

# **TAURIAN WORLD SCHOOL**

**Ranchi**



**Grade: II**

**Curriculum 2017-18**

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## Subject: English

| NO. OF PERIOD | TOPIC   | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED  | ASSESSMENT / ACTIVITIES                                   | LEARNING OUTCOMES                                    |
|---------------|---|---|---|--|
| 8             | Nouns- Naming Words, Common Nouns, Proper Nouns | teach to form words of common usage and identify common and special names             | Select the nouns and state its type                       | able to differentiate between common and proper noun |
| 6             | The Pancake that Rolled Away                    | teach words to describe people and food items   | Fill in the blanks with suitable words                    | able to comprehend and describe articles             |
| 5             | Number- Singular and Plural                     | teach the use of singular and plural and be able to change words in opposite number   | Give the plural of the following singular nouns           | able to change words in opposite number              |
|               | The Pancake that Rolled Away                    | teach words to describe people and food items   | Fill in the blanks with suitable words                    | able to comprehend and describe articles             |
| 6             | Gender  | teach to identify and list masculine and feminine gender nouns                        | Rewrite the sentences by changing the gender of the nouns | able to identify words according to its gender       |
|               | Pronouns  | teach to identify words that replace nouns and understand their function in sentences | Give a pronoun for the underlined nouns                   | able to replace nouns with pronouns                  |
| 6             | The Ant and the Grasshopper                     | teach words to describe the movement of animals and moods                             | Answer the following questions in a sentence              | able to comprehend and describe qualities            |
| 7             | Adverbs   | teach to identify and locate adverbs  | Rewrite the sentences by inserting adverbs                | able to understand the use of adverbs                |
|               | The Ant and the Grasshopper                     | teach words to describe the movement of animals and moods                             | Answer the following questions in a sentence              | able to comprehend and describe qualities            |

| NO. OF PERIOD | TOPIC                                  | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED  | ASSESSMENT / ACTIVITIES                     | LEARNING OUTCOMES  |
|---------------|--|---|---|--|
| 4             | Joining Words                          | make the students understand the concept of joining sentences                       | Join the sentences using joining words      | able to join sentences                                     |
| 6             | The Jackal and the Lions               | teach the pronunciation of words with silent letters, opposites and pronouns        | Fill in the blanks<br>Make sentences        | able to learn opposites and pronouns                       |
| 6             | Prepositions                           | teach to identify prepositions and its use and be able to write and speak correctly | Fill in prepositions by seeing the pictures | able to apply prepositions in sentences                    |
|               | The Jackal and the Lions               | teach the pronunciation of words with silent letters, opposites and pronouns        | Fill in the blanks<br>Make sentences        | able to learn opposites and pronouns                       |
| 7             | Verbs<br>Present and Past Tense        | teach to use words or action words in sentences while writing and speaking          | Complete the sentences by filling verbs     | able to form sentences with action words                   |
| 6             | Echo                                   | teach how to act out dialogues  | Complete the sentences                      | able to listen and follow instructions                     |
| 7             | Helping Verbs- am, is, are, was, were, | teach the skill of understanding the use of Helping Verbs                           | Supply suitable helping verbs               | able to use helping verbs while writing                    |
|               | Echo                                   | teach how to act out dialogues  | Complete the sentences                      | able to listen and follow instructions                     |
| 5             | Articles                               | teach the use of Articles by recognizing consonants and vowels                      | Fill in articles                            | able to speak and write correctly with the use of articles |
| 6             | The Spider's Lesson                    | teach similar words and opposites   | State True or False<br>Make Sentences       | learn punctuation, opposites and similar words             |

| <b>NO. OF PERIOD</b> | <b>TOPIC</b>          | <b>LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED</b>                                       | <b>ASSESSMENT / ACTIVITIES</b>             | <b>LEARNING OUTCOMES</b>                              |
|----------------------|-----------------------|---|--|---|
| 5                    | Opposites             | teach to explore words that are different in meaning                                      | Write the opposites of the following words | able to form opposites                                |
|                      | The Spider's Lesson   | teach similar words and opposites   | State True or False<br>Make Sentences      | learn punctuation, opposites and similar words        |
| 10                   | Composition           | teach to use words and sentences to describe a topic and be able to express ones thoughts | Write a composition of 5 to 8 sentences    | able to form a series a sentences to describe a topic |
| 6                    | Down the Rabbit- Hole | teach to talk about wishes and dreams   | Answer the following questions             | enhance speaking skills                               |

## Subject: Hindi

| NO.OF PERIODS | TOPICS  | OBJECTIVE  | ACTIVITY   | LEARNING OUTCOMES   |
|---------------|---|--|--|---|
| 5             | <u>उत्कर्ष</u><br>पाठ -1<br>नया सवेरा (कविता) | शब्दार्थ - ज्ञान, कविता वाचन करना तथा स्मरण करना, अर्थ समझना, भावार्थ जानना, 'ऊ' की मात्रा की जानकारी एवं चित्रों के नाम जानना   | 'सुबह' की अन्य कविता ढूँढकर चार्ट पेपर पर लिखना।                     | बच्चों में इस कविता से प्रकृति-प्रेम की भावना जागृत होगी, बच्चों में नई चेतना जागृत होगी और वे अनुशासित होंगे।  |
| 5             | <u>पाठ -2</u><br><u>चूटकी चिड़िया</u> (कहानी) | कहानी पठन, शुद्ध उच्चारण शब्दार्थ, कठिन शब्द, वर्ण अलग-अलग करके लिखना, 'इ' एवं 'ई' के प्रयोग जानेंगे।<br>भाषा शब्द कैसे हुई है उनके रूप तथा भारत की अन्य भाषाओं की जानकारी<br>वर्ण, वर्णमाला एवं उनके भेद आदि। | पाँच चिड़ियों के चित्र काटकर चिपकाना और उनके बारे में दो लाइन लिखना। | बच्चों में मेहनत, दोस्ती, घर से प्रेम, मदद करना, आत्मनिर्भरता एवं सही सलाह देने जैसी भावना का विकास होगा।<br>बच्चे भाषा और उनके रूपों को जानेंगे। भाषा की उत्पत्ति किस धातु से हुई है तथा उसके अर्थ को जानेंगे। बच्चे प्राणी जगत की बोलियों को भी जान पाएँगे। |
| 4             | <u>व्याकरण</u><br>भाषा, वर्ण विचार,           |  |  |   |

| NO.OF PERIODS | TOPICS                               | OBJECTIVE  | ACTIVITY                             | LEARNING OUTCOMES  |
|---------------|--------------------------------------|--|--------------------------------------|--|
| 6             | पाठ -3<br>बादशाह की रज़ाई (चित्रकथा) | कहानी पठन, शब्दार्थ, कठिन शब्द, कथा क्रमबद्ध करना, किसने कहा, किससे कहा, प्रश्नोत्तर, चित्रों को देखकर अलग संवाद बोलने का प्रयास करना। | कहानी का नाटक के रूप में अभिनय करना। | बच्चे इस पाठ से सूझ-बूझ, हाज़िरजवाबी, निर्णय लेना, प्रशंसा करना आदि सीख पाएँगे।  |
| 6             | पाठ -5<br>नई तसवीर (कहानी)           | कहानी पठन, शब्दार्थ, कठिन शब्द, प्रश्नोत्तर, किसने कहा, किससे कहा, खाली जगह भरना आदि।  | रंगोली में रंग भरवाना।               | इस पाठ के माध्यम से बच्चों में पारिवारिक प्रेम की भावना, त्योहारों का आनंद, बची हुई चीज़ों का सदुपयोग, मिल-जुलकर काम करना आदि मूल्यों से अवगत होंगे। |
| 4             | ल्याकरण<br>मात्राएँ                  | वर्णों एवं मात्राओं को मिलाकर शब्द तथा वाक्य निर्माण के तरीके।   | मात्रा चार्ट बनवाना।                 | बच्चे इसके द्वारा सार्थक और निरर्थक शब्दों की पहचान करना सीखेंगे। उच्चारण के महत्त्व को जानेंगे। वाक्यों को शुद्ध रूप में लिखना सीखेंगे।             |

| NO.OF PERIODS | TOPICS                                     | OBJECTIVE  | ACTIVITY                                 | LEARNING OUTCOMES   |
|---------------|--|--|--|---|
| 6             | <u>पाठ -6</u><br>घुँघरूवाली रिग (कहानी)    | शब्दार्थ - ज्ञान, वाक्यों को क्रम से लगाना, चित्रों के लिए एक-एक वाक्य लिखना, 'रु', 'रू' वाले शब्दों के उच्चारण एवं उनके प्रयोग, प्रश्नोत्तर । | ब्रेल लिपि में शब्द लिखना ।              | संवेदनशीलता, खेल का आनंद, मित्रता, खेलभावना, उपहारों का महत्त्व, सामाजिकता, शिष्टाचार आदि भावनाओं से बच्चे अवगत होंगे । बच्चों में आत्मनिर्भरता एवं आत्मविश्वास जैसी भावना भी जागृत होगी । बच्चों में पर्यावरण-संरक्षण के प्रति सजगता, प्रकृति-प्रेम, वैज्ञानिक दृष्टिकोण, स्वस्थ जीवन-शैली, आदर-भाव, गाँव के जीवन से प्रेम करना सीख पाएँगे । संज्ञा एवं लिंग की परिभाषा तथा उनकी पहचान कर सकेंगे । |
| 6             | <u>पाठ -7</u><br>प्रकृति का ए. सी. (कहानी) | कहानी पठन, शब्दार्थ, कठिन शब्द, कथा क्रमबद्ध करना, किसने कहा, किससे कहा, प्रश्नोत्तर, खाली स्थान भरना आदि ।                                    | स्लोगन लिखकर एक बुक मार्क तैयार करवाना । |   |
| 6             | <u>व्याकरण</u><br>संज्ञा, लिंग             | परिभाषा तथा उदाहरणों से अवगत होंगे ।   |  |   |



| NO.OF PERIODS | TOPICS                                   | OBJECTIVE   | ACTIVITY  | LEARNING OUTCOMES  |
|---------------|--|---|---|--|
| 6             | <u>पाठ -8</u><br>गुलमोहर का पेड़ (कविता) | शब्दार्थ - ज्ञान, कविता वाचन करना तथा स्मरण करना, अर्थ समझना, भावार्थ जानना, शब्दों को सही क्रम में लगाकर पंक्तियाँ लिखना आदि।              | तरहतरह की पत्तियाँ ड्रॉइंग शीट में चिपकाकर उनके नाम एवं चित्र बनवाना। | वृक्षों का महत्त्व, प्रकृति-प्रेम, स्वस्थ जीवन -शैली, पेड़-पौधों की देखभाल, परिश्रम करना आदि सीख पाएँगे।   |
| 6             | <u>पाठ -9</u><br>चाँद की चिट्ठी (पत्र)   | कहानी पठन, शब्दार्थ, कठिन शब्द, खाली जगह भरना, शब्दों के जोड़े पूरे करना, प्रश्नोत्तर, 'र' के रूप, शब्दों से बनने वाले अन्य शब्द बनाना आदि। | चित्र पहेली हल करवाना।  | जिज्ञासा, वैज्ञानिक जानकारी, प्रेम-भाव, व्यवहारिकता एवं पत्र-लेखन आदि सीख पाएँगे।                          |
| 8             | <u>व्याकरण</u><br>वचन, सर्वनाम           | वचन, सर्वनाम की परिभाषा, वचन बदलना तथा सर्वनाम वाले शब्दों की जानकारी प्राप्त करना।   |   | बच्चे एकवचन को बहुवचन में बदलना जानेंगे। सर्वनाम का प्रयोग कैसे और कहाँ करते हैं इससे भी बच्चे अवगत होंगे। |
| SEPTEMBER     | <u>पुनरावृत्ति</u>                       |   |   |  |

| NO.OF PERIODS | TOPICS                                       | OBJECTIVE   | ACTIVITY   | LEARNING OUTCOMES   |
|---------------|--|---|--|---|
| 6             | पाठ -10<br>डिस्कवरी चैनल (वैज्ञानिक जानकारी) | कठिन शब्द का उच्चारण कर पाएँगे<br>प्रश्नोत्तर, सही शब्द का चयन,<br>चित्र की जगह शब्द लिखकर<br>वाक्य लिखना सीखेंगे. शब्द-पहेली<br>आदि। | वर्गपहेली हल करना।                                 | इस पाठ के माध्यम से बच्चों में<br>पशु-प्रेम की भावना जागृत होगी<br>तथा पशुओं की आदतें जानेंगे,<br>आधुनिक तकनीक का सही उपयोग<br>करना सीखेंगे।                                |
| 8             | ल्याकरण<br>विशेषण, क्रिया                    | विशेषण एवं क्रिया की परिभाषा तथा<br>उनके प्रयोगों से परिचित होंगे।  |  | संज्ञा और सर्वनाम की विशेषता<br>बताना सीखेंगे। चित्रों के माध्यम से<br>काम वाले शब्दों की पहचान करना<br>सीखेंगे तथा उसका उपयोग वाक्यों<br>में कैसे किया जाता है ये सीखेंगे। |
| 6             | पाठ -11<br>ईशान का बस्ता (नाटक)              | पाठ वाचन<br>सही/गलत का चुनाव<br>शब्दार्थ जानेंगे व कठिन शब्द का<br>उच्चारण कर पाएँगे।<br>प्रश्नोत्तर<br>नए-नए शब्दों का ज्ञान होगा।   | पेंसिल की छीलन चिपकाकर एक<br>ग्रीटिंग कार्ड बनाना। | अपनी चीज़ें व्यवस्थित रखना, अपनी<br>गलती मानना, खाना बरबाद न<br>करना तथा स्वच्छता जैसी आदतों से<br>अवगत होंगे।  |
| 5             | ल्याकरण<br>गिनती, दिन, महीने                 | हिन्दी में गिनती, दिनों एवं महीनों<br>के नाम।   |  | बच्चे हिन्दी की गिनती लिखना<br>सीखेंगे,<br>दिनों के नाम एवं महीनों के नाम<br>भी लिखना सीखेंगे।  |

| NO.OF PERIODS | TOPICS                           | OBJECTIVE   | ACTIVITY  | LEARNING OUTCOMES  |
|---------------|----------------------------------|---|---|--|
| 6             | पाठ -12<br>वर्षा और पानी (कविता) | शब्दार्थ - ज्ञान, कविता वाचन कराना तथा स्मरण करना, अर्थ समझना, भावार्थ जानना, कविता की पंक्तियाँ लिखना, समान तुक वाले शब्द आदि। | पानी बचाने के उपायों पर आधारित एक छोटा सा नाटक करवाना।            | जल-संरक्षण के प्रति सजगता, वर्षा-चक्र जानना, पूरक-प्रेम की भावना का विकास बच्चों में होगा।   |
| 3             | व्याकरण<br>चित्र-वर्णन           | चित्र देख कर उचित शब्दों का चयन करते हुए कहानी लिखना।   |   | चित्र का वर्णन करते हुए बच्चे इसमें कहानी लिखना सीखेंगे।   |
| 6             | पाठ -14<br>कैरमबोर्ड (आत्मकथा)   | कहानी पठन, शब्दार्थ, कठिन शब्द, कथा क्रमबद्ध करना, प्रश्नोत्तर, वाक्यों को शुद्ध करके लिखना आदि।                                | बच्चे अगर पेड़ होते तो वे अपनी आत्मकथा किस प्रकार अभिव्यक्त करते। | बच्चों को इस पाठ से अपना चरित्र-निर्माण करने में सहायता मिलेगी, वे नियम पालन करना सीखेंगे, हार-जीत स्वीकार करना तथा आपसी सहयोग करना सीखेंगे। |
| 6             | पाठ -16<br>लालची बंदर (कविता)    | शब्दार्थ - ज्ञान, कविता वाचन कराना तथा स्मरण करना, अर्थ समझना, भावार्थ जानना, कविता की पंक्तियाँ लिखना, समान तुक वाले शब्द आदि। | कविता का नया अंत सोचना।   | इस कविता के माध्यम से बच्चे लालच न करना, संतोष करना तथा सोच-समझकर काम करना आदि सीखेंगे।  |
| 20            | पुनरावृत्ति                      |   |   |  |

## Subject: Science

| NO. OF PERIOD | TOPIC         | SUB-TOPIC                                | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED   | ASSESSMENT / ACTIVITIES  | LEARNING OUTCOMES   |
|---------------|---------------|--|--|--|---|
| 12            | Our Community | My Family                                | <ul style="list-style-type: none"> <li>* Learn about the different types of families</li> <li>* Develop social skills while learning about the role of each family member</li> <li>* Develop a sense of care and respect towards their family member</li> </ul>                              | <ul style="list-style-type: none"> <li>* Make a family tree collecting pictures of family members and writing few lines about them/speak few lines about them like their responsibility</li> </ul>   | <ul style="list-style-type: none"> <li>* Be able to identify the different types of families</li> <li>* Be able to appreciate the importance of having a family</li> <li>* Be able to accept responsibility and understand their role as a family member</li> </ul> |
| 12            |               | My Neighbourhood (Unit: Community Needs) | <ul style="list-style-type: none"> <li>* Understand the role of a neighbourhood</li> <li>* Learn about the role of a neighbour and the importance of being a good neighbour</li> <li>* Recall and appreciate the important places and people in the neighbourhood</li> </ul>                 | <ul style="list-style-type: none"> <li>* Draw a map of their neighbourhood on a chart showing the important places in the neighbourhood</li> <li>* Role play on the important people in the neighbourhood</li> </ul>                                     | <ul style="list-style-type: none"> <li>* Develop their self-management skills and know their responsibility towards their neighbourhood</li> <li>* Be able to identify the important places and people in the neighbourhood and describe their function</li> </ul>  |
| 12            |               | My School (Unit: Community Needs)        | <ul style="list-style-type: none"> <li>* Identify and explore the different places in their school</li> <li>* Understand the importance and function of a school</li> <li>* Appreciate the people working in a school</li> <li>* Learn about their responsibilities in the school</li> </ul> | <ul style="list-style-type: none"> <li>* Present their understanding about the important places and people in the school in a graphic organiser</li> <li>* Interview the people working in their school and talk about their responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>* Be able to understand the need of different places in a school</li> <li>* Be able to develop their social and self-management skills while understanding their role and responsibilities in the school</li> </ul>          |

| <b>NO. OF PERIOD</b> | <b>TOPIC</b>                    | <b>SUB-TOPIC</b>            | <b>LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED</b>  | <b>ASSESSMENT / ACTIVITIES</b>   | <b>LEARNING OUTCOMES</b>  |
|----------------------|---------------------------------|-----------------------------|--|--|---|
| 12                   | Housing and Clothing            | Houses, Clothes and Seasons | <ul style="list-style-type: none"> <li>* Acquire knowledge about the different types of houses</li> <li>* Features of different types of houses</li> <li>* Understand the need of clothes</li> <li>* Acquire knowledge about the different types of clothes worn in different seasons</li> <li>* Explore the sources of clothes</li> </ul> | <ul style="list-style-type: none"> <li>* Make models of different types of houses and speak about them</li> <li>* Make a collage of the different types of clothes worn in different seasons</li> </ul>  | <ul style="list-style-type: none"> <li>* Be able to identify the different types of houses</li> <li>* Be able to employ their research and communication skills to present the features of different types of houses</li> <li>* Be able to appreciate the importance of housing and clothing</li> <li>* Be able to correlate different types of clothes with different seasons</li> </ul> |
| 12                   | Moving Things, People and Ideas | Means of Transport          | <ul style="list-style-type: none"> <li>* Identify the different means of transport</li> <li>* Develop thinking skills while exploring the need of different types of transport</li> <li>* Study about the invention and uses of wheel</li> </ul>   | <ul style="list-style-type: none"> <li>* Make a chart with different locations on it. Select and present the best suitable mean of transport for travelling in between different locations</li> <li>* Make a booklet on the invention and uses of wheel</li> </ul> | <ul style="list-style-type: none"> <li>* Be able to identify the form of transport needed in different situations</li> <li>* Be able to present their understanding and knowledge acquired about the history of wheel and it's uses</li> </ul>  |
| 10                   |                                 | Light and Shadow            | <ul style="list-style-type: none"> <li>* Learn about the sources of light</li> <li>* Learn about formation of shadow and its size</li> </ul>   | <ul style="list-style-type: none"> <li>* Draw shadows of different object placed against a source of light</li> </ul>  | <ul style="list-style-type: none"> <li>* Be able to understand the formation of shadows</li> <li>* Be able to understand the relation between the size of shadow and the position of the sun</li> </ul>   |

| NO. OF PERIOD | TOPIC              | SUB-TOPIC          | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED  | ASSESSMENT / ACTIVITIES   | LEARNING OUTCOMES  |
|---------------|--------------------|--------------------|---|---|--|
| 8             | Direction and Time | Direction and Time | <ul style="list-style-type: none"> <li>* Explore and identify the four different directions</li> <li>* Learn how to find direction</li> <li>* Acquire knowledge about day and night</li> <li>* Develop their thinking skills and explore the relation between hours, weeks, days and months and learn about time</li> </ul> | <ul style="list-style-type: none"> <li>* Make a map of their school/house and mark the four directions on it</li> <li>* Present their understanding of day and night on a chart by collecting pictures of objects they see in the sky during day and night</li> </ul> | <ul style="list-style-type: none"> <li>* Be able to find the four direction using the position of sun and compass</li> <li>* Be able to utilise their learning about time to calculate and solve time related questions</li> </ul>                           |
| 10            | The Human Body     | Our Body           | <ul style="list-style-type: none"> <li>* Recall and learn about the different body parts</li> <li>* Identify the external and internal body parts</li> </ul>  | <ul style="list-style-type: none"> <li>* Make an outline of a human body and label the various body parts in it</li> </ul>  | <ul style="list-style-type: none"> <li>* Be able to employ their communication skill and present their understanding on the internal and external parts of the body</li> </ul>   |
| 10            |                    | Bones and Muscles  | <ul style="list-style-type: none"> <li>* Acquire knowledge about the presence of bones and muscles</li> <li>* Explore the function of bones and muscles</li> <li>* Acquire knowledge about the presence of joints in the human body</li> <li>* Learn about the importance of having a good posture</li> </ul>               | <ul style="list-style-type: none"> <li>* Chart presenting the function of bones and muscles in our body that helps us to perform different tasks/Drama to show the importance of having a good posture</li> </ul>   | <ul style="list-style-type: none"> <li>* Be able to understand the working of bones of muscles together to perform an action and present the same while developing their gross motor skills</li> <li>* Be able to identify the joints in the body</li> </ul> |

| NO. OF PERIOD | TOPIC               | SUB-TOPIC                              | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED  | ASSESSMENT / ACTIVITIES   | LEARNING OUTCOMES   |
|---------------|---------------------|--|---|---|---|
| 10            |                     | Safety Rules                           | <ul style="list-style-type: none"> <li>* Understand the importance of following safety rules</li> <li>* Acquire knowledge about the safety rules at different places</li> <li>* Learn about the use of first aid box and identify the items present in the same</li> </ul>  | <ul style="list-style-type: none"> <li>* Present a drama showcasing different safety rules or make a poster about some safety rules to be followed at school</li> <li>* Make a first aid box to be kept in the classroom</li> </ul> | <ul style="list-style-type: none"> <li>* Be able to employ their self-management skills and demonstrate safety rules to be followed at different places</li> <li>* Be able to identify the items used in a first aid box</li> </ul> |
| 10            | Food                | Food and Water (Unit: Healthy Choices) | <ul style="list-style-type: none"> <li>* Learn about the sources of food and different meals of the day</li> <li>* Identify the types of food – energy giving, protective and body building food</li> <li>* Acquire knowledge about the importance of having a balanced diet</li> <li>* Learn about good eating habits</li> </ul> | <ul style="list-style-type: none"> <li>* Make a collage of different types of food</li> <li>* Speak/Present verbally about some healthy eating habits</li> </ul>  | <ul style="list-style-type: none"> <li>* Be able to categorise food based on their function</li> <li>* Be able to identify the sources of food and inculcate good eating habits in themselves</li> </ul>                            |
| 10            | The World of Living | Plant Life                             | <ul style="list-style-type: none"> <li>* Recall the parts of plant</li> <li>* Identify the type of plants and their characteristics</li> <li>* Appreciate the importance of plants and its uses</li> </ul>  | <ul style="list-style-type: none"> <li>* Make a nature album by collecting different types of fallen leaves</li> <li>* Make a chart/collage by collecting and pasting pictures of things we get from plants</li> </ul>              | <ul style="list-style-type: none"> <li>* Be able to identify the type of plants based on their characteristics</li> <li>* Be able to understand the various uses of plants</li> </ul>   |

| NO. OF PERIOD | TOPIC                           | SUB-TOPIC                       | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED  | ASSESSMENT / ACTIVITIES   | LEARNING OUTCOMES  |
|---------------|---------------------------------|---------------------------------|---|---|--|
| 10            |                                 | Animal Life                     | <ul style="list-style-type: none"> <li>* Identify domestic and wild animals</li> <li>* Learn how animals help us</li> <li>* Identify different homes of animals and explore their eating habits</li> <li>* Acquire knowledge about extinct animals</li> </ul> | <ul style="list-style-type: none"> <li>* Make a model/diorama having the different kinds of domestic and wild animals in a farm and forest respectively</li> </ul>  | <ul style="list-style-type: none"> <li>* Be able to identify different types of animals, their homes and eating habits</li> <li>* Be able to name some extinct animals</li> <li>* understand the need of protection of animals</li> </ul>  |
| 10            | Festivals and Places of Worship | Festivals and Places of Worship | <ul style="list-style-type: none"> <li>* Learn about different types of festivals – national and religious</li> <li>* Acquire knowledge about India’s culture</li> <li>* Learn how different festivals are celebrated</li> </ul>                              | <ul style="list-style-type: none"> <li>* Role play/Hot seat to present their culture and the festivals celebrated in their religion</li> <li>* Make items used in some of the festivals and display them in class together to spread the message of unity in diversity</li> </ul> | <ul style="list-style-type: none"> <li>* Be able to identify the various festivals of India</li> <li>* Be able to identify oneself according to his/her culture</li> <li>* Be able to employ their communication skills to present their understanding on the different festivals</li> </ul> |



| NO. OF PERIOD | TOPIC                  | SUB-TOPIC        | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED   | ASSESSMENT / ACTIVITIES  | LEARNING OUTCOMES   |
|---------------|------------------------|------------------|--|--|---|
| 12            | Nature and Environment | Air and Water    | <ul style="list-style-type: none"> <li>* Explore the properties of air</li> <li>* Learn about the different constituents present in air</li> <li>* Acquire knowledge about the different forms of air</li> <li>* Recall the sources of water</li> <li>* Learn about the different forms of water</li> <li>* Acquire knowledge about water cycle</li> </ul> | <ul style="list-style-type: none"> <li>* Make a chart showing the ways how air is getting polluted</li> <li>* Make a poster on the topic – Save water</li> </ul> | <ul style="list-style-type: none"> <li>* Be able to understand the different properties and constituents of air</li> <li>* Be able to differentiate between the different forms of air and water</li> <li>* Be able to identify the sources of water</li> <li>* Be able to identify the different stages of water cycle</li> <li>* Be able to appreciate the importance of water</li> </ul> |
| 8             |                        | Going into Space | <ul style="list-style-type: none"> <li>* Acquire knowledge about space</li> <li>* Learn about some famous astronauts</li> <li>* Explore some facts about moon</li> </ul>   | <ul style="list-style-type: none"> <li>* Make a booklet on the famous astronauts</li> </ul>  | <ul style="list-style-type: none"> <li>* Be able to present their understanding about space</li> <li>* Be able to recognise some of the famous astronauts</li> </ul>  |
| 10            |                        | Our Earth        | <ul style="list-style-type: none"> <li>* Learn about the shape of Earth</li> <li>* Acquire knowledge about the different landforms</li> </ul>  | <ul style="list-style-type: none"> <li>* On an outline of the map of India, locate the presence of different landforms</li> </ul>                                | <ul style="list-style-type: none"> <li>* Be able to recognise the shape of Earth</li> <li>* Be able to identify the different landforms</li> </ul>  |
| 8             | Matter and Materials   | Things Around Us | <ul style="list-style-type: none"> <li>* Learn about natural and man-made things</li> <li>* Explore about the materials used to make things used by humans</li> </ul>  | <ul style="list-style-type: none"> <li>* Make a poster/chart/collage of things made using different materials</li> </ul>   | <ul style="list-style-type: none"> <li>* Be able to distinguish between natural and man-made things</li> <li>* Be able to identify the different materials used to make various useful things</li> </ul>  |

## Subject: Mathematics

| NO. OF PERIOD | TOPIC       | SUB-TOPIC   | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED   | ASSESSMENT / ACTIVITIES  | LEARNING OUTCOMES  |
|---------------|-------------|---|--|--|--|
| 15            | Place Value | Indian Place value 3-digits: <ul style="list-style-type: none"> <li>• Say the number sequence 0 to 1000 forward and backward by 5s, 10s using any starting point.</li> <li>• Understanding place and face value.</li> <li>• Expanded and standard form of numbers</li> <li>• Comparing and ordering of numbers</li> </ul> | 1. Say the number sequence.<br>2. Understanding place and face value.<br>3. Expanded and standard form of numbers<br>4. 0 to 1000 forward and backward by 5s or 10s using any starting point.<br>5. Comparing and ordering of numbers<br>6. Odd and even numbers | 1. Throwing box activity<br>2. Adding a fortune activity<br>3. Worksheets<br>4. Note- book work<br>5. Pen and paper test | <ul style="list-style-type: none"> <li>• Represent, compare and order whole numbers to 1000 using a variety of tools</li> <li>• Read and print in words whole numbers to five hundred, using meaningful contexts</li> <li>• Identify and represent the value of a digit in a number according to its position in the number</li> <li>• Compose and decompose three-digit numbers into thousands, hundreds, tens and ones in a variety of ways</li> <li>• Round two-digit numbers to the nearest ten in problems arising from real-life situations</li> </ul> |
| 15            | Addition    | <ul style="list-style-type: none"> <li>• Addition facts</li> <li>• Addition of 2 and 3 digit numbers</li> </ul>   | 1. Understanding addition facts<br>2. Addition of 2 and 3 digit numbers with and without regrouping.   |  | <ul style="list-style-type: none"> <li>• Describe and apply mental mathematics strategies for adding two 3-digit numerals, such as:               <ul style="list-style-type: none"> <li>- adding from left to right</li> <li>- using doubles</li> </ul> </li> </ul>   |

| NO. OF PERIOD | TOPIC       | SUB-TOPIC   | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED  | ASSESSMENT / ACTIVITIES   | LEARNING OUTCOMES  |
|---------------|-------------|---|---|---|--|
| 15            | Addition    | <ul style="list-style-type: none"> <li>• Estimating sums</li> <li>• Addition strategies</li> <li>• Problem stories</li> </ul>   | <ol style="list-style-type: none"> <li>1. Understanding different strategies to add.</li> <li>2. To read the word problems and comprehend them.</li> </ol>  | <ol style="list-style-type: none"> <li>1. The magic plus machine activity</li> <li>2. Maxi sum</li> <li>3. Instant addition</li> <li>4. Worksheets</li> <li>5. Note-book work</li> <li>6. Pen and paper test</li> </ol> | <ul style="list-style-type: none"> <li>• Apply estimation strategies to predict sums of two 3-digit numerals in a problem-solving context.</li> <li>• Demonstrate an understanding of addition of numbers with answers to 1000 with and without regrouping.</li> </ul>   |
| 20            | Subtraction | <ul style="list-style-type: none"> <li>• Subtraction facts</li> <li>• Subtraction using Expanded form</li> <li>• Subtraction of 2 and 3 digit numbers</li> <li>• Problem stories</li> </ul> | <ol style="list-style-type: none"> <li>1. Understanding subtraction facts</li> <li>2. Subtraction of 2 and 3 digit numbers with and without regrouping.</li> <li>3. Estimating problems to their nearest 100 and then subtracting it.</li> <li>4. Understanding different strategies to subtract.</li> <li>5. To read the word problems of subtraction and comprehend them</li> </ol> | <ol style="list-style-type: none"> <li>1. Candy corn subtraction</li> <li>2. Play subtraction with cards</li> <li>3. Worksheets</li> <li>4. Note-book work</li> <li>5. Pen and paper test</li> </ol>                    | <ul style="list-style-type: none"> <li>• Describe and apply mental mathematics strategies for subtracting two 3-digit numerals</li> <li>• Apply estimation strategies to predict differences of two 3-digit numerals in a problem-solving context.</li> <li>• Demonstrate an understanding of subtraction of numbers with answers to 1000(limited to 1-, 2- and 3-digit numerals)</li> <li>• Create and solve problems in context that involve addition and subtraction of numbers.</li> </ul> |

| NO. OF PERIOD | TOPIC          | SUB-TOPIC  | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED   | ASSESSMENT / ACTIVITIES  | LEARNING OUTCOMES   |
|---------------|----------------|--|--|--|---|
| 20            | Multiplication | <ul style="list-style-type: none"> <li>• Multiplication as repeated addition</li> <li>• Multiplication tables till 10</li> <li>• Multiplication by 10 and 100</li> <li>• Multiplication of 2- digit number by 1- digit and 3-digit number by 1- digit.</li> <li>• Problem Solving</li> </ul> | <ol style="list-style-type: none"> <li>1. To understand multiplication as repeated addition.</li> <li>2. Multiplying 2, 3 digit numbers by 1 digit number.</li> <li>3. Understanding different properties such as Order property, Group property, and Zero property and number property.</li> <li>4. Comprehend and Solve word problems</li> </ol> | <ol style="list-style-type: none"> <li>1. Multiplication war</li> <li>2. Multiplication arrays</li> <li>3. Worksheets</li> <li>4. Note-book work</li> <li>5. Pen and paper test</li> </ol> | <ul style="list-style-type: none"> <li>• Represent and explain multiplication using equal grouping and arrays</li> <li>• Create and solve problems with and without regrouping</li> <li>• Model multiplication using concrete and visual representations</li> <li>• Relate multiplication to repeated addition</li> <li>• Relate multiplication to division.</li> </ul> |
| 15            | Division       | <ul style="list-style-type: none"> <li>• Understanding division as equal sharing</li> <li>• Division as repeated subtraction</li> </ul>  | <ol style="list-style-type: none"> <li>1. Understand division on number line.</li> <li>2. Understand division as repeated subtraction and division undoes multiplication</li> </ol>  | <ol style="list-style-type: none"> <li>1. Bingo game</li> <li>2. Worksheets</li> <li>3. Note-book work</li> <li>4. Pen and paper test</li> </ol>   | <ul style="list-style-type: none"> <li>• represent and explain division using equal sharing and equal grouping</li> </ul>   |

| NO. OF PERIOD | TOPIC    | SUB-TOPIC  | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED   | ASSESSMENT / ACTIVITIES   | LEARNING OUTCOMES  |
|---------------|----------|--|--|---|--|
| 15            | Division | <ul style="list-style-type: none"> <li>• Relation between multiplication and division</li> <li>• Long division</li> <li>• Problem solving</li> </ul>                     | <ol style="list-style-type: none"> <li>1. Understand the connection between multiplication and division.</li> <li>2. Understand properties of division</li> <li>3. Understand the concept of remainder.</li> <li>4. Comprehend the key words and solve world problems</li> </ol> |   | <ul style="list-style-type: none"> <li>• Create and solve problems in context that involve equal sharing and equal grouping</li> <li>• Solve problems of long division with and without regrouping</li> <li>• Relate division to repeated subtraction</li> <li>• Relate division to multiplication.</li> </ul> |
| 12            | Money    | <ul style="list-style-type: none"> <li>• Coins and Notes</li> <li>• Counting money</li> <li>• Addition and subtraction of money</li> </ul>                               | <ol style="list-style-type: none"> <li>1. Understanding about currency.</li> <li>2. Writing money in words and figures</li> </ol>  | <ol style="list-style-type: none"> <li>1. Activity with fake notes</li> <li>2. Class room shopping</li> <li>3. Worksheets</li> <li>4. Note-book work</li> <li>5. Pen and paper test</li> </ol>    | <ul style="list-style-type: none"> <li>• Identify different currencies of various countries.</li> <li>• Understand the value of money by handling the working of a market in classroom activity.</li> <li>• Understand the difference between paise and rupees.</li> </ul>                                     |
| 12            | Time     | <ul style="list-style-type: none"> <li>• Understanding parts of a clock</li> <li>• The full and the half hour</li> <li>• Days of the week</li> <li>• Calendar</li> </ul> | <ol style="list-style-type: none"> <li>1. Units of time</li> <li>2. Estimating time</li> <li>3. Interpreting a calendar</li> </ol>   | <ol style="list-style-type: none"> <li>1. Paper plate clock activity</li> <li>2. Bingo clock activity</li> <li>3. Worksheets</li> <li>4. Note-book work</li> <li>5. Pen and paper test</li> </ol> | <ul style="list-style-type: none"> <li>• Relate the passage of time to common activities using nonstandard and standard units (minutes, hours, days, weeks, months, years)</li> </ul>  |

| NO. OF PERIOD | TOPIC  | SUB-TOPIC  | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED                          | ASSESSMENT / ACTIVITIES   | LEARNING OUTCOMES  |
|---------------|--------|--|---|---|--|
| 7             | Shapes | <ul style="list-style-type: none"> <li>• Lines</li> <li>• Patterns</li> </ul>            | 1. Understanding patterns in different aspects.                       | 1. Shape detective<br>2. Sort the shapes<br>3. Geoboard activity<br>4. Worksheets<br>5. Note-book work<br>6. Pen and paper test | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of increasing and decreasing pattern by: describing, extending and comparing</li> </ul>  |
| 7             | Shapes | <ul style="list-style-type: none"> <li>• Plane shapes</li> <li>• Solid shapes</li> </ul> | 1. Understanding line, line segment, plane figures and solid figures. |   | <ul style="list-style-type: none"> <li>• compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties</li> <li>• describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures</li> <li>• Identify and describe the locations and movements of shapes and objects</li> </ul> |

| NO. OF PERIOD | TOPIC         | SUB-TOPIC   | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED  | ASSESSMENT / ACTIVITIES  | LEARNING OUTCOMES  |
|---------------|---------------|---|---|--|--|
| 15            | Measurements  | <ul style="list-style-type: none"> <li>• Length, weight and capacity</li> <li>• Measuring, comparing and estimating length, weight and capacity.</li> </ul> | <ol style="list-style-type: none"> <li>1. Non standard units of length, weight and capacity</li> <li>2. Operations of length , weight and capacity</li> </ol> | <ol style="list-style-type: none"> <li>1. Activity with trundle wheel</li> <li>2. Scavenger hunts</li> <li>3. Capacity challenge</li> <li>4. Tall and short containers</li> <li>5. Worksheets</li> <li>6. Note-book work</li> <li>7. Pen and paper test</li> </ol> | <ul style="list-style-type: none"> <li>• Compare standard units of length (i.e., centimetre, metre, kilometre)</li> <li>• Estimate, measure, and record the mass of objects (e.g., can of apple juice, bag of oranges, bag of sand) using the standard unit of mass i.e. gram or kilogram</li> <li>• Estimate, measure, and record the capacity of containers (e.g., juice can, milk bag) using the standard unit of the litre or milli litre</li> </ul> |
| 12            | Data Handling | <ul style="list-style-type: none"> <li>• Describing, summarizing, and comparing data</li> <li>• Representing data</li> </ul>                                | <ol style="list-style-type: none"> <li>1. Pictographs</li> <li>2. Use of tally marks</li> <li>3. Bar graphs</li> </ol>  | <ol style="list-style-type: none"> <li>1. Battle ship games</li> <li>2. Online games</li> <li>3. Birthday activity</li> <li>4. Worksheets</li> <li>5. Note-book work</li> <li>6. Pen and paper test</li> </ol>   | <ul style="list-style-type: none"> <li>• Organize, represent, collect and describe categorical data.</li> <li>• Interpret a bar graph</li> <li>• Collect data by conducting a simple survey about themselves, their environment, issues in their school or community or content from another subject.</li> </ul>   |

## Subject: French

| NO. OF PERIOD | TOPIC  | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED   | ASSESSMENT / ACTIVITIES  | LEARNING OUTCOMES  |
|---------------|--|--|--|--|
| 9             | Revision of Alphabets and vowels sounds<br>Numbers (0-30)  | To let them know the French alphabets and the numbers.   | Assess them according to their pronunciation. Giving them an handout on numbers.   | At the end of this month they will know the French alphabets and numbers upto 30   |
| 6             | Revision of alphabets<br>Revision of numbers<br><br>10 colours   | Objective of revision is to recall what they have studied before the vacations.<br>To let them know the name of colours in French. | A written test based on numbers and an oral test on phonetics.   | At the end of this month they will get to know the alphabets and numbers in French and also they will get an idea about the colours in French. |
| 11            | Revision of colours<br>Days of the week in French.<br><br>Months in French<br><br>Self Introduction in French. | To let them know the days of the week in French<br>To give them the idea to introduce themselves in French in 6 lines.             | A worksheet in which they have to match the days and months in English to French.<br>Telling them to introduce themselves in French during the assembly. | At the end of this month they will be able to know the days of the week and months in French and also to introduce themselves in French.       |



| NO. OF PERIOD | TOPIC  | LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED   | ASSESSMENT / ACTIVITIES  | LEARNING OUTCOMES   |
|---------------|--|--|--|---|
| 9             | Revision of days, months and introduction<br>Family(mother, father, Brother, sister and grandparents, uncle,aunty,cousins),vocabulary on school things.                            | To make them aware of their family relationships in French,<br><br>To make them aware of their vocabulary on school thing in French, | Telling them to speak out the name of their family relationships in French.<br><br>Telling them to speak out the name of their school things in French.          | At the end of this month children will easily tell the names of the family relationships in French<br><br>At the end of this month children will easily tell the names of the school things in French |
| 9             | Revision of family and Greetings (hello, good morning, good afternoon, good evening, good night, good day, good meal and others)<br>Être verb and subject pronouns (je,tu,il,elle) | To tell them how to greet anyone in French.<br><br>To let them know how to say I am, you are and he/she is in French                 | Telling them to greet their friends and teachers in cafeteria during their breakfast and lunch.<br><br>Will tell them to write simple sentences using être verb. | At the end of this month they will be know the greetings in French.<br><br>At the end of this month they will know how to conjugate the être verb in singular   |

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|----------------------|--|---|---|--|
| 5                    | Revision of etre and subject pronouns  | To make them aware of the use of etre verb and subject pronouns in French.  | Class work activity.  | At the end of this month they will be able use etre verb and subject pronouns in standard French.  |
| 10                   | 10 domestic animals<br>10 wild animals<br><br>Occupations and professions  | To increase their vocabulary and letting them know what we call some common animals in French<br><br>To let them know the professions in French           | Activity in class in which they have to paste the picture of domestic and wild animals separately<br><br>Will ask the children about the professions of their parents in French | Activity in class in which they have to paste the picture of domestic and wild animals separately<br><br>Will ask the children about the profession of their parents in French |
| 14                   | Revision of occupation and profession<br>Fruits (10 only)<br>Vegetables( 10 only)<br><br>Introduction of action verbs<br>Examples and conjugations of action verbs | To increase their vocabulary of fruits and vegetables.<br><br>This will help them to use the most common action verbs which they use in their daily life. | Food pyramid<br><br>Giving them a worksheet in which they have to write the conjugation of action verbs.  | At the end of this month they will be able to tell the name of fruits and vegetables in French.<br><br>At the end of this month they will have the knowledge of action verbs.  |

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|----------------------|--|---|--|--|
| 4                    | Revision of action verbs<br><br>Introduction of indefinite articles        | In French, we write any noun with an article, this will help them to get to know about the articles | Giving them a worksheet which will contain the words in which we have used the indefinite articles | At the end of this month, children will know the usage of indefinite articles. |
| 19                   | Overall revision of every topics and more stress will be on the oral part. | To correct their pronunciation and to improve their oral skills.                                    | Few oral tests and dictation.  | At the end of this month they will be able to speak well in French             |