</p>	<p>about animals' features, sounds, food habits, and habitats. To create awareness of the</p>	<p>3.Discussion Circle Discussion of the different animals around them and in which category it comes.</p>	<p>Art Integration Animal photos can be cut and pasted according to the kinds of animals.</p>	<p>Matching.</p>
			<p>Animals help us in our work.</p>	<p>usefulness of animals in daily life (milk, eggs, transport,</p>		<p>Play-Based Learning Making sound of different animals.</p>	
				<p>protection, companionship). To instil empathy and care towards animals and nature.</p>		<p>Life Skills Approach Encourage kids to love and value animals by telling them the cycle as well as the extinction of animals.</p>	

				To encourage responsible behaviour like protecting animals, not hurting them, and providing food/water to birds and pets			
DECEMBER	18	Ch-13 Our Earth	<p>1.Components of earth.</p> <p>2.Types of land Plain Hill Mountain</p>	<p>To help children understand that Earth is our home where all living beings live.</p> <p>To make them aware of different features of Earth – land, water, air, mountains, rivers, forests, etc.</p> <p>To develop a sense of wonder and curiosity about the natural world.</p> <p>To create awareness about the importance of protecting Earth by keeping it clean and green.</p> <p>To encourage feelings of</p>	<p>Activity 1: Globe & Map Exploration Show children a globe or world map. Ask them to find land (green/brown) and water (blue). Let them touch and rotate the globe to see that Earth is round.</p> <p>Activity 2: Clay Model of Earth Provide clay or playdough.</p> <p>Children make a round ball (Earth) and paint/colour it with blue (water) and green (land). Teacher explains: “Most of our Earth is covered with water, the rest with land.”</p> <p>Activity 3: Nature Walk Take students outside to observe sky, soil,</p>	<p>1. Use of Visual Aids Show a globe, world map, or Earth model to help children see land, water, and air. Use colourful charts or flashcards with mountains, rivers, forests, oceans, and sky.</p> <p>2. Storytelling Approach Tell a simple story like “The Journey of a Drop of Water” or “A Day with Mother Earth” to make the concept interesting and relatable.</p> <p>3. Experiential Learning Take children for a nature walk to observe land (soil, rocks), water (pond, tap water), air (breeze), and sky. Encourage them to share what they notice.</p>	<p>Choosing right option.</p> <p>Fill in the blanks.</p> <p>Underlining. The kind of animals</p> <p>Matching.</p>

				<p>responsibility, care, and love towards the environment</p>	<p>trees, and water sources. Ask them: "Which part of Earth do you see here?" Children note/draw their observations. Activity 4: Earth Collage Children collect pictures of mountains, rivers, forests, animals, and people. Make a class collage titled "Our Beautiful Earth" Activity 5: Promise for Earth Each child shares one way to take care of Earth (like planting trees, not throwing waste, saving water).</p> <p>Teacher writes them on chart paper as a "Class Earth Pledge</p>	<p>4. Play-Based Learning Organize a sorting game with picture cards: children put them under "Land," "Water," or "Air." Play "Pass the Globe" – each child says one thing they see on Earth when holding it. 5. Art Integration Children make clay models of Earth or draw/colour land, water, sky, and mountains. Create a class collage of "Our Beautiful Earth." 6. Discussion & Value Education Discuss why Earth is called our home. Ask: "What happens if we throw waste in water? Or cut too many trees?" Motivate children to share simple ways to take care of Earth. 7. Songs & Rhymes Use simple Earth rhymes or chants like: "Save water, save trees, keep Earth clean!" to make learning fun.</p>	
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		<p>Ch-14</p> <p>Seasons</p>	<p>4 Seasons</p>	<p>To help children identify and name the main seasons (summer, winter, rainy, spring, autumn).</p> <p>To make them observe the changes in weather, clothes, food, and activities during different seasons.</p> <p>To develop an understanding of how seasons affect our daily life (work, travel, festivals, health).</p> <p>To encourage children to adapt healthy habits according to seasons (drinking water in summer, wearing woollens in winter, using umbrellas/raincoats in rainy season).</p> <p>To create awareness and</p>	<p>Activity 1: Season Dress-Up Game Keep a box with props (woollen cap, umbrella, sunglasses, raincoat, scarf, etc.). Call a child, say a season (Summer / Winter / Rainy). Child quickly picks and wears the correct prop. Class claps if it matches!</p> <p>Activity 2: Food Sorting</p> <p>Show flashcards/pictures of foods (ice cream, hot soup, mangoes, pakoras, watermelon, peanuts). Children place them under the right season: Summer / Winter / Rainy.</p> <p>Activity 3: Seasonal Sound & Action Teacher says a season, children act or make sounds: Summer → wipe sweat, fan themselves. Winter → shiver, rub hands.</p>	<p>1. Use of Visual Aids Show flashcards, charts, or a PowerPoint with pictures of different seasons. Display clothes, foods, and objects used in each season (umbrella, woollen cap, sunglasses).</p> <p>2. Storytelling Method Tell a story like “A Year in Raju’s Life” where Raju experiences summer heat, winter cold, rainy showers, and spring flowers. Ask children to recall what Raju did in each season.</p> <p>3. Experiential Learning Take children outside to feel the weather (sunshine, breeze, rain). Encourage them to share: “How do you feel today? Hot, cold, or cool?”</p> <p>4. Play-Based Strategy Organize “Season Dress-Up” or “Food Sorting” games where children match</p>	<p>Fill in the Blanks.</p> <p>Matching.</p> <p>Draw the seasons.</p>
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				<p>appreciation of nature's cycles and how they make life enjoyable</p>	<p>Rainy → open umbrella, jump in puddles. Spring → smell flowers, smile.</p> <p>Activity 4: Drawing & Colouring Children draw their favourite season and show what they do in it (e.g., flying kites in spring, eating ice cream in summer).</p>	<p>clothes/foods with the right season. Use role play (acting as shivering in winter, sweating in summer, opening umbrella in rainy season).</p> <p>5. Art Integration Children draw or colour scenes of their favourite season. Make a class collage "Four Seasons of the Year."</p> <p>6. Discussion & Questioning Ask simple reflective questions: "What do you like to eat in summer?" "What clothes do you wear in winter?" "What games can we play in the rainy season?"</p> <p>7. Songs & Rhymes Teach a short seasonal rhyme (e.g., "Summer is hot, Winter is cold, Rainy has raindrops, Fun to behold!").</p>	
January	20	Ch-15	Types of Pollution 1. Water Pollution	To help children understand what	1. Use of Visual Aids	1. Use of Visual Aids	Question and Answers.

		Pollution	<p>2.Land Pollution 3.Air Pollution 4.Noise Pollution</p>	<p>pollution is in simple terms (air, water, land, and noise pollution).</p> <p>To make them observe examples of pollution in their surroundings.</p> <p>To create awareness of the bad effects of pollution on humans, animals, plants, and Earth.</p> <p>To encourage good habits like not littering, saving water, planting trees, and keeping surroundings clean.</p> <p>To develop a sense of responsibility and care for the environment.</p>	<p>Show pictures or short videos of polluted and clean environments (air, water, land, noise). Display images of littered streets, factories, rivers, and also clean parks and rivers.</p> <p>2. Storytelling Method Tell a simple story like “Ria and the Dirty River” or “How Trash Hurt the Animals”.</p> <p>Discuss the impact of pollution on people, plants, and animals.</p> <p>3. Experiential Learning Take children around the school or nearby areas to observe pollution (dust, smoke, noise). Ask them: “What can we do to keep this place clean?”</p> <p>4. Play-Based Learning Organize a “Clean vs Polluted” Sorting Game: children classify pictures into clean or polluted.</p>	<p>Show pictures, charts, or short videos of air, water, land, and noise pollution. Compare clean vs polluted environments to make children understand the contrast.</p> <p>2. Storytelling Approach Tell a simple story like “The Dirty River” or “How Trash Harmed the Animals”.</p> <p>Ask children to reflect on what went wrong and how it could be prevented.</p> <p>3. Experiential Learning Take children for a short walk around school or neighbourhood to spot litter, smoke, or noise. Encourage children to discuss what they observed and suggest ways to reduce pollution.</p> <p>4. Play-Based Learning Sorting Game: Children sort pictures into “Clean” and “Polluted.”</p>	Fill in the blanks.
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					<p>Role-play: one child acts as “Litter,” others as “Cleaner” who picks trash.</p> <p>5. Art Integration Children draw posters with slogans like “Say No to Pollution” or “Keep Our Earth Clean.” Make a collage showing polluted vs clean Earth.</p> <p>6. Discussion & Value Education Ask simple reflective questions: “Why should we not throw trash on the road?” “How can we save water and air from pollution?” Encourage sharing of small daily habits to reduce pollution.</p>	<p>Role Play: One child acts as “Litter,” another as “Cleaner” picking trash.</p> <p>5. Art & Craft Integration Children make posters or collages on keeping Earth clean. Use slogans like “Say No to Pollution” and “Keep Our Earth Green.”</p> <p>6. Discussion & Reflection Ask questions like: “What happens if we throw plastic in rivers?” “How can we save air and water?” Encourage children to share small daily habits to reduce pollution</p>	
		<p>Ch-16 How we travel?</p>	<p>Types of transport 1.Land Transport 2.Water Transport 3.Air Transport Animals as means of transport.</p>	<p>o help children identify different types of transport – land, water, and air.</p> <p>To develop understanding of how people and goods move from</p>	<p>Activity 1: Transport Sorting Game Provide picture cards of various vehicles: bus, bicycle, ship, airplane, car, boat, train, scooter. Ask children to sort them into Land, Water, and Air transport.</p>	<p>1. Use of Visual Aids Show pictures, flashcards, or videos of vehicles: cars, buses, bicycles, trains, ships, boats, airplanes, helicopters. Use a chart with three columns: Land, Water,</p>	<p>Choosing correct words from the given options.</p> <p>Matching.</p> <p>Correcting the sentences.</p>

				<p>one place to another.</p> <p>To make children aware of the importance of transport in daily life.</p> <p>To encourage observation skills by noticing various vehicles on the road, rivers, and in the sky.</p> <p>To promote safety awareness while using different modes of transport.</p> <p>To foster a sense of responsibility towards the environment, like using public transport or bicycles to reduce pollution.</p>	<p>Activity 2: Observation Walk Take children for a short walk around the school area. Ask them to observe vehicles passing by and note which type of transport it belongs to (land, air if drones/planes, water if near a pond/river).</p> <p>Activity 3: Draw & Label Children draw their favourite vehicle. Label it as land, water, or air transport and explain why they like it.</p> <p>Activity 4: Role Play / Fun Activity Divide children into groups: One group act as cars/buses/trains, moving on the "road." Another group acts as boats/ships, moving in "water." Another group acts as planes, moving in "air." Teacher calls out the transport type, and children act accordingly.</p>	<p>Air to classify vehicles visually.</p> <p>2. Storytelling Approach Tell a story like "Raju's Journey to the Market" where he uses different modes of transport.</p> <p>Ask children to identify which vehicles he used and why.</p> <p>3. Experiential Learning Take children for a short walk around the school to observe vehicles. Encourage children to share what transport they saw and classify it into Land, Water, or Air.</p> <p>4. Play-Based Learning Sorting Game: Children sort picture cards of vehicles into Land, Water, Air.</p> <p>Role Play: Children act as vehicles moving on "road," "water," or "air" according to teacher's call.</p> <p>5. Art Integration Children draw their favourite mode of</p>	<p>Question and answers</p>
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					<p>Activity 5: Transport Matching Chart Make a chart with columns: Land / Water / Air. Children stick small pictures or cut-outs of vehicles in the right column</p>	<p>transport and label it as Land, Water, or Air. Create a class collage of transport vehicles under the three categories. 7. Value Education & Safety Awareness Teach road safety rules and importance of using public transport or bicycles to reduce pollution. Encourage children to respect traffic rules and transport workers</p>	
February	16	<p>Ch-17 Be Safe!</p>	<p>Safety at home. Safety in school. Safety on the road. Safety in the bus. Safety at play. Safety in the Pool.</p>	<p>To help children understand the importance of safety at home, school, and outside.</p> <p>To make them recognize potential dangers in daily life and how to avoid them.</p> <p>To teach personal safety rules like not talking to strangers, crossing roads safely, and</p>	<p>Activity 1: Safety Role Play Divide children into small groups. Give scenarios like: Crossing the road Stranger at the door Playing near sharp objects Fire or hot stove at home Children act out the safe way to respond. Discuss each scenario afterward. Activity 2: Safety Sorting Game Provide cards with actions (e.g., wearing</p>	<p>1. Use of Visual Aids Show pictures, flashcards, or short videos of safe and unsafe situations at home, school, and outside. Compare scenarios like wearing a helmet vs. riding without one, safe crossing vs. jaywalking. 2. Storytelling Method Tell a simple story like “Ria Learns to Be Safe” where the character faces small dangers and learns how to respond safely.</p>	<p>Picture Composition.</p> <p>Sentence Writing about safety.</p> <p>Ticking correct option.</p> <p>Fill in the blanks.</p> <p>Questions and answers.</p>

				<p>handling sharp objects carefully.</p> <p>To develop awareness about emergency contacts and safe practices during accidents or natural disasters.</p> <p>To encourage responsible behaviour towards themselves and others</p>	<p>helmet, touching a hot pan, talking to strangers, washing hands).</p> <p>Children sort them into "Safe" and "Unsafe."</p> <p>Activity 3: Draw & Explain Children draw one safety rule they follow at home, school, or outside. Ask them to explain their drawing to the class.</p> <p>Activity 4: Safety Poster Making Make class posters with slogans like: "Look Both Ways Before Crossing!" "Say No to Strangers!" "Wear Helmet – Stay Safe!" Display the posters in the classroom.</p>	<p>Ask children questions: "What did Ria do right? What could she have done better?"</p> <p>3. Role Play / Simulation Give children real-life situations to act out: Crossing the road safely Saying no to strangers Using a sharp object carefully Discuss correct and safe actions after each role play.</p> <p>4. Play-Based Learning Sorting Game: Children sort cards into Safe / Unsafe actions. "Spot the Danger" Game: Show classroom or playground pictures; children point out unsafe things and suggest corrections.</p> <p>5. Art Integration Children draw posters or comic strips showing safety rules. Encourage slogans like "Look Both Ways Before Crossing" or "Wash Hands to Stay Healthy."</p>	
March	Annual Examination						

Art & Craft**Class II****Splitup Syllabus**

Month	Teaching Days	Chapter Name	Content Description	Goals	Learning Activities	Teaching Strategies	Assessment Activities
October	14	Ch-9 Having Fun!	Outdoor and Indoor games	Recognize types of games, understand benefits, develop physical habits, follow rules	Classroom discussion, drawing activity, role play, physical activity, worksheet	Experiential learning, art integration, play-based learning, life skills, collaborative learning	Q&A (oral/written), fill in the blanks, drawing and coloring favorite games
		Ch-10 Our Environment	Natural & Man-made things, Living & Non-living things	Understand environment, identify surroundings, importance of cleanliness	Nature walk, cleanliness activity, role play, drawing, pledge	Experiential learning, nature hunt, art integration, play-based learning, life skills	Q&A, fill in the blanks, drawing and coloring, differences between natural/man-made and living/non-living things
November	20	Ch-11 Plants, Our Friends	Types of plants, uses, care for plants	Recognize plants, understand uses, differentiate types, build habits, respect plants	Nature walk, leaf collage, seed germination, plant friend activity, uses chart, storytelling, plant care	Outdoor exploration, discussion, art integration, play-based learning, life skills	Q&A, match the following, fill in the blanks, riddles
November	20	Ch-12 Animals, Our Friends	Types of animals, uses, empathy towards animals	Classify animals, observe features, understand usefulness, instill empathy	Role play, drawing, discussion	Zoo visit, walk around task, art integration, play-based learning, life skills	Choosing correct option, fill in the blanks, underlining, matching
December	18	Ch-13 Our Earth	Components of Earth, types of land	Understand Earth as home, features of Earth, protect environment	Globe/map exploration, clay model, nature walk, collage, Earth pledge	Visual aids, storytelling, experiential learning, play-based learning, art integration, discussion,	Choosing correct option, fill in the blanks, underlining, matching

Art & Craft

Class II

Splitup Syllabus

Month	Teaching Days	Chapter Name	Content Description	Goals	Learning Activities	Teaching Strategies	Assessment Activities
						rhymes	
		Ch-14 Seasons	Four seasons	Identify seasons, observe changes, adapt habits, appreciate nature's cycles	Dress-up game, food sorting, seasonal actions, drawing	Visual aids, storytelling, experiential learning, play-based strategy, art integration, discussion, rhymes	Fill in the blanks, matching, draw the seasons
January	20	Ch-15 Pollution	Types of pollution: air, water, land, noise	Understand pollution, observe examples, create awareness, encourage good habits	Visual aids, storytelling, experiential walk, sorting game, role play, poster making	Visual aids, storytelling, experiential learning, play-based learning, art & craft, discussion	Q&A, fill in the blanks
		Ch-16 How We Travel?	Types of transport: land, water, air; animals as transport	Identify transport types, understand movement, promote safety and responsibility	Sorting game, observation walk, draw & label, role play, matching chart	Visual aids, storytelling, experiential learning, play-based learning, art integration, value education & safety awareness	Choosing correct words, matching, correcting sentences, Q&A
February	16	Ch-17 Be Safe!	Safety at home, school, road, bus, play, pool	Understand safety, recognize dangers, teach personal rules, emergency awareness	Role play, sorting game, draw & explain, poster making	Visual aids, storytelling, role play, play-based learning, art integration	Picture composition, sentence writing, ticking correct option, fill in the blanks, Q&A
March	Annual Examination						

Physical Education and Sports

Class I

- October: Warm-up games, stretching, jogging

- November: balance activities

- December: Ball handling, races

- January: Skipping, partner games

- February: Team games, assessment