



Queens' College, Indore

Annual Curriculum Plan COMPENDIUM

Exam-Wise Syllabus

Class - II

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Dear Students

Curriculum is the foundation of the teaching learning process.

Annual Curriculum plan refers to the planned or officially designed course of study translated by the teacher into syllabi, schemes of work and lessons to be delivered to provide meaningful learning experiences to students. It is tailored to the unique academic needs of the school & the parent community. ACP establishes guidelines & procedures for the development, revision, enrichment & evaluation of the written curriculum in all subjects. It also provides an ongoing cycle of assessment/evaluation schedule of a particular session. This collaborative & coordinated work plan is coherent & consistent with the mission & vision of the school. In order to achieve school educational goals. This plan is implemented effectively to manage organisational & systematic operation of the curriculum.

GOD BLESS YOU ALL!

Ms. Geetha Somasekharan

Principal

SUBJECT: ENGLISH

TERM - I Month - March- September (Volume-1)	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
<p>Unit -1 The Curve of colours</p> <p>Lesson 1</p> <p>Poem - The Rainbow</p> <p>Grammar –</p> <ul style="list-style-type: none"> ● Nouns ● Singular and Plural nouns ● Masculine Feminine ● Countable and Uncountable noun 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ● Create sentences using plural form of nouns. ● Identify plural form of nouns.. ● Demonstrate ability to write plural forms of noun. ● Construct plural form of noun. ● Create sentences using plural forms. ● Create sentences using masculine / feminine noun. ● Identify masculine/feminine noun. ● Compare masculine/ feminine noun pair (based on features). ● Create sentences using masculine / feminine. ● Create sentences using countable and uncountable nouns. ● Identify Countable and Uncountable Nouns

- Describe nouns as Countable or Uncountable.
- Compare countable and uncountable nouns.
- Create sentences using Countable and Uncountable nouns.
- Create sentences using suitable Quantifiers.
- Identify Quantifiers.
- Describe the type of noun used with specific quantifiers.
- Explain quantity of nouns using quantifiers.
- Create sentences using suitable quantifiers.

SOCIAL (Indicator)

- Describe the relationship among different members in a community for its progress.

EMOTIONAL (Indicator)

- Identify different emotions.
- Describe influences for particular emotions

Unit - 2 The Web of Life

Lesson 2 The king and the spider

Grammar

- Adjectives
- Demonstrate Adjectives

COGNITIVE

- Create sentences using suitable adjectives.
- Describe nouns using suitable adjectives.
- Compare description made using adjectives.
- Create sentences using suitable adjectives.
- Identify Adjectives in sentences
- Describe proximity / distance of nouns using demonstrative adjectives.
- Demonstrates the ability, the differentiation between singular and plural Demonstrative adjective.
- Create sentences using Demonstrative Adjectives.
- Create sentences using Demonstrative Adjectives.

SOCIAL (Indicator)

- State positive ways of interacting in relationships.

EMOTIONAL (Indicator)

- Identify different emotions. Describe self-discipline.

Unit-3 Being Respectful**Lesson- The Dragonflies and the monkeys****Grammar**

- Pronouns
- Tense

COGNITIVE

- Create sentences using suitable pronouns.
- Identify Pronouns, he, she, it, you, I, they, we as pronouns.
- Demonstrate the ability to replace nouns with pronouns.
- Create sentences using suitable pronouns.
- Create sentences using present continuous tense.
- Identify verbs in the simple present tense.
- Describing ongoing actions using the present continuous tense.
- Construct sentences using the present continuous tense.

SOCIAL (Indicator)

- State positive ways of interacting in relationships.

EMOTIONAL (Indicator)

- Identify different emotions. Describe self-discipline.

UNIT -4 MY FRIEND AND I
LESSON -WE ARE FRIENDS

Grammar

Simple Past Tense

Regular and Irregular verb

Cognitive

- Create sentences in Simple Past Tense.
- Identify verbs in sentences.
- Describe time of an action indicated in a sentences.
- Demonstrate the ability to form verbs in simple past tense.
- Create sentences in simple past tense.
- Create sentences using verbs.
- Identify verbs.(in regular and irregular form)
- Demonstrate the ability to form different verbs.(in regular and irregular form)
- Create sentences using verbs. (in regular and irregular form)

SOCIAL(Indicator)

- Identify ways of keeping friends.
- State that people in a community may have views different from theirs.

EMOTIONAL (Indicator)

- Identify different emotions.
- Describe influences for particular emotions.

Unit - 5 The Golden Touch
Lesson 5 King Midas and Marigold

Grammar
Interrogative Pronouns
Verb(Has/Have)

COGNITIVE

- Create sentences using suitable Pronouns.
- Identify interrogative Pronouns.
- Explain the use of interrogative pronoun.
- Demonstrate the ability to use of interrogative pronouns.
- Create sentences using interrogative pronouns.
- Create sentences using suitable verbs.
- Identify verbs.
- Describe possession using the verb ('to have').
- Demonstration the ability to form of the verb.
- Create sentences using different forms of the verb 'to have'.

SOCIAL(Indicator)

- State that people in a community may have views different from theirs.
- Identify situations of conflict.

EMOTIONAL (Indicator)

- Identify different emotions.
- Describe what effect influences have on their emotions .
- Analyze what they have learnt about themselves.

TERM - II October- February (Volume-2)	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
<p>Unit 6 A Clean world Lesson – 6 Lets Clean up our Planet</p> <p>Grammar Modals Declarative Sentences</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Construct sentences using Modals(can/cannot) • Identify the use of modals. • Demonstrate the ability to use modals (can/cannot) to indicate ability / inability. • Construct sentences /questions using Modals (can/cannot) to indicate ability / inability. • Construct sentences to make statement and ask questions. • Identify declarative sentences. • Restate declarative sentences as interrogative sentences. • Construct declarative (make statement)and interrogative sentences(ask questions) <p>SOCIAL(Indicator)</p> <ul style="list-style-type: none"> • state positive ways of interacting in relationships • State that people in a community may have use different from theirs. • Describe the relationship among different members in a community for its progress.

	<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> • Identify different emotions. • Describe influences for particular emotions.
<p>Unit 7 Solving A problem Lesson 7 Rita, The Brave</p> <p>Grammar Adverb Preposition</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Create sentences using adverb of manner. • Identify Adverbs. • Demonstrate the ability to use adverb of manner. • Create sentences using adverb of manner. • Create sentences using preposition of place. • Identify preposition in sentences. • Describe the position of nouns using preposition of place. • Create sentences using preposition of place. <p>SOCIAL(Indicator)</p> <ul style="list-style-type: none"> • Describe ways of resolving conflicts. • State that people in a community may have views different from theirs. <p>EMOTIONAL(Indicator)</p> <ul style="list-style-type: none"> • Identify self-discipline.

	<ul style="list-style-type: none"> • Describe influences on particular emotions. • Describe what effect influences have on their emotions.
<p>Unit 8 Thankful for What We Have Lesson 8- The Crust of Bread</p> <p>Grammar Conjunctions</p>	<p>Cognitive</p> <ul style="list-style-type: none"> • Create sentences using suitable conjunctions. • Identify Conjunctions. • Identify suitable verbs based on the conjunctions in the sentences. • Demonstrate the ability to join words/ actions/sentences using conjunction <p>SOCIAL(Indicator)</p> <ul style="list-style-type: none"> • State that people in a community may have views different from theirs. • State positive ways of interacting in relationships. <p>EMOTIONAL(Indicator)</p> <ul style="list-style-type: none"> • Identify different emotions. • Describe influences on particular emotions. • Describe what effect influences have on their emotions.

Unit 9 A Friend in Need
Lesson 9 Androcles and the lion

Grammar
Articles(a/an)
Homophones

Cognitive

- Create sentences using articles 'a' and 'an'.
- Identify the use of 'a' and 'an' with nouns suitably.
- Demonstrate the ability to differentiate between the use of 'a' and 'an'.
- Create sentences using articles 'a' and 'an'.
- Demonstrate the ability to use homophones.
- Identify words that sound the same.
- Demonstrate the ability to use homophones.

SOCIAL (Indicator)

- Describe the simple relationship among different members in a community for its progress.
- Describe the simple relationship between helping others and being helped.
- State positive ways of interacting in relationships.

EMOTIONAL (Indicator)

- Identify different emotions.
- Describe influences for particular emotions.

<p>Unit 10 Where is The Wind? Lesson 10 Who has seen the wind</p> <p>Grammar Commas</p>	<p>Cognitive</p> <ul style="list-style-type: none"> • Create sentences using Commas. • Identify Commas. • Demonstrate the ability to use commas. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> • Identify situation of conflict. • State positive ways of interacting in relationships. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> • Identify different emotions. • Describe what effect influences have in their emotions. <p>METACOGNITIVE KNOWLEDGE (Indicator)</p> <ul style="list-style-type: none"> • State that the brain is neuroplasticity (in simple terms). • Identify the senses as receivers of information.
<p>Writing +Reading skills Comprehension Paragraph Picture Composition Poems (Through worksheets)</p>	<p>Read, understand, recall and answer. Describe and observe the details in the given pictures. Enjoy recitation and develop aesthetic sense.</p>

SUBJECT : HINDI

<p style="text-align: center;">टर्म-1 (अप्रैल से सितंबर) विषयवस्तु</p>	<p style="text-align: center;">उद्देश्य विद्यार्थी निम्न दक्षता प्राप्त करेंगे -</p>
<p>मौखिक पाठ्यक्रम उत्कर्ष पठन पाठ-2 चुटकी चिड़िया पाठ-7 प्रकृति का ए.सी. पाठ-6 घुँघरूवाली रिंग</p>	<ul style="list-style-type: none"> ● पठन कौशल का विकास करना। ● मेहनत के महत्व को समझना। ● घर से प्रेम करना। ● आत्मनिर्भर बनना। ● भाषा ज्ञान बढ़ाना। ● पर्यावरण संरक्षण के प्रति सजगता। ● प्रकृति से प्रेम करना। ● दूसरों के प्रति संवेदनशीलता का भाव रखना।
<p>काव्यवाचन (कविता) पाठ-1 नया सवेरा हमारे त्योहार पाठ-12 वर्षा और पानी एक महल है चहल-पहल है।</p>	<ul style="list-style-type: none"> ● कविता का सस्वर वाचन करना एवं हाव-भाव के साथ व्यक्त करना। ● कविता पढ़कर नए तुकात शब्द सीखना। ● स्मरण शक्ति का विकास करना। ● प्रकृति प्रेम बढ़ाना। ● भारत के प्रमुख धार्मिक व राष्ट्रीय त्योहारों की जानकारी प्राप्त करना।

	<ul style="list-style-type: none"> ● कविता के माध्यम से हिन्दी अंकों की जानकारी प्राप्त करना। ● कविता के माध्यम से गिनती सीखना। ● सामान्य ज्ञान बढ़ाना। ● जल संरक्षण के प्रति सजगता को समझना। ● वर्षा-चक्र की जानकारी प्राप्त करना।
<p>लिखित पाठ्यक्रम उत्कर्ष पाठ-2 चुटकी चिड़िया</p>	<ul style="list-style-type: none"> ● दूसरों की मदद करना। ● सही सलाह देना। ● मेहनत के महत्व को समझना। ● पशु-पक्षियों के भोजन व आवास व आवाज़ की जानकारी प्राप्त करना। ● भाषा ज्ञान में वृद्धि करना।
पाठ-6 घुँघरूवाली रिंग	<ul style="list-style-type: none"> ● उपहारों का महत्व समझना। ● सामाजिक व्यवहार सीखना। ● आत्म निर्भर बनना। ● आत्मविश्वासी बने रहना। ● भाषा ज्ञान में वृद्धि करना।
पाठ-7 प्रकृति का ए.सी.	<ul style="list-style-type: none"> ● पर्यावरण संरक्षण के प्रति सजग होना। ● स्वस्थ जीवन शैली को अपनाना। ● विभिन्न ऋतुओं की जानकारी प्राप्त करना। ● एक-दूसरे के प्रति आदर का भाव रखना।

पाठ-10 डिस्कवरी चैनल	<ul style="list-style-type: none"> ● परिवारिक प्रेम को समझना। ● आधुनिक तकनीक का सही उपयोग करना। ● पशु-पक्षियों की जानकारी प्राप्त करना।
व्याकरण (1) विराम चिह्न	<ul style="list-style-type: none"> ● सही विराम चिह्नों का प्रयोग करना एवं उनका महत्त्व समझना।
(2) संज्ञा	<ul style="list-style-type: none"> ● संज्ञा के अर्थ एवं उसकी महत्ता को समझना।
(3) वचन	<ul style="list-style-type: none"> ● एकवचन व बहुवचन के अंतर को समझना। ● बोलचाल की भाषा में वचन के अनुरूप वाक्य रचना करना। ● है व हैं के अंतर को समझना।
(4) समानार्थी शब्द	<ul style="list-style-type: none"> ● समान अर्थ वाले शब्द सीखना। ● शब्द भंडार बढ़ाना।
5) गिनती	<ul style="list-style-type: none"> ● गिनती को अंकों व शब्दों में लिखना। ● दैनिक बोलचाल की भाषा में सही हिन्दी गिनती का प्रयोग करना।
(6) अपठित गद्यांश एवं पद्यांश	<ul style="list-style-type: none"> ● गद्यांश एवं पद्यांश पढ़कर समझना एवं उससे संबंधित अभ्यास करना। ● पठन व पाठन की क्षमता का विकास करना।

<p>(7) रचनात्मक लेखन</p>	<ul style="list-style-type: none"> ● दिए गए विषय पर अपने विचार व्यक्त करना। ● चित्र का वर्णन करना। ● लेखन क्षमता का विकास करना। ● मन के विचारों को अपने तरीके से लिखने का प्रयास करना।
<p>गतिविधि व्याकरण के प्रकरणों पर आधारित।</p>	<ul style="list-style-type: none"> ● बहुमुखी प्रतिभा का विकास करना।
<p style="text-align: center;">टर्म-2 (अक्टूबर से फरवरी) विषयवस्तु</p>	<p style="text-align: center;">उद्देश्य</p>
<p>मौखिक पाठ्यक्रम उत्कर्ष पठन पाठ-5 नई तसवीर पाठ-11 ईशान का बस्ता पाठ-13 सच्चे मित्र</p>	<ul style="list-style-type: none"> ● पठन कौशल बढ़ाना। ● पारिवारिक प्रेम सीखना। ● त्योहारों के महत्त्व को समझना। ● पठन-पाठन की क्षमता को विकसित करना। ● अपनी चीज़ें व्यवस्थित रखना। ● मित्रता निभाना। ● मिलजुल कर रहना।

<p>काव्यवाचन (कविता) पाठ-4 जी होता चिड़िया बन जाऊँ पाठ-8 गुलमोहर का पेड़ पाठ-16 लालची बंदर ऐसा कैसे होता है ?</p>	<ul style="list-style-type: none"> ● कविता का सस्वर वाचन करना एवं हाव-भाव के साथ व्यक्त करना। ● स्मरण शक्ति का विकास करना। ● पशु-पक्षियों की जानकारी प्राप्त करना। ● पेड़-पौधों की देखभाल करना। ● विभिन्न प्रकार के पेड़-पौधों की जानकारी प्राप्त करना एवं उनका महत्व समझना। ● सूझ-बूझ से काम करना। ● लालच के परिणाम से अवगत होना। ● प्राकृतिक वस्तुओं के बारे में जानकारी प्राप्त करना।
<p>लिखित पाठ्यक्रम पाठ-5 नई तसवीर</p>	<ul style="list-style-type: none"> ● परिवार से प्रेम करना। ● त्योहार से संबंधित जानकारी प्राप्त करना। ● बची हुई चीज़ों का सदुपयोग करना। ● भारत के प्रमुख धार्मिक व राष्ट्रीय त्योहारों की जानकारी प्राप्त करना।
<p>पाठ-11 ईशान का बस्ता</p>	<ul style="list-style-type: none"> ● अपनी चीज़ें व्यवस्थित रखना। ● अपनी गलती स्वीकार करना। ● खाना बरबाद न करना। ● स्वच्छता का ध्यान रखना। ● भाषा ज्ञान में वृद्धि करना।

पाठ-13 सच्चे मित्र	<ul style="list-style-type: none"> ● विपत्ति में धैर्य न खोना। ● एक-दूसरे की सहायता करना। ● एकता की भावना जागृत करना। ● परिस्थिति के अनुसार निर्णय लेना। ● विवेकशीलता सीखना।
पाठ-14 कैरम बोर्ड	<ul style="list-style-type: none"> ● समय का सदुपयोग करना। ● खेल के नियमों से अवगत होना। ● जीवन में हार-जीत स्वीकार करना। ● खेलों का महत्त्व समझना। ● विभिन्न खेलों की जानकारी प्राप्त करना।
व्याकरण (1) सर्वनाम	<ul style="list-style-type: none"> ● संज्ञा के स्थान पर प्रयोग किए जाने वाले शब्दों को समझना व उचित प्रयोग करना।
(2) विशेषण	<ul style="list-style-type: none"> ● विशेषण शब्दों को समझकर उनका प्रयोग करना।
(3) लिंग	<ul style="list-style-type: none"> ● स्त्रीलिंग व पुल्लिंग शब्दों के मध्य अंतर को समझना।
4) क्रिया	<ul style="list-style-type: none"> ● क्रिया शब्दों को समझकर उनका प्रयोग करना।
(5) वाक्यांश के लिए एक शब्द	<ul style="list-style-type: none"> ● नए शब्दों को सीखना एवं दैनिक दिनचर्या में उनका प्रयोग करना।

(6) विराम चिह्न	<ul style="list-style-type: none">● सही विराम चिह्नों का प्रयोग करना।
(7) अपठित गद्यांश व पद्यांश	<ul style="list-style-type: none">● गद्यांश एवं पद्यांश को पढ़कर समझना एवं उससे संबंधित अभ्यास कार्य करना।● पठन व पाठन की क्षमता का विकास करना।
(8) रचनात्मक लेखन	<ul style="list-style-type: none">● लेखन क्षमता का विकास करना।● मन के विचारों को अपने तरीकों से लिखने का प्रयास करना।
गतिविधि व्याकरण के प्रकरणों पर आधारित।	<ul style="list-style-type: none">● बहुमुखी प्रतिभा का विकास करना।

SUBJECT : MATHEMATICS

TERM - I March- September (Volume-1)	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
Oral + Written	Students will be able to
<ul style="list-style-type: none"> ■ Chapter 1 : Lines and Shapes 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Create shapes using different types of straight lines . <ul style="list-style-type: none"> ■ Identify horizontal , vertical and slanting lines . ■ Draw straight lines using a ruler . ■ Create shapes using different types of straight lines . ■ Classify flat shapes based on characteristics <ul style="list-style-type: none"> ■ Describe characteristics of flat shapes (triangle , square , rectangle , circle) ■ Classify flat shapes based on characteristics ■ Classify solid shapes based on characteristics <ul style="list-style-type: none"> ■ Identify solid shapes ■ Describe characteristics of solid shapes (cube , cuboid , sphere , cylinder , cone) ■ Classify solid shapes based on characteristics. <p>META COGNITIVE (Indicator)</p> <ul style="list-style-type: none"> ■ Describe how they check on their learning .

	<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe influences for particular emotions .
<p>■ Chapter 2 Numbers up to 200</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Represent the value of 3- digit numbers using manipulative in words , numerals and pictorially . <ul style="list-style-type: none"> ■ Identify the value of each place in a 3-digit number. ■ Represent the value of 3-digit numbers using manipulative in words , numerals and pictorially . ■ Arrange numbers in ascending and descending order. <ul style="list-style-type: none"> ■ Identify numbers before , after and in between . ■ Compare 3-digit numbers using $>$, $<$ and $=$. ■ Arrange 3-digit numbers in ascending and descending order. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Ask for help as appropriate . ■ Identify the community they belong to .
<p>■ Chapter 3 Add and Subtract (up to 99)</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Apply the concept of addition to solve word problems . <ul style="list-style-type: none"> ■ Add numbers with and without regrouping (single - digit numbers and 2-digit numbers)

	<ul style="list-style-type: none"> ■ Apply the concept of addition to solve word problems. ■ Apply the concept of subtraction to solve word problems . <ul style="list-style-type: none"> ■ Subtract numbers with and without regrouping (single - digit numbers and 2-digit numbers) ■ Apply the concept of subtraction to solve word problems. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify their likes , dislikes , needs and wants.
<ul style="list-style-type: none"> ■ Chapter 4 Full or Empty 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Identify capacities of containers as full , half or empty. ■ Compare capacity, using words like “more” or “less” 'maximum' or 'minimum'. ■ Measure capacity using multiples(non standard units(jugs,cups,mugs and soon)) of smaller capacity. ■ Represent larger capacity using multiples of smaller capacity. <p>SOCIAL (Indicator)</p> <ol style="list-style-type: none"> 1. Describe how to make a difference in community.
<ul style="list-style-type: none"> ■ Chapter 5 The Long and short of it 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Record the length of objects using a ruler (cm and m). ■ Compare length/height of objects.

	<ul style="list-style-type: none"> ■ Estimate length in comparison to know things. ■ Select the suitable unit (cm or m) to measure the length of an object. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify likes,dislikes needs and wants. ■ METACOGNITIVE(Indicator) ■ Describe how they check on their learning.
<ul style="list-style-type: none"> ■ Chapter 6 How heavy is it? 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Select a suitable unit (g or kg) to measure the mass of an object. ■ Compare the mass of objects (using the words 'heavier than','lighter than','is equal in mass to') ■ Express the mass of an object in standard unit. ■ Select the suitable unit (g or kg) to measure the mass of an object. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ State positive ways of interacting in a relationship. <p>EMOTIONAL (Indicator)</p> <ol style="list-style-type: none"> 1. Describe what effects influences have on their emotions. 2. Identify their likes, dislikes needs and wants.

<p style="text-align: center;">TERM - II October- February</p>	<p style="text-align: center;">EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA</p>
<p>Oral + Written</p>	<p>Students will be able to:</p>
<p>■ Chapter 7 Number up to 999</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Represent a 3- digit number (beads , numbers , words and expanded form) <ul style="list-style-type: none"> ■ Identify the place , place value and face value . ■ Represent a 3- digit number (beads , numbers , words and expanded form) ■ Arrange numbers in ascending and/or descending order. <ul style="list-style-type: none"> ■ Identify numbers that come before , after and in between . ■ Compare numbers ■ Arrange number in ascending and / or descending order ■ Differentiate odd and even numbers.
<p>■ Chapter 8 Add and Subtract (up to 999)</p>	<p>COGNITIVE</p> <p>Add and subtract 3 - digit numbers with and without carryover.</p> <ul style="list-style-type: none"> ■ Add and subtract 3 - digit numbers with and without carryover. <p>Create simple word problems that use addition / subtraction.</p> <ul style="list-style-type: none"> ■ Select the operation to be used based on the problem.

	<ul style="list-style-type: none">■ Apply the concept of addition / subtraction to solve word problems .■ Create simple word problems that use addition / subtraction <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Describe co - operative behavior in a team .
<ul style="list-style-type: none">■ Chapter 9 Multiplication (Let us multiply)	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Construct multiplication tables (2, 3, 4, 5,, 10)<ul style="list-style-type: none">■ Identify elements in a group/number of groups having equal quantity.■ Represent grouping as a multiplication fact.■ Construct multiplication tables. (2-10)■ Solve multiplication fact problems.
<ul style="list-style-type: none">■ Chapter 10 A World of Patterns	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Create pattern having unit of repeat .■ Identify the unit of repeat for a given pattern .■ Extend pattern using unit of repeat .■ Create patterns having a unit of repeat .

<p>■ Chapter 11 Hours and Years</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Read a calendar.<ul style="list-style-type: none">■ Identify the appropriate unit of time (seconds , minutes , hours , days , months, years)■ Describe the relationship between units of time (days , weeks , months)■ Read a calendar.■ Represent time in hour and half hour using an analog clock .<ul style="list-style-type: none">■ Read time in hours and half hours using an analog clock .■ Represent time in hours and half hours using an analog clock . <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Describe ways to self - regulate .
<p>■ Chapter 12 Keep Count of Money</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Represent an amount using different denominations of notes and coins <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Identify the community they belong to. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Identify likes, dislikes needs and wants.

<p>■ Chapter 13 Make sense of numbers</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Draw inferences by reading a pictograph.■ Collect data with more than one attribute■ Represent data as pictographs(without scale).■ Draw inferences by reading a pictograph. <p>EMOTIONAL(Indicator)</p> <ul style="list-style-type: none">■ Identify emotions to self.
<p>■ Multiplication (through worksheet)</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Construct multiplication tables■ Identify elements in a group/number of groups having equal quantity.■ Represent grouping as a multiplication fact.■ Construct multiplication tables.(0-15)■ Solve multiplication fact problems.

SUBJECT : EVS

Term I March -September (Volume-1)	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
Oral+ Written	Students will able to
■ Chapter 1 -About Me	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Express my likes and dislikes. <ul style="list-style-type: none"> ■ Identify parts of the body. ■ Describe the functions of sense organs. ■ Express their likes and dislikes and other unique aspects about themselves. ■ Evaluate how I take care of body <ul style="list-style-type: none"> ■ Describe how to take care of my body. ■ Explain actions as good and bad habits. ■ Evaluate how I take care of my body. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify diverse views held by people <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify their likes, dislike need and wants.

	<ul style="list-style-type: none"> ■ Identify good and bad decisions/strategies. ■ Attempt task independently. <p>META COGNITIVE (Indicator)</p> <ul style="list-style-type: none"> ■ State how they feel as learners.
<ul style="list-style-type: none"> ■ Chapter 2 Others in my World 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Explain how the members of the family take care of each other. <ul style="list-style-type: none"> ■ Label the family tree and displaying the current family member. ■ Describe the involvement of family members in the celebration of important events/days/festivals with the family. ■ Explain how members of the family take care of each other. ■ Explain why neighbours are important. <ul style="list-style-type: none"> ■ Identify festivals celebrated with others. ■ Describe how we spend time with our neighbours. ■ Explain why neighbours important to us.
<ul style="list-style-type: none"> ■ Chapter- 3 My Needs: Food 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Explain Why people choose to eat different types of food. ■ Explain why people choose to eat each classification of food. ■ Explain the importance of eating a variety of foods for the needs of our body. <ul style="list-style-type: none"> ■ Classify the food we eat

	<ul style="list-style-type: none">■ Explain the importance of eating a variety of foods for the needs of our body■ Propose ways by which I can reduce the wastage of food to moderate the consequences.■ Describe the consequences of wastage of food.<ul style="list-style-type: none">■ Propose ways by which I can reduce the wastage of food to moderate the consequences. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ State ways of taking responsibility in simple tasks. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Attempt tasks independently.
<ul style="list-style-type: none">■ Chapter 4- My Needs : Water	<p>COGNITIVE</p> <p>Explain the need for water based on these benefits.</p> <ul style="list-style-type: none">■ List the benefits of water■ Explain the need for the water based on these benefits.■ Classify the sources of water as natural and man-made.■ Identify the common sources of water.■ Classify the source of water as a natural or manmade.■ Propose ways to save clean water.■ Identify the causes of water pollution.

	<ul style="list-style-type: none"> ■ Propose ways to save clean water. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ State ways of taking responsibility in simple tasks.
<ul style="list-style-type: none"> ■ Chapter 5-Shelter 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Compare and contrast temporary and permanent houses. <ul style="list-style-type: none"> ■ List the construction materials commonly used to build temporary and permanent houses ■ Compare and contrast temporary and permanent houses. ■ Compare and contrast the houses in towns and cities around the world. <ul style="list-style-type: none"> ■ Identify the characteristics of different types of houses around the world. ■ Compare and contrast the houses in towns and cities around the world. ■ Plan for my own dream home, keeping in mind cleanliness, lighting and ventilation. <ul style="list-style-type: none"> ■ Identify the ways in which a house could be kept clean. ■ Explain the importance of cleanliness, lighting and ventilation in our homes. ■ Plan for my own dream home, keeping in mind cleanliness, lighting & ventilation. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe ways they used to help at home and school. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify their likes, dislikes, needs and wants.

<p>■ Chapter 6 - Clothes We Wear</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Differentiate among various fabrics used to make clothes<ul style="list-style-type: none">■ Classify given fabrics as manmade and natural.■ Differentiate among various fabrics used to make clothes.■ Design a dress using a fabric of my choice for a particular weather condition.<ul style="list-style-type: none">■ Identify the clothes worn in different types of weather condition.■ Relate each type of clothing to the weather condition it is ideal for.■ Design a dress using a fabric of my choices for a particular weather condition.■ Explain various steps involved in taking care of clothes<ul style="list-style-type: none">■ Explain various steps involved in taking care of clothes. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Describe relationships in a variety of situations. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Identify their likes, dislikes, needs and wants.
<p>■ Chapter 7-My Needs : Air</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Match the picture to characteristics of air they represent.<ul style="list-style-type: none">■ Identify the different properties of air.■ Match the picture to characteristics of air they represent.■ Apply the knowledge of the importance of exercise in preventing diseases through a performance of Surya Namaskar.

	<ul style="list-style-type: none"> ■ Identify the actions that causes air pollution, and those that help reduce it. ■ Solve the crossword puzzle on air pollution. ■ Apply the knowledge of the importance of exercise in preventing diseases through a performance of Surya Namaskar. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify different emotions. ■ State how their emotions influence the way they act. <p>META COGNITIVE (Indicator)</p> <ul style="list-style-type: none"> ■ Make prediction based on prior knowledge regarding common phenomena.
<p style="text-align: center;">Term II October - February (Volume-2)</p>	<p>EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA</p>
<p>Oral + Written)</p>	<p>Students will be able to</p>
<ul style="list-style-type: none"> ■ Chapter-8 Going Place 	<p>COGNITIVE</p> <p>Explain of services provided by the people who are involved in different professions.</p> <ul style="list-style-type: none"> ■ Identify public places in a neighbourhood. ■ Describe the functions of the various public places.

	<ul style="list-style-type: none"> ■ Explain the importance of services provided by the people who are involved in different professions. <p>Analyze the ways to be safe and hygienic in the neighbourhood.</p> <ul style="list-style-type: none"> ■ List ways to be safe and hygienic in the neighbourhood. ■ Analyze ways to be safe and hygienic in the neighbourhood. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Attempt tasks independently. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify cooperative behavior in play and teams. ■ Identify their likes and dislikes, need and wants. ■ Describe influences for particular emotions. ■ Identify good and bad decisions/strategies. <p>METACOGNITIVE (Indicator)</p> <ul style="list-style-type: none"> ■ State how their efforts affect achievement.
<ul style="list-style-type: none"> ■ Chapter -9 Green All The Way 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Distinguish between different kinds of plants based on their habitat. ■ Identify the different Parts of plants. ■ Describe the functions of the different parts of Plants. ■ Distinguish between different kinds of plants based on their habitat.

	<p>Categorise the uses of various parts of a plant.</p> <ul style="list-style-type: none"> ■ Identify the various uses of plant. ■ Categorise the uses of various parts of a plant. <p>Dramatise ways to take care of plants.</p> <ul style="list-style-type: none"> ■ Identify ways to take care of plants. ■ Dramatise ways to take care of plants. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Ask for help as appropriate. ■ Identify cooperative behavior in play and teams. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ identify different emotions ■ describe consequences of decisions ■ Identify what they like while learning. <p>METACOGNITIVE (Indicator)</p> <ul style="list-style-type: none"> ■ State how they respond to feedback.
<ul style="list-style-type: none"> ■ Chapter-10 ANIMALS Around Us. 	<p>COGNITIVE</p> <p>Classify animals based on their habitat.</p> <ul style="list-style-type: none"> ■ Analyse ways to take care of animals ■ List ways to take care of animals.

	<p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ State ways of taking responsibility in simple tasks.■ Describe relationships in a variety of situations.■ State that people in a community may have views different from theirs. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Identify their likes, dislikes, needs and wants.■ Attempt tasks independently.■ State how their emotions influence the way they act. <p>METACOGNITIVE (Indicator)</p> <ul style="list-style-type: none">■ State how they feel as a learner.
<p>■ Chapter-11 Off We Go.</p>	<p>COGNITIVE</p> <p>Analyze use of different modes of transport.</p> <ul style="list-style-type: none">■ Identify different modes of transport.■ Analyze use of different modes of transport. <p>Propose ways to prevent air and noise pollution.</p> <ul style="list-style-type: none">■ Identify the effects of excessive traffic on roads.■ Identify the types of pollution.■ Describe the effects of pollution.

	<p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe the relationship among different members in a community for its progress. ■ Identify cooperative behavior in play and teams. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe influences for particular emotions. ■ Identify good and bad decisions/strategies. <p>METACOGNITIVE (Indicator)</p> <ul style="list-style-type: none"> ■ State how their efforts affect achievement.
<ul style="list-style-type: none"> ■ Chapter-12 Hello There 	<p>COGNITIVE</p> <p>Dramatise the use of different modes of communication.</p> <ul style="list-style-type: none"> ■ Identify the need for communication. ■ Analyze the different modes of communication. ■ Dramatise the use of different modes of communication. <p>Analyze a scenario to find safe ways to communicate.</p> <ul style="list-style-type: none"> ■ Identify the ways to communicate safely. ■ Analyse a scenario to find safe ways to communicate. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Share and cooperate in play and teams.

	<ul style="list-style-type: none"> ■ State positive ways of interacting in relationships. ■ State that people in a community may have views different from theirs. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify different emotions. ■ Identify good and bad decisions/strategies. ■ Identify their likes, dislikes, needs and wants. <p>METACOGNITIVE(Indicator)</p> <ul style="list-style-type: none"> ■ Describe how they check on their learning.
<ul style="list-style-type: none"> ■ Chapter-13 Diamonds In The Sky 	<p>COGNITIVE</p> <p>Describe various heavenly bodies they see in the sky during the day and at night.</p> <ul style="list-style-type: none"> ■ List the heavenly bodies you see in the sky during the day and at night. ■ Describe various heavenly bodies you see in the sky during the day and at night. <p>Predict what would happen if the Sun, Moon and the stars disappeared from the sky.</p> <ul style="list-style-type: none"> ■ Identify the kind of the day based on the appearance of the Sky. ■ Predict what would happen if the Sun, Moon and the stars disappeared from the sky. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ State that people in a community may have views different fom theirs. ■ Identify diverse views held by people.

	<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Identify different emotions.■ Attempt tasks independently.■ Identify situations that causes selected emotions.■ Identify their likes, dislikes, needs and wants. <p>METACOGITIVE (Indicator)</p> <p>Identify what they like while learning.</p>
<p>■ Chapter-14 When And Where</p>	<p>COGNITIVE</p> <p>Describe how times in a day influence one's activities.</p> <ul style="list-style-type: none">■ List activities done during the day and at night.■ Describe how many times in a day influence one's activities. <p>Relate location of various objects using directions.</p> <ul style="list-style-type: none">■ Identify directions using the words left/right, above/below, near/far, up/down etc.■ Relate location of various objects using directions.

SUBJECT : ACTIVITIES OF DAILY LIFE (ADL)

TERM I March to September	TERM II October to February
■ Oral hygiene	■ Hair Care
■ How to arrange a Bag pack	■ Make a Bed
■ Laundering Handkerchief/ Socks	■ Giving a First Aid
■ How to polish shoes	■ Fireless Cooking
■ How to make Learning Aid	■ Self Care in Winters
■ Arranging a Closet/Wardrobe	■ Kneading a dough and rolling a chapatti
■ Telephonic Conversation	■ Care for environment
■ Grace and courtesy	■ Indoor chores/Outdoor chores
■ Care for oneself(grooming and hygiene)	
■ Public speaking	
■ How to carry or wear sports material	
■ 3R's(Reduce,recycle,Reuse)	
■ Adverse effect of mobile	
■ Dining etiquettes	

Computer

TERM I	TERM II
Chapter -1 Computer - A Smart Machine	Chapter - 5 The keyboard and its Functions
Chapter - 2 Parts of a Computer	Chapter- 6 Using word 2019
Chapter - 3 Working of a Computer	Chapter - 7 Introduction to Scratch Jr.
Chapter - 4 Operating a Computer	Chapter - 8 Animation in Scratch

Subject : DRAWING AND PAINTING

April	Theme Drawing :Summer Season / Shapes / Earth Day
June	Theme Drawing :Rainy Season / Animals (figure drawing)
July	Theme Drawing :My School / Go Green
August	Theme Drawing :Independence Day / Nature (Water Colour) / Janmashtmi / Rakhi Making
September	Poster Making :Traffic Rules / Ganesha Chaturthi
October	Vector Portrait : Gandhi Jayanti / Theme Drawing : Navratri
December	Theme Drawing : Christmas / New Year
January	Theme Drawing :Makar Sankranti / Republic Day
February	Theme Drawing :Spring Season/ Basant Panchmi / Indoor and Outdoor Games

SUBJECT : ART AND CRAFT

April	Origami / Ice cream Stick Art
June	Photo Frame / Bookmark
July	Aluminum Foil Art / Collage Making / 3D Card Making
August	Fabric Painting / Rakhi Making / Paper Craft
September	Best Out of Waste (2D and 3D)
October	Thali or Diya Decoration / Toran Making/ Paper Lamp
December	Postcard / Christmas Art
January	Clay Modelling / Feather Art
February	Sponge Art / Wool Art / Satin Ribbon Art

DANCE

April	Action Song Dance
June	Action Song Dance
July	Action song Dance / Regional Dance
August	Patriotic Dance / Janmashtmi Dance
September	Ganesh Vandana / Zumba Dance
October	Devi Stuti -Navratri
November	Preparation of Annual Function
December	Christmas Dance
January	Patriotic Dance / Zumba Dance
February	Vasant Panchmi / Freestyle Dance

Instrumental Music (Keyboard)

1. Introduction to basic musical notes	3. C major scale
2. Right Hand exercise	4. Simple songs (Happy birthday song , Twinkle Twinkle song)

Percussion & Rhythm

1. Introduction with rhythm	5. L R L R L R L R
2. Introduction with instruments	6. Patterns- 1 2 3, 1 2 3
3. Basic beat patterns	7. Pattern- 1 2 3 4 , 1 2 3 4
4. Hand control exercises	

Vocal Music

1. Introduction of swar	2. Alankars
3. Alankar in swar	4. Swaro ke Shastriya name
5. Baal Geet	6. Prayer song for assembly
7. Celebration songs (Nature conservation Day, foundation day.)	8. Patriotic songs
9. Bhajan	10. Devotional songs
11. Saraswati Vandana	12. Folk song
13. English songs	14. Christmas song
15. Basic knowledge of Classical music.	16. Importance of Classical Music in light music
17. Introduction of music through the story.	18. Introduction of Raag with (Aaroh ,Avaroh, Sargam geet, Lakshan geet ,Bandish)
19. Different Rhymes in swar.	20. Hindi Poems in swar.

SUBJECT : SKATING

TERM I March to September	TERM II October to February
<ul style="list-style-type: none">■ Orientation of game and introduction of skill.■ Warm up exercise■ Making children learn how to wear skates.■ Maintain balance with the help of support.	<ul style="list-style-type: none">■ One leg Skating■ Maintain balance with the help of support■ Self Skating Practice■ Two leg Skating■ Time Trial■ 20 meter practice■ Recapitulation of above skills

SUBJECT : SWIMMING

TERM I March to September	TERM II October to February
<ul style="list-style-type: none">■ Orientation of game with general and safety rules.■ Floor exercise.■ Leg action and arm action.■ Floating with kick board.	<ul style="list-style-type: none">■ Leg action and Arm action■ Arm and leg action with board and without board.■ Balancing on water breathing style.■ Free styles openswimming.■ Floor exercises■ Back floating.

BASKETBALL

TERM I (March to September)	TERM II (October to February)
<ul style="list-style-type: none">■ Understand and describe the key elements of Basketball■ Stretching■ Warm up Exercise■ Running and conditioning drills<ol style="list-style-type: none">i. Sprintii. Back runningiii. Shuttle runiv. Zig-Zag runningv. Ball-holding	<ul style="list-style-type: none">■ Activity for flexibility■ Type of Dribbling■ Simple dribble■ Low dribble■ Alternate hand dribble■ High dribble■ Power dribble■ Both hand dribble■ Back ward dribble■ Slidding dribble■ Zig-zag (change of hand) dribble■ Reverse dribble

- Type of passing
 - i. partner pass
 - ii. triangle pass and receive
 - iii. monkey in the middle drill
 - iv. high pass
- To give information about rules and regulation
- Recapitulation of all skills

CRICKET**TERM - 1**

- Orientation of Game with General Rules.
- General and Specific Exercise.
- How to hold the bat (gripping)
- Batting / Bowling / Fielding / Specific Drills

TERM - 2

- Forward Defense / Forward Drive
- Backward Defense / Backward Drive
- Fielding Long Barrier, Pick up and Throw, Run and Chase
- Catching Close Catching (specific drills)

KARATE**TERM - 1**

- Orientation of Game with General Rules.
- Punch, Kick, Block Ippon's

TERM - 2

- Awareness during fighting
- Fight Drill
- Introduction of Peripheral Vision
- Feints

TERM WISE EXAMINATION SCHEDULE(SESSION 2024-25)

PA 1	12.07.2024 to 22.07.2024
TERM I	18.09.2024 to 30.09.2024
PA 2	10.12.2024 to 17.12.2024
TERM II	February 2025 – March 2025

NOTE :

- 1.Date Sheet for term wise exam will be provided well in advance.
2. Kindly ensure that your ward is present during these days.
3. Some competencies will be observed while teaching.

General tips to study English Language

- Read English newspaper to inculcate reading habit.
- Dictionary surfing is a good habit to improve spellings and vocabulary.
- Always speak in English to improve speaking skill.
- Watch cartoon movies in English version as this will develop your listening skill and also guide you with proper pronunciation.
- To improve handwriting, focus on the letter formation and practice in your cursive writing workbook.
- Revise rules of English grammar as and when taught in English period.

हिंदी भाषा अध्ययन के प्रमुख नुस्खे

- हिंदी वर्णमाला एवं बारहखड़ी का उच्चारण के साथ विशेष अभ्यास करें ।
- प्रतिदिन हिंदी समाचार पत्र पढ़ें ।
- घर के बड़े-बुजुर्गों से प्रतिदिन कोई एक शिक्षाप्रद किस्सा - कहानी सुनें ।
- व्याकरण के प्रकरणों का अधिक से अधिक अभ्यास करें ।
- श्रुतलेख एवं सुंदर लेख का नियमित अभ्यास करें ।
- वर्णों की बनावट पर विशेष ध्यान देते हुए लिखावट सुधारने का प्रयास करें ।

General tips to study Mathematics

- Develop your cognitive skills by practicing regularly.
- Avoid copying mistake of digits.
- While doing story sums, read the question carefully understand it and then apply the operation.
- Be thorough with Mathematical tables.

- Apply Mathematical concepts in daily life to get connected with the subject.
- Solve Mathematical puzzles and games to enhance Mathematical concepts.
- Solve challenging Mathematical problems to activate higher order thinking skill.
- Read about the lives and achievements of famous Mathematicians to know about their contribution to the development of Mathematics.
- Terminologies, symbols and formulas should be well understood and learnt by heart.

General Tips to study Environmental Studies

- Always put on your thinking cap. Observe objects and events around you.
- Try new experiments to investigate and manipulate materials to come to a conclusion.
- Go for additional and structural information to target the concept and encourage active learning.
- Make pictorial summary of chapter (mind maps) to imbibe concept present in short term memory to long term memory.
- Give proper stress on terminologies - their pronunciation, spelling and meaning. Make your own scientific dictionary. Practice diagrams again and again with proper labeling all on one side. Apply what you learn into your daily life to get with your surroundings.