

TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – II FOR THE SESSION 2025-2026

SUBJECT: ENGLISH

Textbook: 1. ENGLISH LITERATURE (RAINTREE ENGLISH)

2. GRAMMAR -HUDSON ENGLISH GRAMMAR AND COMPOSITION

3. Creative Handwriting 1-5 Grade

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	<u>Literature</u> CH-1- Goodnight Tinku How creatures Move(Poe m) <u>Grammar</u> Ch-1 Alphabetic al Order Ch-2 The Sentences Ch-3 Subject and Predicate Cursive writing pg no-1-11	Display a chart showing an assortment of creatures, like animals, birds, fishes, worms and so on, on the left hand side of the chart and pictures of land, sky and water on the right side. Taking up one creature at a time, ask the class where each one moves about. As they answer, draw connecting lines from the creature to the appropriate picture of land, water or sky. (bird – sky; cat – land; fish – water...) Tell students that they will be reading a poem which tells us about how different creatures move.	- Animals and their young ones - Subject and predicate	Art Integration with art and craft: poster making	Integration with EVS (Project of Wild animals and Domestic animals	Do's and Don'ts in zoo. List the names of five national parks of India and paste the picture of the famous animals of those parks.	Research work on Nocturnal animals	Showing the video of this chapter	Differentiated worksheet, HOTS questions discussion	- To identify some creatures of the night - To appreciate the happiness one experiences through friendship - To enjoy a graphic story - To recognise the importance of outdoor activities
May	08	<u>Literature</u> Ch-2- How the Firefly Got its Light <u>Grammar</u>	Tell students that they are going to read an interesting tale about how a firefly got its light. Tell them that this is a short story that has animals as characters and they are given human qualities.	<u>Rhyming words</u> <u>Action words</u>	<u>Art integration with art and craft: making nocturnal animals with</u>	<u>Integration with EVS (Draw or paste the picture of few objects that</u>	Draw the picture of insects that are useful to us.	Research work on nocturnal animals	Showing the video of this chapter	Differentiated worksheet, HOTS questions discussion	- To help students focus on - how different creatures move To help them compare and contrast with the movement of humans - To recognise the different movement-words and relate these to the creatures

		Ch-4- Questions Cursive writing pg no-12- 22			<u>origami paper</u>	<u>give us light</u>					
June	14	<u>Literature</u> Ch-3 - That's What friends are for Over In The Meadow(P oem) <u>Grammar</u> Ch-5- Nouns Ch- 6- Common and Proper Nouns Ch-7 - Singular and Plural Cursive writing pg no-23- 33	Brainstorm with students what friends do together and for each other. Display a colourful picture/chart of a meadow with a pond. Keep ready appropriate pictures/stickers of animals, birds and fish. Ask the students what sort of creatures one would expect to find in such a meadow and pond. As the students call out names li	Friendship Describing Words	Students will recite this poem with expression and actions	Integration with Maths (Concept of bigger and smaller /tall and short object)	Make a beautiful Friendship day card and write a beautiful quote for your friend.	Research work on shapes	Showing the video of this chapter	Develop critical thinking and discussion of various type of questions	● To note how the friends come forward willingly to help ● To observe how the friends work out a solution ● To observe that all advice is not good advice ● To identify the advice that is practical
July	26	<u>Literature</u> Ch-4- Avani and the Pea Plant My Garden (poem) Ch- 5(The Good Seed) <u>Grammar</u> Ch-8- Countable and Uncountab	<u>Tell the class that they will be reading a story about a pea plant and how the little pea managed to grow into a plant, and who or what helped it to grow.</u>	Animals and their homes Action words	Students will recite this poem with expression and actions	<u>Integration with EVS (draw a plant and label its different parts)</u>	With the help of thermacol board make any part of the plant and colour it beautifully.(seed,f ruit,leaf)	Research work on germinati on of seeds	Showing the video of this chapter	Differentiate d worksheet, HOTS questions discussion	● To familiarize students with the process of germination in a fun way ● To trace the sequence of events that helped the pea grow into a plant ● To inculcate in them the habit of helping others at home, especially their parents

		le Nouns Ch-9- Gender Ch-10- Adjectives Ch-11- Compariso n of Adjectives Cursive writing pg no-34- 44								
Aug	22	<u>Literature</u> Ch- 6- The Wolf and the little Goats <u>Grammar</u> Ch-12- Apostroph e ,Belongs to Ch-13- Pronouns Ch- 14(Articles Ch-15- Verbs Ch-27- Compositi on Cursive writing pg no-45- 55	A cunning wolf tricks the little goats by mimicking their mother's voice and, after being let in, eats six of them. The remaining goat, with her mother's help, outsmarts the wolf and saves the day.	Animal home antonyms	<u>Students will do a skit</u>	<u>Integration with Hindi and singing (reciting a poem of The wolf and the little goats)</u>	Role play	Research work on Safety and first aid	Showing the video of this chapter	Different iated workshee t, HOTS questions discussio n ● To read and appreciate a graphic story ●To understand the importance of being alert and aware of dangers ● To learn to be careful of strangers To perceive that we can spread goodness by helping others
Sep	05	Revision								
Oct	13	<u>Literature</u> Ch-7- The Elves and The Shoemaker How Many(Poe m)	A poor but hardworking shoemaker and his wife find their lives miraculously changed when tiny elves secretly help them make shoes, leading to prosperity and a lesson about gratitude and hard work.	Word meanings sentence completion names of months	Integrated with art and craft: will make shoes with colourful paper	Integration with MATHEMA TICS (Make a clock using thermacol	Draw or paste the picture of few helpers of the society and write	Video	Showing the video of this chapter	Different iated workshee t, HOTS questions discussio n ● To help enjoy a fantasy-story ● To help them comprehend the joy one gets in helping others ● To help take note of the gesture reciprocated in gratitude

		<u>Grammar</u> Ch-16- Is ,am ,are Ch-17- Was and Were Ch-18- Has ,Have Had Cursive writing pg no-56-66			board and decorate it)	down how they help us.				
Nov	22	<u>Literature</u> Ch-8 – Kites ,Kites everywhere Ch-9- A Gift of Crayons <u>Grammar</u> Ch-19- The ing and ed forms of the verb Ch-20- Go,Goes,Do,Does Ch-21- Short Forms Ch-22- Prepositions Cursive writing pg no-67-77	Tell students that they will be reading about kite festivals that are celebrated in our country as well as other countries. A little girl named Betty, how she will become a art teacher it is a story about that	-ly words letter writing festivals	By making a kite students will learn about the power of the wind	Integration with EVS (Name the festival when we fly kites and write few lines on it)	Make a kite	Research work on The Moon and its different shapes in a month.	Showing the video of this chapter	Differentiated worksheet, HOTS questions discussion ● To familiarise students with the Indian festival of ‘Makar Sankranti’ ● To teach students about festivals and traditions of other countries, which may be similar to our own ● To help students recognize the close bond between the grandparent and grandchild
Dec	23	<u>Literature</u> With a friend(poem) <u>Grammar</u>	Tell students that they will be reading a poem about all the things we can do with our best friends.	Action words text search	Integrated with art and craft: make a card for	Integration with music (Rhyme a beautiful	EVS(Make a friendship band)	Animation	Showing the video of this chapter	Differentiated worksheet, HOTS questions ● To help identify the things friends can do ● To relate to the activities mentioned

		Ch-23-Who/What/Where/Which/When Ch-24-Conjunctions Ch-25-Understanding Words Cursive writing pg no-78-88			your friend and recite a poem for their friend	poem on friends.)				discussion	● To comprehend the joy that friendship can give
Jan	16	<u>Literature</u> Ch- 10- Ammu's Kitten <u>Grammar</u> Ch-26-Fun with Homophones and Compound Words Ch-28-Comprehension Ch-29-Story Writing Cursive writing pg no-89-112	Ammu tells lie to her friends that she has a pet kitten. It is the story of that girl how she hides her mistake and lastly no one do not understand that she is telling lie	Flow chart long answers type questions	Students will do a skit and they will play the role from the passage	Integration with EVS(Draw or paste the picture of few animals and write down their young ones name)	With the help of thermacol board write down few homophones and colour it beautifully.	Research work on Helping any person.	Showing the video of this chapter	Differentiated worksheet, HOTS questions discussion	● To instill in the students, in a fun and light-hearted way, that it is wrong to tell lies ● To help identify with the characters, plot and setting of a play ● To introduce the features of a play
Feb		Revision									
March		Bridge classes									

विषय : हिंदी

निर्धारित पुस्तकें – 1. सुगंधा हिंदी पाठमाला
2. सुगंधा हिंदी व्याकरण एवं रचना

माह	कार्य दिवस	पाठ/विषय	अधिगम विषय	अवधारणा	कला समेकित पाठ	कला एकीकरण	परियो जना कार्य	शोध एवं मिश्रित प्रणाली	स्मार्ट बोर्ड गतिविधि	क्षमता आधारित गतिविधि	पिक्शन का परिणाम
अप्रैल	24	अपठित गद्यांश पाठ-1 जी होता चिड़िया बन जाऊँ व्याकरण— • हमारी भाषा पाठ-2 मक्खी की सीख व्याकरण— • वर्णमाला	कविता कंठस्थ करें • प्रभावशाली ढंग से वाचन करें • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना	• चतुराई • स्वाभिमान की भावना जगाना • आपसी तालमेल	• तितली बनाकर स्वर वर्णों को और फूल बनाकर व्यंजन वर्णों को लिखना • कविता कंठस्थ कर गाकर सुनाना	• खुले आकाश में उड़ते हुए तथा एक पिंजरे में बंद पक्षी का चित्र बनाएँ।	• पेड़, चाँद और तारे का चित्र बनाएँ	• वाटर कलर की सहायता से तीन प्रकार के चिड़ियों के आकृति बनाना और अन्य जानकारी हासिल करना	• वीडियो प्रदर्शन तथा मौखिक प्रश्न • टाटा क्लासेस के माध्यम से व्याकरण का ज्ञान	• एल.ओ.ए • श्रुतलेख • समूह— कक्षा चर्चा	• प्रकृति के प्रति अपनी जिम्मेदारी को समझना • परिवारिक सामाजिक सांस्कृतिक समारोहों की पहचान एवं समझ • भाषा ज्ञान
मई	8	पाठ-3 बादल का पत्र अनुच्छेद लेखन चित्र वर्णन	• प्रभावशाली ढंग से वाचन करें • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें								• अनुच्छेद— लेखन का ज्ञान प्राप्त किया • भाषा ज्ञान

			• सही उत्तर को चुनना								
जून	14	पाठ-4 बड़े काम के पेड़ व्याकरण— • मात्राएँ	• सच्चाई, निडरता और देशभक्ति • प्रभावशाली ढंग से वाचन करें • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना	• पेड़-पौधों से लाभ	• धैर्य और हिम्मत से काम लेना चाहिए। • अनुशासन • बड़ों की आज्ञा का पालन करना चाहिए।	पेड़ों से प्राप्त होने वाली चीजों की सूची बनाइए।	• औषधीय महत्व वाले किन्हीं छः पेड़ों के नाम लिखें।	• यदि पेड़-पौधे न होते तो हम ऑक्सीजन कहाँ पाते? संवाद	• वीडियो प्रदर्शन तथा मौखिक प्रश्न • टाटा क्लासेज के माध्यम से व्याकरण का ज्ञान	• एल.ओ.ए • श्रुतलेख • समूह-कक्षा चर्चा	• परस्पर प्रेम की भावना का विकास • नए-नए शब्दों से परिचय • भाषा ज्ञान

जुलाई	26	पाठ-5 वीर बालक पाठ-7 चुनमुन और कालू कौआ व्याकरण- - संयुक्त व्यंजन - व्याकरण- - शब्द और वाक्य	- जीवन में आए कठिन समय से घबराना नहीं चाहिए। - प्रभावशाली ढंग से वाचन करें - प्रश्नों के उत्तर दें - पर्यायवाची शब्द - वाक्य बनाना - खाली जगह भरें - सही उत्तर को चुनना	- पशु-पक्षियों के प्रति प्रेम व दया की भावना रखनी चाहिए। - पेड़-पौधों से लाभ	- सूझ-बूझ से काम लेना - भयमुक्त रहना	अपने दादी अथवा माँ की तस्वीर चिपकाकर उनके बारे में पाँच वाक्य लिखें।	किन्हीं चार प्रकार के पक्षियों के चित्र बनाकर उसके बारे में दा-दो वाक्य लिखें।	इंटरनेट की सहायता से इस वर्ष 26 जनवरी पर बहादुरी पुरस्कार प्राप्त करने वाले बच्चों के नाम लिखें।	- वीडियो प्रदर्शन तथा मौखिक प्रश्न - टाटा कलासेज के माध्यम से व्याकरण का ज्ञान	- एल.ओ.ए - श्रुतलेख - समूह-कक्षा चर्चा	- साहस - वात्सल्य-प्रेम - भाषा ज्ञान - नए-नए शब्दों से परिचय
अगस्त	22	पाठ-8 जादू का असर व्याकरण- - नाम वाले शब्द : संज्ञा पाठ-6 सीखो व्याकरण- - पुरुष या स्त्री : लिंग	- चोरी न करने की शिक्षा - प्रकृति से अडिग रहने, सदा अपना काम समय पर करने, खुश रहने और खुश रखने की सीख - कविता कंठस्थ करें	चोरी करना एक अपराध है।		किन्हीं 5-7 संज्ञा शब्दों को चित्रित करें।	जादूगर का चित्र बनाकर रंग भरना तथा	जादूगर के बारे में अन्य जानकारी हासिल करना	- वीडियो प्रदर्शन तथा मौखिक प्रश्न - टाटा कलासेज के माध्यम से व्याकरण का ज्ञान	- एल.ओ.ए - श्रुतलेख - समूह-कक्षा चर्चा	- लालच से दूर रहने की सीख - बच्चों के प्रति प्रेम की भावना - भाषा ज्ञान - नए-नए शब्दों से परिचय

			• प्रभावशाली ढंग से वाचन करें • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना								
सितंबर	05	अर्द्ध वार्षिक परीक्षा (द्वितीय सत्र)	• प्रभावशाली ढंग से वाचन करें • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना							• श्रुतलेख • समूह-कक्षा चर्चा	• भाषा ज्ञान • नए-नए शब्दों से परिचय

अक्टूबर	13	पाठ-9 तारे पाठ-10 भारतीय त्योहार व्याकरण— • एक या अनेक : वचन	• ईश्वर ने समस्त संसार बनाया है • आपस में मिल-जुलकर रहने की सीख - कविता कंठस्थ करें • प्रभावशाली ढंग से वाचन करें • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना	• जानवरों के साथ अच्छा व्यवहार करना चाहिए। • परिश्रम करने का सुपरिणाम	• प्रकृति प्रेम • समस्त जीवों से पारिवारिक प्रेम की भावना	• शाम का दृश्य बनाकर रंग भरें।	• पहेली की सहायता से लिंग बदलकर लिखना।	• वीडियो प्रदर्शन तथा मौखिक प्रश्न • टाटा क्लासेस के माध्यम से व्याकरण का ज्ञान	• एल.ओ.ए • श्रुतलेख • समूह-कक्षा चर्चा	• परमात्मा के प्रति भक्ति का भाव • प्रकृति के मानवीयकरण । से संबंधित कविता की समझ • नए-नए शब्दों से परिचय
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नवंबर	22	व्याकरण— • नाम की जगह : सर्वनाम पाठ—13 भलाई का फल व्याकरण— • कैसा या कितना : विषेषण	• बिना भेद भाव के परोपकार की भावना • प्रभावशाली ढंग से वाचन करें • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना	• बुद्धि का सही प्रयोग करना • आत्मविश्वास जगाने का प्रयत्न करना	• परोपकार करने की सीख • आत्मसंतुष्टि का भाव जगाना	• आम, बरगद, तुलसी, पपीता, केला के पेड़ या पौधे का चित्र चिपकाकर उसके लाभ के बारे में दो-दो पंक्तियाँ लिखें।	• बरगद, आम, नारियल और देवदार पेड़ों के चित्र अभ्यास पुस्तिका में चिपकाइए		• वीडियो प्रदर्शन तथा मौखिक प्रश्न • टाटा क्लासेस के माध्यम से व्याकरण का ज्ञान	• एल.ओ.ए • श्रुतलेख • समूह—कक्षा चर्चा	• सहानुभूति • आपसी सामंजस्य • भाषा ज्ञान • नए-नए शब्दों से परिचय
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दिसंबर	23	पाठ-12 चींटी और दो बिल्ली पाठ-14 मूर्ख शेखचिल्ली व्याकरण- - करना या होना : क्रिया - व्याकरण- - उल्टे अर्थ वाले शब्द : विलोम शब्द - समान अर्थ वाले शब्द : पर्यायवाची शब्द	- जीवन में आए कठिन समय से घबराना नहीं चाहिए। - हमें सभी धर्मों के प्रति सम्मान की भाव रखनी चाहिए। - किसी भी परिस्थिति में बुद्धिमत्ता व सूझ-बूझ से काम लेना चाहिए। - प्रभावशाली ढंग से वाचन करें - प्रश्नों के उत्तर दें - पर्यायवाची शब्द - वाक्य बनाना - खाली जगह भरें - सही उत्तर को चुनना	- कठिन परिश्रम करने की प्रेरणा जगाना - आपसी भाईचारे की भावना	- समझदारी तथा जिम्मेदारी का ज्ञान - सभी धर्मों के प्रति सम्मान का भाव	विलोम शब्दों का एक वृक्ष तैयार करें।	महीनों के नाम की उनके क्रम के अनुसार सीढ़ी तैयार करें	- वीडियो प्रदर्शन तथा मौखिक प्रश्न - टाटा क्लासेस के माध्यम से व्याकरण का ज्ञान	- एल.ओ.ए - श्रुतलेख - समूह-कक्षा चर्चा	- व्याकरण ज्ञान - भाषा ज्ञान - नए-नए शब्दों से परिचय
जनवरी	16	व्याकरण- दिन और महीने चित्र वर्णन	पुनरावृत्ति						- श्रुतलेख - समूह-कक्षा चर्चा	नए-नए शब्दों से परिचय
फरवरी	5+14	वार्षिक परीक्षा पुनरावृत्ति (द्वितीय सत्र)		लिखित व मौखिक अभ्यास						

SUBJECT: E.V.S

Textbook: 1. Nature Insight

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	Lesson-1, Myself • Identity Card • I am special	Students will be able to - • Understand personal identity through creating an identity card. • Recognize that each person is unique and special.	1.We all grow with age 2.Each one of us is special 3.We do not feel the same all the time	Create an "Identity Card" including name, age, favorite things, and what makes them special.	Subject integration with English related to self-introduction.	Think and Tell Activity 1.Name two things that make you happy 2.Name two things that make you sad	Stages of growth (Video) 2. Quiz	Create a digital identity card using the smart board (name, age, favorite things).	Interactive quiz on matching emotions with different scenarios.	• Students will understand personal identity and appreciate what makes them unique. • Students will develop awareness of how emotions change and learn to manage feelings.
		Lesson-2, My Body • External Organs • Internal Organs • Sense Organs • Growing older	Students will be able to - • Understand the structure and function of external and internal organs. • Identify and describe the five sense organs and their roles. • Recognize how the human body grows and changes over time.	1.Parts of our body 2. External and internal organs 3. Five sense organs and senses 4.Taking care of myself 5.Stages of growth 6. All living things grow 7.As we grow, we learn to do things on our own	Students will create a simple diagram of the human body, labeling external organs and internal organs.	Subject integration with science about different body parts and their functions	Demonstration how different body parts move	Pocket of five sense organs.	Use an online quiz or game to test knowledge on the human body	Recognize and name the external and internal organs and their functions.	• Students will be able to identify and name external and internal organs of the human body. • Students will understand the functions of the five sense organs. • Students will recognize how the body grows and changes as we age.
May	08	Lesson-3, Food we eat •Energy giving food, Body building food and Protective food •Balance diet •Good eating habits	Students will be able to - • Understand the three main food groups (carbohydrates, proteins, fats). • Recognize the importance of food for life and how food helps us stay healthy. • Appreciate the significance of good	1.Know about the three main food groups 2. Understand the importance of food for life 3. Realize the significance of good eating habits	Students will draw a plate divided into sections for each food group and fill them with examples.	Subject integration with value education. Teach the importance of eating healthy foods and avoiding junk food	Have students keep a simple food diary for a week, recording what they eat and identifying which food group each item belongs to.	Your mother asks you to plan a food diet chart for the family for a week. What are the things you will keep in mind to make every meal nutritive and delicious.	Use an online quiz to test students' knowledge of food groups.	Identify different food items and know whether they come from plants, animals, or processed sources	Students will be able to – • identify and classify different food groups. • Students will understand the importance of food for life and the benefits of maintaining a balanced diet. • Students will appreciate the role of good eating habits in promoting health and well-being

			eating habits and maintaining a balanced diet.								
June	14	Lesson-4, Clothes We Wear • Clothes in the winter season • Clothes in summer season • Clothes in rainy season • Materials for making clothes • Special clothes • Clothing and our helpers	Students will be able to - • Understand the types of clothes we wear based on weather and occasions. • Identify the materials used to make clothes and other textile products. • Learn about types of fibers and how they are used to make fabrics	1. Know the importance of clothes 2. Differentiate between different kinds of fabrics and clothes 3. Develop understanding how clothes are worn according to the seasons	Draw different types of clothes worn in various seasons	Subject integration with social science about traditional clothes worn by people from different cultures.	Let students touch and feel different fabrics	Understand the significance of special clothes for different occasions and professions	Show a video on how clothes are made from fibers, demonstrating the process from fiber to fabric.	Identify different clothes based on weather, occasion, and cultural preferences.	Students will be able to- • Identify and classify different types of clothes based on occasion and weather. • Students will learn about materials used to make clothes and their different properties. • Students will understand the process of turning fibers into clothes.
		Lesson-5, Houses we live in • Types of houses • Parts of a house • People who build our house • A good home	Students will be able to – • Identify different types of houses and their features. • Learn about the parts of a house and their functions. • Understand the roles of people who build houses.	1. Kutcha house 2. Pukka house 3. Portable houses 4. Stilt houses 5. A good house	create a 3D model of a house.	Subject integration with mathematics about basic shapes in houses	Have students create small models of different types of houses using craft materials (e.g., cardboards for pukka houses, sticks for kutcha houses).	Create a poster with images of the houses researched and include short descriptions of each house.	Use the smart board to match different house types with their features	Label the parts of a house and understand their functions	• Students will be able to identify and describe different types of houses • Students will understand the parts of a house and their functions.
July	26	Lesson-6, Neighbours and Neighbourhood • Neighbourhood • Services in a neighbourhood	Students will be able to - • Understand the meaning of neighbourhood and its importance. • Identify and describe the different places found in a neighbourhood. • Recognize the services provided	1. Know the meaning of neighbourhood 2. Identify the different places in the neighbourhood	Students draw a simple map of their own neighbourhood,	Subject integration with value education. Teach the value of respecting neighbors	Make Thank you card for your neighbours	Organize a short walk around the school neighbourhood to observe different services and places	Use online mapping tools to explore different neighbourhoods and their features	Drawing or interpreting a simple map of the neighbourhood	• Students will be able to define- • Neighbourhood and describe its importance. • Students will identify different places in a neighbourhood • Students will understand the services provided in a neighbourhood.

			within a neighbourhood.								
		Lesson- 7, People who help us • People who help us • People who entertain us • People who care for us	Students will be able to - • Become familiar with different occupations and the people who perform them. • Develop an understanding of the social system in the community and how people help each other. • Realize that we are all dependent on each other for different services and roles in society.	1.Become familiar with different occupations 2. Develop understanding of the social system in the community. 3. Realize that we all are dependent on each other.	Students will choose a community helper to dress up as and act out the role in front of the class.	Subject integration with art on roles of different community helpers	Students will interview a local community helper	Collect the pictures of the people who help us in different ways and paste it in the scrap book	Interactive quiz and revision work.	Identify different jobs and describe the roles of community helpers.	Students will be able to - • Identify different occupations and understand the roles of people. • Students will appreciate the importance of every job in maintaining a peaceful and functioning society.
Aug	22	Lesson- 8, Safety Rules • on the road • While travelling in a vehicle • In school • At home • First Aid	Students will be able to - • Understand the importance of being safe and taking precautions to avoid accidents. • Learn how to give basic first aid to an injured person before professional help arrives. • Recognize the habits and practices that contribute to a healthy lifestyle	1.The importance of following safety rules in preventing accidents or injuries	Students create a poster showing safety tips to avoid accidents (e.g., wearing helmets, crossing the street safely)	Subject integration with art making a first aid box	It is important to do things at the right time every day. Prepare “My Healthy Routine”	Recognize and recall safety rules for different situations	Use online quizzes or interactive activities to test students' knowledge of safety rules and basic first aid skills.	Identify and practice safety precautions to prevent accidents	Students will be able to • Identify safety precautions and explain their importance in preventing accidents. • Students will understand and be able to demonstrate basic first aid for common injuries.
Sep	05										
		Lesson- 9, Plant kingdom • Parts of a plant • Types of plants • Food for	Students will be able to - • Recognize that plants are of different shapes and sizes. • Classify plants based on their	1.Recognise that plants are of different shapes and sizes 2. Classify the plants based on their features	Students create a poster showing the different types of plants.	Subject integration with science explaining photosynthesis.	Students can plant seeds in small pots and observe their growth	. Recognize and name various plants, including trees, shrubs, herbs, climbers, and creepers.	Use the smart board to conduct a plant classification game	Understand how to care for plants	Students will be able to • Recognize the different shapes and sizes of plants and classify them based on their features. • Students will understand the parts of a

Oct	13	plants • Uses of plants	features, such as type and structure.								plant and the role of each part.
		Lesson- 10, Animal world • Land animals • Water animals • Amphibians • Birds • Insects • Herbivorous, carnivorous, omnivorous • Homes for animals • Animal babies	Students will be able to – • Recognize land animals, water animals, amphibians, birds, and insects • Understand herbivores, carnivores, and omnivores • Understand the importance of habitats for animals.	1. Differentiate between land, water animals, and amphibians 2. Different food of animals 3. Homes and habitat of animals	Create a 3D diorama of the habitat using cardboard, colored paper, clay, and other craft supplies	Subject integration with English describing their favorite animal and where it lives	Students use clay or playdough to sculpt their favorite animals	Virtual Field Trip to Animal Sanctuary or Zoo	Interactive quiz and revision work.	Create cards with pictures of various animals.	• Students will be able to identify and categorize animals as land animals, water animals, amphibians, birds, or insects • Students will describe the different homes that animals live in
Nov	22	Lesson – 11, Animals are useful	Students will be able to – • Understand how animals contribute to food, clothing, and transport. • Identify animals that provide milk, leather, meat, labor, and fibre • Recognize that animals are essential for our survival and the environment.	1. Know and understand different types of animals 2. Recognise that animals are important for our survival 3. List out the name of Milch animals, Leather giving animals, Meat giving animals, Load carrying animals and Fibre giving animals	Students will create a collage showing different animals and the resources they provide	Subject integration with art showing out the movements of different animals	Create a poster or scrapbook with pictures and facts about each animal's usefulness	Visit a local park, zoo, or nature reserve to observe animals in their natural habitat.	Conduct a quiz on the smart board to test students' knowledge	Draw animals and label what they provide	• Students will be able to classify animals into different categories. • Students will understand how animals contribute to food, clothing, and transport. • Students will understand that animals are essential for our survival and the environment.
		Lesson 12, The Earth, • Plains • Plateau • Hills and mountains • River • Waterfall • Sea	Students will be able to - • Understand the various types of landforms (mountains, valleys, plateaus, deserts, etc.). • Recognize the different types of water bodies (oceans,	1. Different types of landforms 2. Different types of water bodies	Create a model of the solar system with the Earth, Sun, and Moon, and label the planets.	Subject integration with A. E .using computer software like Google Earth to explore and identify landforms and water bodies	Create a poster or chart showing where water is found on Earth	Ask students to choose a landform or water body and research interesting facts about it.	Conduct a quiz on the smart board to test students' knowledge	Create a "Green Earth Tracker" where students check off the actions they completed each day	Students will be able to – • Recognize plains, plateaus, hills, and mountains and describe their features. • Understand how landforms and water bodies impact human activities such as living,

			seas, rivers, lakes, etc.).								farming, and transportation.
Dec	23	Lesson 13, Weather and Seasons • Weather • Seasons • Some other seasons	Students will be able to - • Define the characteristics of the seasons. • Understand how seasons affect our lives, including our clothes, food, activities, and the life of plants and animals	1. Defining the characteristics of the seasons 2. Understand how seasons affect our lives, clothes, food, activities and plant and animal life	Students can draw scenes representing each of the four seasons	Subject integration with P.E Introducing students to seasonal sports	Create a seasonal poster that shows the characteristics of each season	Ask students to research one of the seasons	Interactive quiz and revision work.	Use fans or make paper windmills to demonstrate wind	• Students will be able to identify and describe different weather conditions • Students will learn the four main seasons
		Lesson-14, Directions, and Time • Directions • Maps • Telling the time	Students will be able to - • Understand the four main directions and how they relate to maps and navigation. • Learn the relation between weeks, months, and years in the context of time • Understand the concept of time by watching the clock	1. Knowing the four main directions 2. Understand the relation between weeks, months and years 3. Different forms of transportation 4. Importance of transport and how it impacts our lives.	Students draw a simple map of their neighborhood or school, using the four main directions	Subject integration with A.E introducing digital time.	Students can create a timeline comparing transportation in the past and present	Use a globe or world map to show how different parts of the world experience different seasons	Students can play a game where they navigate a virtual map	Use an hourglass or timer to measure activity durations	Students will be able to • Identify the four main directions. • Students will understand the relationship between weeks, months, and years • Tell the time by watching the clock.
Jan	16										
Feb											
March											

Textbook: 1. OPTIMA MATHS WORLD-2

2.SUMMORE – MATHS PRACTICE AND ACTIVITIES

Page | 18 {Class II}

											Students will be able to develop the skill to identify the odd and even number from the given numbers.
		Ch-2 Addition of 2-digit Numbers Introduction - Addition of 1-digit Numbers. - Addition using a 10 x 10 Grid. - Addition of 2-digit Numbers (without Carrying) - Addition of 2-digit Numbers (with Carrying) - Order Property of Addition	1. Development of understanding: - To enable the students to understand the concept of the addition of 2-digit numbers with and without borrowing. 2. Acquisition of knowledge: - To know the different properties of addition and effective ways to use it in daily life.	- Addition - Sum - More - altogether	Relating to games like calculation of score while playing cricket and daily life, calculation of money while going to market. *Instrument s used for the calculations in the early days.	Accountancy: enumeration and calculation. Work sheet for Group A, B and C	Regrouping of the matchsticks and rubber bands	Videos on calculation Video games.	Audio visual learning Revision and Quiz	- Assignme nt - LOA - HOTS - Case based learning - Picture based learning - Quizzing	The students will be able to understand the concept of the addition of 2-digit numbers with and without borrowing. The students will be able to know the different properties of addition and effective ways to use it in daily life.
May	08	Ch-3 Subtraction of 2-digit Numbers - Subtraction using a 10 x 10 Grid. - Subtraction of 2-digit Numbers (without	. Development of understanding: To able the students to understand the concept of subtraction i.e., Taking away a	- Difference - From - Much more Left	Related to games activity. List at least 5 places where the concept of subtraction is use in	Work sheet for Group A, B and C	List at least 5 places where the concept of subtraction is use in daily life	Videos on calculation Video games.	Audio-visual learning Revision and Quiz	- Assignme nt - LOA - HOTS - Case based learning - Picture based learning - Quizzing	Students will be able to understa nd the concept of subtracti on i.e., Taking away a

		Borrowing) Subtraction of 2-digit Numbers (with Borrowing)	smaller number from a greater number. 2. Acquisition of knowledge: - To aware the students about the subtraction of 2-digit numbers with and without borrowing. - To know the different properties of subtraction. 3. Development of skills: - Students develop the skill for effective ways to use the properties of subtraction in daily life.		daily life						smaller number from a greater number - Students will be aware of the subtraction of 2-digit numbers with and without borrowing. - Students will know the different properties of subtraction and effective ways to use it in daily life.
June	14	Ch-4 Numbers up to 1000 - Number Names 3-Digit Numbers on Abacus - Face Value and Place Value - Expanded Form and Short Form - Comparison of Numbers	Acquisition of knowledge: - To enable the students to know more about 3-digit numbers. - To know more about the ways of writing the expanded	- Place Value - Face Value - Expanded Form - Comparing of numbers - Ordering Numbers	Integrated with art, music and dance.	Music: counting the number of ragas.	Activity: Arrange the bindis on the abacus	Animation and video games.	Audio visual learning Revision and Quiz	- Assignment - LOA - HOTS - Case based learning - Picture based learning - Quizzing	Students will be able to understand the concept of place, place value, and face value.

		Ordering Numbers	form of a 3-digit 2. Development of understanding: - To understand the concept related to Place Value, the Face Value of a 3-digit number. 3. Development of skills: - To enable the students to develop the skill to see the numbers as a group of hundreds, tens, and ones and understand the significance of place value.			Work sheet for Group A, B and C					- Students will be able to write the successor and predecessor of the given number. - Students will be able to understand the concept of expanded form, ascending and descending order.
July	26	Ch-5 Addition and Subtraction of 3-digit Numbers - Addition of 3-digit Numbers (without Carrying) - Addition of 3-digit Numbers (with Carrying) - Subtraction of 3-digit Numbers (without Borrowing)	. Acquisition of knowledge: - To aware the students about the addition and subtraction of 3-digit numbers with and without borrowing. 2. Development of understanding: - To able the students to	- Addition - Sum - More - altogether - Difference - From - Much more - Left	Related to games activity.	Work sheet for Group A, B and C Accountancy: enumeration and calculation.		Videos on calculation	Audio-visual learning Revision and Quiz	- Assignment - LOA - HOTS - Case based learning - Picture based learning - Quizzing	Students will be aware of the subtraction of 3-digit numbers with and without borrowing.

		Subtraction of 3-digit Numbers (with Borrowing)	understand the concept of addition and subtraction. 3. Development of skills: Students develop the skill for effective ways to use the properties of addition and subtraction in daily life.								
		Ch--6. Multiplication - Multiplication as Repeated Addition - Multiplication on the Number Line - Multiplication Tables of 1 to 10 - Multiplication of a 2-digit Number by a 1-digit Number (without Carrying) - Multiplication of a 2-digit Number by a 1-digit Number (with Carrying) - More Multiplication with Carrying	. Acquisition of knowledge: - To recognize multiplication as repeated addition. 2. Development of understanding: - To make the students learn and understand the tables and their uses. - To be able to multiply a 2-digit number by a 1-digit number without carrying and	- Repeated Addition - Multiplication Grid - Product - Multiplicative Property	Integrated with music. Chart paper making.	Accountancy: Calculation, enumeration and analyzing data. Work sheet for Group A, B and C	Video games	Ways and tricks to learn easy multiplication. Video games	Audio-visual learning Revision and Quiz	- Assignment - LOA - HOTS - Case based learning - Picture based learning - Quizzing	•Students will be able to recognize multiplication as repeated addition. •Students will be able to learn and understand the tables and their uses. •Students will be able to multiply 2-digit numbers with a 1-digit number. •Students will be able to know the different properties of multiplication

		- Order Property of Multiplication - Multiplicative Property of 1 - Multiplicative Property of Zero	with carrying. 3. Development of skills: To know the different properties of multiplication and develop the skill for effective ways to use it in daily life.								and develop the skill for effective ways to use it in daily life.
Aug	22	Ch-13 Data Handling - Introduction - Drawing A Pictograph for A Given Information - Reading And Interpreting a Pictograph - Collecting Data	•Development of understanding: To enable the students to represent the given information in the form of pictures. •Development of skills: To enable the students to develop the skill to read and interpret a pictograph	- Data - Pictograph	Integrated with art and craft	Geography: showing the distribution of animals	Art integrated project: Prepare the pictograph of number of holidays in a year.	Animation PPT slides	Audio-visual learning	- Assignment - LOA - HOTS - Case based learning - Picture based learning - Quizzing	•Students will be able to represent the given information in the form of pictures. •students will be able to develop the skill to read and interpret a pictograph
Sep	05										
Oct	13	Ch-7. Division - Division means equal sharing or equal grouping. - Division as Inverse of Multiplication - Division using Multiplication	1.Development of understanding: To recognize division as repeated subtraction. 2. Acquisition of knowledge:	- Repeated subtraction - Equal distribution - Equal sharing - Divisor - Quotient - Remainder - Dividend	Integrated with art. Activity	Geography: show the distribution of soil, vegetations etc. on map Work sheet for Group A, B and	Video games	List out the keywords used in statement sums through which you can identify the division operation to be used.	Audio-visual learning Revision and Quiz	- Assignment - LOA - HOTS - Case based learning - Picture based learning	Students will be able to recognize division as repeated subtraction. Students will be able to Students will be able to

			•To understand the students about different geometrical shapes and their properties 3. Development of skills: •To enable the students to develop the skills to identify the edges, vertices and faces of any 3-D shapes.								•The students will be able to identify the solid shapes and their edges, faces, vertices, etc
		• Ch- 9. Patterns	. Acquisition of knowledge: •To enable the students to observe everywhere around us and form the pattern. 2. Development of skills: - To enable the students to solve the pattern with reasoning.	• Skip numbers • Pattern					Audio visual learning Revision and Quiz	• Assignment • LOA • HOTS • Case based learning • Picture based learning • Quizzing	•At the end of the chapter students will be able to learn the various types of pattern formation.
Dec	23	• Ch-10. Money • Indian Currency • Addition of Money • Subtraction of Money	1. Acquisition of knowledge: •To know the different ways of expressing money. 2. Development of understanding: •To be able to understand how to	• Rupees & paise • Denominations • Amount • Cost	Integrated with art. Integrated with sketch and painting.	History: Collection of old coins and notes. Work sheet for Group A, B and C	Activity: To develop understanding of the value of currency notes.	Collection of very old notes and coins. Describe the oldest coin you collected in 2-3 lines.	Audio-visual learning Revision and Quiz	• Assignment • LOA • HOTS • Case based learning • Picture based learning • Quizzing	•Students will be able to understand how to add and subtract money in real-world situations. - Students will be able to use

			add and subtract money in real-world situations. •to learn how to make change money with smaller denominations. 3. Development of skills: •To enable students to develop the skills to use different mathematical operators to calculate money.								different mathematical operators for calculating money
		Ch-11 Time and Calendar •Clocks •Daily Routine •Days of the Week •Today. Yesterday and Tomorrow •Months of a Year •Calendar	Acquisition of knowledge: •To teach the students about the different units of clock. 2. Development of understanding: •To aware the students about the days of a week and months of a year. 3. Development of skills: •To enable the students to develop the skill to read the clock and tell the time in different ways.	• Hour hand • Minute hand • Quarter past • Quarter to • Ordinary year • Leap year	Integrated with art and craft. Preparing a nonworking handmade Clock	Integrated with music: counting of ragas in rhythm. Work sheet for Group A, B and C.	Preparing a nonworking handmade Clock	Prepare a chart showing the conversion rates of different units of time.	Audio-visual learning Revision and Quiz	• Assignment • LOA • HOTS • Case based learning • Picture based learning • Quizzing	•Students will understand the concept of time, clock, and different units. •The students will be able to develop the skill to read the clock and tell the time in different situations.

Jan	16	Ch-12. Measurements •Units of Length, weight and capacity. •How to measure the length of an object using a ruler •Addition and Subtraction of Lengths, weights and capacities.	Acquisition of knowledge: •To teach the students about the different units of length (Standard & Non-standard) •To make the students aware of the concept of mass, weight and capacity. 2. Development of understanding: •To make the students understand the conversion rate of different units of mass, length and capacity. 3. Development of skills: •To enable the students to use different mathematical operators for the calculation of mass, length and capacity.	• The standard unit of length, weight and capacity. • Metre • Centimetre • Kilometre • Gram • Kilogram • Capacity • Litre • Millilitre • Conversion	Integrated with art and craft. Carpentry. Draw the instruments used to measure length and weight in ancient times.	Geography: finding the distance between the cities, towns or countries. Work sheet for Group A, B and C	Draw the instruments used to measure length and weight in ancient times.	Make a list of at least five real-life situations where you use Measures of capacity. Field Trip: Visit to a cloth shop and ask to the students to measure the length of the cloth purchased by them.	Audio visual learning Revision and Quiz	• Assignment • LOA • HOTS • Case based learning • Picture based learning • Quizzing	•The students will understand the concept of length, weight, capacity and volume. •The students will understand the conversion rate of different units of length, weight and capacity. •The students will be able to develop the skills for effective use of different mathematical operators for the calculation of length, weight and capacity
Feb											
March											

SUBJECT: Work Education
Textbook: 1. Computer Arena

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Compete ncy Based Activity Learning	Learning Outcomes
April	24	Ch. - 1, Computer our friend	1.Acquisition of knowledge: - To enable the students to know about different features of Computer. 2. Development of understanding: - To enable students to understand about types of computers.	- Feature of computer - Computer vs Human - Types of computers	A group of 2-3 students are to make a video on types of computer. Each child will tell about one type of computer.	Work sheet for Group A, B and C	Make a project on the chart paper to show types of Computer.	Make a project on chart paper to show Do's and Don'ts of computer. Make 2 columns and Use tick sign for Do's of computer and use cross sign for Don'ts of computer.	- Tata Classed ge - Revision - Quiz.	- Q & A - LOA	- Students will be able to underst and about differen t features of comput er. - Students will be able to underst and about types of comput er.
May	08	Ch. – 2, Versatility of computers	1. Development of understanding: To enable students to understand the uses of computer in different fields.	Uses of computers in different places	Choose one of the following places and write how the computer is going to be of use at that place: a. Shopping	Work sheet for Group A, B and C	Write any 2 uses of computer on the Airports.	Find out the places and write in your copy where computer is useful.	- Tata Classed ge - Revision - Quiz.	- Q & A - LOA	Students will be able to understand the uses of computers in different fields.

					Mall b. School c. Hospital Use chart paper for this activity. Paste some images of that place						
June	14	Ch. – 3, Working of a computer	Acquisition of knowledge: To know the ways by which the students can operate a computer.	- IPO - Starting a computer - Opening a program - Shutting down a computer	Story telling on “Important points Keep in mind while turn on and shut down the computer”.	Work sheet for Group A, B and C	List any 5 processes which shows IPO process in your daily life.	Find out the short cut keys to shut down the system and open the explorer.	- Tata Classed ge - Revision - Quiz.	- Q & A - LOA	At the end children will be aware about how to operate the computer system.
July	26	Ch. – 4, More About Keyboard	Development of understanding: To enable students to understand about Keyboard functions.	- Alphabet Keys - Number Keys - Special Keys - Finger Placement.	Make a model of Keyboard using waste material (Sponge, cube parts, cartoons etc.) and label the keys of the keyboard.	Work sheet for Group A, B and C	Students will do the practical using keys and mouse clicks.	List out the different types of Keyboard available Wireless and Wired.	- Tata Classed ge - Revision - Quiz.	- Q & A - LOA	On completion of the chapter, students will learn about the various keys of the keyboard.
Aug	22	Ch. – 5, Fun with TuxMath	Development of understanding: To enable students to understand the importance of math skills in everyday life and how games	- Starting TuxMath - Using TuxMath - Exiting TuxMath	Create a math collage using drawings of items to represent addition and subtraction (like using apples to	Provide math problems at different levels within TuxMath, allowing all students	Organize a friendly competition where students play TuxMath and try to achieve the	Find out how math is used at home. They can talk to their family about things like cooking (measuring	- Tata Classed ge - Revision - Quiz.	- Q & A - LOA	Students will come to know the basic concepts of

			can make learning enjoyable.		show 2 + 3).	to participate according to their ability.	highest score or complete the most levels.	ingredients) or shopping (counting items).			Math operations (addition, subtraction, multiplication, and division) through interactive gameplay.
Sep	05	REVISION AND TERM I ASSESSMENT									
Oct	13	Ch. – 6, Fun with Tux Paint	1. Acquisition of knowledge: To know the ways by which the students can make beautiful drawings.	- Starting Tux Paint - Drawing in Tux Paint	Make a drawing of Winter season in Tux Paint. Write 2 lines about winter season.	Work sheet for Group A, B and C	Students will do the practical in Tux paint using text tool, stamp tool and image tool.	Find out the shortcut keys for the following tools: a. New tool b. Open tool c. Image tool d. Text tool	- Tata Classed ge - Revision - Quiz	- Q & A - LOA	At the end children will learn how to draw pictures in computer.
Nov	22	Ch. – 7, More on Paint	Development of understanding: To enable students to understand Paint.	- Starting Paint - Components of Paint Window - More Tools in Paint - Creating a New Drawing - Saving a Drawing	Make a drawing of Diwali celebration in Paint. Write 2 lines about Diwali.	Work sheet for Group A, B and C	Students will do the practical in computer lab	Find out the shortcut keys for the following tools: a. New tool b. Open tool c. Image	- Tata Classed ge - Revision - Quiz	- Q & A - LOA	At the end children will learn how to draw pictures in

				- Opening a Saved Drawing - Exiting Paint				tool d. Text tool			comput er.
Dec	23	Ch. – 8, Notepad	1. Development of understanding: To enable students to develop practical skills in using Notepad and understanding computer operations.	- Starting Notepad - Components of Notepad Window - Working in Notepad - Creating a new document - Saving a Document - Opening a Saved file - Exiting Notepad	Write a document on “Christmas”.	Write a document on “Christmas”.	Students will do the practical of creating and saving notepad file.	List out the shortcut key used in Notepad.	- Tata Classed ge - Revision - Quiz	- Q & A - LOA	Students will be able to create, edit, and save documents using Notepad, demonstrating their ability to apply computer skills effectively.
Jan	16	REVISION									
Feb		REVISION AND TERM II ASSESSMENT									

SUBJECT: GERMAN

Textbook: 1. So geht das 0

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes	Periodic Portion
April	24	Lektion 1: Herzlich Willkommen in Deutschland Sub-Topics: Introduction to Germany and its culture Key landmarks and famous places Common German words and phrases German cuisine and traditions Geographical highlights of Germany German language and its reach	By the end of this lesson, students will: Recognize major cities and landmarks in Germany Identify common German words and their meanings Understand basic German culture and traditions Learn about Germany's neighboring countries Develop curiosity about the German language and lifestyle	Willkommen (Welcome) Freunde (Friends) Wurst (Sausage) Brot (Bread) Fußball (Football) Rathaus (Townhall) Flughafen (Airport) Neuschwanstein (Famous castle) Zugspitze (Germany's highest mountain)	Drawing or coloring the German map with major landmarks Creating posters of German festivals and traditions Making a collage of German food items	Using visuals and pictograms to help students with different learning abilities Encouraging group discussions to ensure participation from all students Providing bilingual support (English & German) to accommodate diverse learners	Project: "My Travel Guide to Germany" – Students create a travel brochure including famous places, foods, and facts Practical: Learn and practice simple German greetings and phrases in pairs	Research Task: Find and present 5 fun facts about Germany Blended Learning: Use online resources (videos, virtual tours) to explore German cities and culture	LOA Interactive quiz on German landmarks and food items Virtual map exploration of Germany and its neighboring countries Audio practice for common German words and phrases	Matching Activity: Pair German words with their English meanings Guessing Game: Identify objects based on descriptions (e.g., "I am the highest mountain in Germany") Role Play: Students act as tourists visiting Germany and asking for directions in German	By the end of this lesson, students will be able to: Identify major German cities and cultural aspects Recognize and use basic German vocabulary Appreciate the importance of learning a new language Develop an understanding of Germany's geography and lifestyle	Arbeitsbuch Lektion 1 - Key landmarks and famous places - Common German words and phrases
May	08	Lektion 2: Lumpi lernt Deutsch Sub-Topics: Common German greetings Responding to greetings Saying goodbye in German	By the end of this lesson, students will: Use basic German greetings appropriately in different situations Respond to greetings politely	Greetings: Guten Tag, Grüß dich, Guten Morgen, Hallo, Servus, Grüzi Farewells: Tschüs, Auf Wiedersehen, Bis bald, Gute Nacht	Greeting Poster: Students create posters with different German greetings and their English meanings	Greeting Poster: Students create posters with different German greetings and their English meanings Alphabet Flashcards: Drawing	Using audio and visual aids to help different learning styles Encouraging pair activities for collaborative learning	Project: "My German Greeting Book" – Students create a small booklet with German greetings	LOA Research Task: Find out how people greet each other in Austria and Switzerland Blended Learning:	Interactive drag-and-drop activity for matching greetings with responses Audio-based pronunciation practice for greetings and	Matching Activity: Match greetings with appropriate situations Fill in the Blanks: Completing German	Arbeitsbuch Lektion 2 - Common German greetings - Recognizing borrowed

		Learning the German alphabet with examples Introduction to Umlaut and its pronunciation Recognizing borrowed English words in German	Say goodbye using different expressions Recognize and pronounce the German alphabet correctly Identify the function of Umlaut in pronunciation Understand similarities between German and English words	Responses: Wie geht's? Danke, gut. Mir geht es nicht so gut. Alphabet Examples: Affe (Ape), Baum (Tree), Cola (Cola), Rad (Wheel) Umlaut Words: Ä, Ö, Ü and their pronunciation English Borrowed Words: Taxi, Film, Party, Test	Alphabet Flashcards: Drawing pictures of words starting with each German alphabet letter Role Play: Acting out different greeting scenarios in German	pictures of words starting with each German alphabet letter Role Play: Acting out different greeting scenarios in German	Using phonetic spellings to help students with pronunciation difficulties Providing simple dialogues for students to practice spoken German	and their meanings Practical: Practicing greeting and responding in German through peer interaction	Interactive videos on German pronunciation and greetings	farewells Spelling correction exercises for common German words	words with correct letters Correcting Mistakes: Identifying and fixing spelling mistakes in German greetings Conversation Practice: Students role-play real-life scenarios using greetings and responses	d English words in German
June	14	Lektion 3: Lumpi kann zählen Sub-Topics: Learning numbers from 0 to 20 in German Writing and pronouncing numbers correctly Understanding number sequences Matching numbers with objects Asking and answering simple questions about quantity	By the end of this lesson, students will: Count from 0 to 20 in German Recognize and pronounce German numbers correctly Identify numbers in written and numerical form Use numbers in simple	Numbers (Zahlen): null, eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn, elf, zwölf, dreizehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn, zwanzig Question words: Wie viele...? (How many...?) Punctuality and discipline in	Number Flashcards: Students create flashcards with German numbers and corresponding objects Number Collage: Drawing or pasting images to represent numbers 1-20 Dice Game: Rolling a	Using visual aids like number charts and flashcards for easy recognition Encouraging hands-on activities for kinesthetic learners Providing phonetic spellings to support pronunciation Allowing students to practice speaking numbers in pairs	Project: "My Number Book" – Students create a book with numbers 1-20, their German names, and pictures Practical: Counting real-life objects (e.g., pencils, books) and saying the numbers in German	Research Task: Find out how numbers are used in German culture (e.g., time, prices, addresses) Blended Learning: Watching interactive videos on German numbers and pronunciation	LOA Matching numbers with objects on an interactive screen Listening to and repeating number pronunciations Drag-and-drop exercises for placing numbers in the correct order	Matching Activity: Match numbers with correct spellings in German Fill in the Blanks: Completing number sequences (e.g., __, zwei, drei, __, fünf) Drawing Activity: Students draw objects to match given	By the end of this lesson, students will be able to: Count and recognize numbers from 0-20 in German Use numbers in basic conversations Differentiate between numerical and written forms of numbers Apply their	Arbeitsbuch Lektion 3 - Numbers (Zahlen) - Question words: Wie viele...? (How many...?)

			sentences and questions Understand the importance of discipline and punctuality in German culture	German culture	dice and saying the number in German	or small groups				numbers Speaking Exercise: Asking and answering "Wie viele...?" questions with real objects	learning through interactive activities Gain an understanding of German discipline and punctuality	
July	26	Lektion 4: Lumpi in der Schule Sub-Topics: Introducing oneself in German Asking and answering personal information questions Using formal and informal ways of addressing people Learning about German school names and addresses Understanding basic sentence structures for self-introduction Famous German fairy tales by the Grimm Brothers	By the end of this lesson, students will: Introduce themselves in German using simple sentences Ask and answer personal questions (name, age, nationality, address) Differentiate between formal and informal ways of speaking Construct basic sentences in German correctly Learn about famous German fairy tales and their origins	Self-Introduction Phrases: Ich heiße... (My name is...) Ich bin ... Jahre alt. (I am ... years old.) Ich komme aus... (I come from...) Ich wohne in... (I live in...) Question Phrases: Wie heißt du? / Wie heißen Sie? (What's your name?) Wie alt bist du? / Wie alt sind Sie? (How old are you?) Woher kommst du? / Woher kommen Sie?	Fairy Tale Illustration: Students draw scenes from Grimm Brothers' fairy tales Dialogue Role-Play: Enacting self-introduction dialogues in German School Map Activity: Drawing and labeling a German school (e.g., Goethe-Grundschule)	Using visual aids for self-introduction templates Pairing students for practice to build confidence Providing sentence frames for students who need extra support Encouraging storytelling to engage different learning styles	Project: "My German Identity Card" – Students create an ID card with their name, age, nationality, and address in German Practical: Students introduce themselves in German in front of the class	Research Task: Find out more about German schools and their system Blended Learning: Watching videos on German greetings and self-introductions	LOA Matching German sentences with their English translations Interactive fill-in-the-blank exercises for self-introduction Listening to and repeating correct German pronunciation	Rearranging Words: Forming correct German sentences Dialogue Completion: Filling in missing words in a conversation Matching Exercise: Pairing German questions with correct responses Candle Counting Game: Counting candles to guess ages in German	By the end of this lesson, students will be able to: Introduce themselves confidently in German Ask and respond to basic personal questions Differentiate between formal and informal greetings Form simple sentences in German correctly Appreciate German fairy tales and their cultural significance	Arbeitsbuch Lektion 4 - Self-Introduction Phrases: - Question Phrases:

				(Where do you come from?) Wo wohnst du? / Wo wohnen Sie? (Where do you live?) Formal vs. Informal Address: "du" (informal, for friends and children) "Sie" (formal, for elders and strangers) Famous German Fairy Tales: Little Red Riding Hood, Cinderella, Snow White, Hansel and Gretel								
Aug	22	Lektion 5: Seid ihr Deutsche? Sub-Topics: Asking and answering about nationality Using adjectives to describe people Learning opposites in German Understanding and using the verb "sein" (to be) correctly	By the end of this lesson, students will: Identify and use German adjectives to describe people Ask and answer questions about nationality Correctly conjugate and use the verb "sein"	Nationalities: Seid ihr Deutsche? (Are you Germans?) Ja, wir sind Deutsche. (Yes, we are Germans.) Bist du Deutsche? (Are you German? - female) Nein, ich bin Inderin. (No, I	Adjective Flashcards: Students create flashcards with adjectives and illustrations Car Logo Matching: Drawing or pasting images of famous German car brands and	Using pictures and visuals to teach adjectives Encouraging peer collaboration in sentence formation activities Providing sentence-building frameworks for students who need extra support	Project: "My Adjective Book" – Students create a small booklet with adjectives and their opposites in German with pictures Practical: Conducting a classroom survey where students ask and answer questions	Research Task: Find out more about German automobile brands and their history Blended Learning: Watching videos on German adjectives and sentence	LOA Drag-and-drop activities to match adjectives with their opposites Interactive exercises to fill in blanks with the correct form of	Sentence Correction: Identifying and correcting grammatical mistakes in sentences Fill in the Blanks: Completing sentences with the	By the end of this lesson, students will be able to: Ask and answer questions about nationality in German Use a variety of	Arbeitsbuch Lektion 5 - Nationalities - Adjectives and Opposites: - Famous German Car Brands

		Practicing sentence formation with adjectives Recognizing famous German automobile brands	Form sentences using adjectives and opposites Learn about well-known German car brands	am Indian - female.) Bist du Inder? (Are you Indian? - male) Nein, ich bin Deutscher. (No, I am German - male.) Adjectives and Opposites: groß (big/tall) ↔ klein (small) dick (fat) ↔ schlank (slim) faul (lazy) ↔ fleißig (hardworking) schön (beautiful) ↔ hässlich (ugly) interessant (interesting) ↔ langweilig (boring) Verb "sein" (to be) conjugation: Ich bin (I am) Du bist (You are - informal) Er/Sie/Es ist (He/She/It is)	matching them with names Role-Play: Students introduce themselves and describe each other using adjectives	Using a mix of speaking, writing, and interactive exercises to engage different learning styles	about nationality and personal descriptions	structures	"sein" Listening exercises to reinforce pronunciation and comprehension	correct form of "sein" Adjective Opposites Matching: Finding and pairing opposite adjectives Descriptive Writing: Writing short descriptions about classmates using German adjectives	adjectives to describe people Differentiate between adjective opposites Correctly conjugate and use the verb "sein" in sentences Identify famous German car brands and their significance	
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				Wir sind (We are) Ihr seid (You all are) Sie sind (They/You formal are) Famous German Car Brands: Volkswagen, Porsche, Opel, Audi, BMW, Mercedes								
Sep	05	Lektion 6: Was ist das? Sub-Topics: Asking and answering about objects Understanding noun genders in German (masculine, feminine, neutral) Learning the articles "ein" and "eine" Identifying common classroom objects	By the end of this lesson, students will: Identify and name classroom objects in German Use the correct gender articles (ein/eine) for nouns Form simple sentences using "Was ist das?" and "Das ist..."	Articles & Genders: Masculine: ein Mann, ein Kuli Feminine: eine Frau, eine Tasche Neutral: ein Kind, ein Buch Common Classroom Objects: eine Schultasche (a school bag) eine Uhr (a clock) ein Bleistift (a pencil)	Flashcards: Students create flashcards with images of classroom objects and their German names Role-Play: Practicing dialogues using "Was ist das?" and "Das ist..." Interactive Poster: Drawing and labeling a German school bag with	Using visual aids (pictures, flashcards, and real objects) Encouraging peer learning by practicing dialogues in pairs Providing sentence-building templates for students needing extra support Ensuring participation through group activities and interactive games	Project: "My German School Bag" – Students create a mini book with pictures and German labels for school items Practical: Conducting a classroom scavenger hunt where students find objects and name them in German	Research Task: Exploring traditional German food habits and comparing them with their own culture	LOA Drag-and-Drop: Matching classroom objects with their German names Interactive Quiz: Choosing the correct article (ein/eine) for given nouns	Fill in the Blanks: Completing sentences with "ein" or "eine" Sentence Scramble: Arranging jumbled words into correct German sentences Matching Activity: Connecting German nouns with their correct articles and meanings	By the end of this lesson, students will be able to: Recognize and name classroom objects in German Correctly use "ein" and "eine" based on noun gender Form simple descriptive sentences using "Das ist..."	Arbeitsbuch Lektion 6 - Articles & Genders - Common Classroom Objects

				ein Füller (a pen) ein Buch (a book) ein Lineal (a ruler) ein Radiergummi (an eraser)	various items							
Oct	13	Lektion 6: Was ist das? Sub-Topics: Conjugation and usage of the verb "haben" (to have) Practicing sentence formation with "ein/eine"	Conjugate and use the verb "haben" correctly Develop confidence in structuring German sentences	Verb "haben" (to have) Conjugation: Ich habe (I have) Du hast (You have - informal) Er/Sie/Es hat (He/She/It has) Wir haben (We have) Ihr habt (You all have) Sie haben (They/You formal have)	Flashcards: Students create flashcards with images of classroom objects and their German names Role-Play: Practicing dialogues using "Was ist das?" and "Das ist..." Interactive Poster: Drawing and labeling a German school bag with various items	Using visual aids (pictures, flashcards, and real objects) Encouraging peer learning by practicing dialogues in pairs Providing sentence-building templates for students needing extra support Ensuring participation through group activities and interactive games	Project: "My German School Bag" – Students create a mini book with pictures and German labels for school items Practical: Conducting a classroom scavenger hunt where students find objects and name them in German	Blended Learning: Watching videos on German noun genders and the verb "haben"	LOA	Listening Comprehension: Identifying objects based on audio descriptions Question-Answer Practice: Responding to "Was ist das?" with correct nouns and articles	Conjugate and use the verb "haben" accurately in sentences Develop a basic understanding of German food culture	Arbeitsbuch Lektion 6 Verb "haben" (to have) Conjugation
Nov	22	Lektion 7: Die	By the end of this	Family	Family	Using visual	Project:	Research	LOA	Fill in the	By the	Arbeitsbuch

		Familie von Erich Sub-Topics: Family members and their German names Definite articles (der, die, das) for singular and plural nouns Describing family members (name, age, characteristics)	lesson, students will: Identify and name family members in German Use the correct definite articles (der, die, das, die - plural) Understand the difference between singular and plural nouns Describe their own family members in simple sentences	Members Vocabulary: Großeltern (Grandparents) Opa/Großvater (Grandfather) Oma/Großmutter (Grandmother) Eltern (Parents) Vater/Vati (Father) Mutter/Mutti (Mother) Bruder (Brother) Schwester (Sister) Kind/Kinder (Child/Children) Tante (Aunt) Onkel (Uncle) Cousin/Kusine (Cousin - male/female) Definite Articles in German: der Vater → die Väter	Tree Activity: Students draw and label their own family tree in German Flashcards: Matching pictures of family members with their German names	aids like charts, images, and real-life examples Encouraging peer discussions on family structures across different cultures Providing sentence-building templates for students needing extra support Incorporating group activities for collaborative learning	"Meine Familie" – Students create a poster with pictures and German labels for their family members Practical: Conducting role-plays where students introduce family members in German	Task: Exploring family traditions in Germany and comparing them with their own culture Blended Learning: Watching videos on German family vocabulary and definite articles	Drag-and-Drop: Matching family member names with pictures Interactive Quiz: Identifying the correct definite articles (der, die, das, die - plural) Listening Comprehension: Listening to family introductions and answering questions	Blanks: Completing sentences with family member names Sentence Scramble: Arranging jumbled words into correct German sentences Matching Activity: Connecting German family terms with their English meanings Descriptive Writing: Writing a few sentences about one family member	end of this lesson, students will be able to: Name family members in German correctly Use definite articles (der, die, das, die - plural) appropriately Describe their own family members in simple German sentences Develop a basic understanding of German sports culture	Lektion 7 - Family Members Vocabulary - Definite Articles in German
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				die Mutter → die Mütter								
				das Kind → die Kinder								
Dec	23	Lektion 8: Obst und Gemüse (Fruits and Vegetables) Sub-Topics: Vocabulary: Fruits (das Obst) and Vegetables (das Gemüse) Identifying and describing fruits and vegetables in German Colors in German Sentence formation using fruits, vegetables, and colors	By the end of this lesson, students will be able to: Name common fruits and vegetables in German Recognize grammatical gender (der, die, das) of nouns Use colors to describe objects Form simple sentences using fruits, vegetables, and colors Improve listening and speaking skills through interactive activities	Fruits (Das Obst): der Apfel (apple) die Apfelsine (orange) die Banane (banana) die Birne (pear) die Erdbeere (strawberry) die Kirsche (cherry) die Melone (melon) die Weintraube (grape) Vegetables (Das Gemüse): die Kartoffel (potato) die Tomate (tomato) die Gurke (cucumber) die Zwiebel (onion)	Coloring Activity: Students color fruits and vegetables and label them in German Collage Work: Creating a collage of German fruits and vegetables Flashcards: Matching German words with pictures of fruits/vegetables	Multisensory Approach: Using visual aids, flashcards, and hands-on activities Pair Work: Students discuss their favorite fruits and vegetables Bilingual Support: Providing translations in English for better understanding	Project: "Mein Obst-und-Gemüse-Korb" – Students create a fruit & vegetable basket with labels in German Practical Activity: Conducting a mock fruit and vegetable market in German	Research: Students explore the importance of fruits and vegetables in German cuisine Blended Learning: Watching videos on German fruits, vegetables, and market culture	LOA Drag-and-Drop Game: Matching fruits and vegetables with their German names Listening Activity: Identifying spoken names of fruits and vegetables Color Association Game: Matching objects with correct colors in German	Fill in the Blanks: Completing sentences with German words for colors and objects Matching Activity: Pairing fruits/vegetables with correct articles (der, die, das) Sentence Formation : Creating simple descriptive sentences in German Puzzle Activity: Rearranging letters to form fruit/vegetable names	By the end of this lesson, students will be able to: Identify and pronounce fruits and vegetables in German Use colors to describe objects correctly Apply articles (der, die, das) to different words Engage in basic conversations about food preferences Learn about German culture	Arbeitsbuch Lektion 8 - Fruits (Das Obst): - Vegetables (Das Gemüse): - Colors in German

				die Karotte (carrot) der Spinat (spinach) die Paprika (pepper) die Erbsen (peas) Colors in German: rot (red) blau (blue) grün (green) gelb (yellow) schwarz (black) weiß (white)							and dining etiquette	
Jan	16	Lektion 9 und 10: Heute ist Sonntag! (Today is Sunday!) Sub-Topics: Days of the week in German (die Wochentage) Sentence formation using days of the week Talking about yesterday, today, and tomorrow (Gestern, Heute, Morgen) Months of the Year	By the end of this lesson, students will be able to: Recognize and pronounce days of the week in German Use yesterday, today, and tomorrow in sentences Form basic sentences about weekly routines and schedules Recognize and	Days of the Week (Die Wochentage): der Montag (Monday) der Dienstag (Tuesday) der Mittwoch (Wednesday) der Donnerstag (Thursday) der Freitag (Friday) der Samstag	Calendar Activity: Creating a weekly planner with days written in German Days of the Week Song: Learning through rhymes and actions Flashcards: Matching days of the	Multisensory Approach: Using songs, visual aids, and hands-on activities Group Discussion: Talking about daily routines in German Bilingual Support: Providing English translations for better understanding	Project: "Mein Wochenplan" – Students create a weekly schedule in German Practical Activity: Role-playing a conversation about weekly activities	Research: Exploring how the European Union and Schengen Visa work Blended Learning: Watching videos on German culture and holidays	LOA Matching Game: Dragging and dropping days of the week in order Listening Activity: Identifying spoken days of the week Word Scramble:	Fill in the Blanks: Completing sentences with days of the week Matching Exercise: Pairing German days with their English meanings Sentence Formation	By the end of this lesson, students will be able to: Identify and pronounce days of the week correctly Use Gestern, Heute, Morgen in basic	Arbeitsbuch Lektion 9 und 10 - Days of the Week (Die Wochentage) - Time Expressions - Months of the Year (Die Monate)

		(Die Monate) Seasons of the Year (Die Jahreszeiten) Describing the Seasons in German	pronounce months of the year in German Identify and describe the four seasons	(Saturday) der Sonntag (Sunday) Time Expressions: Gestern (yesterday) Heute (today) Morgen (tomorrow) Months of the Year (Die Monate): Januar (January) Februar (February) März (March) April (April) Mai (May) Juni (June) Juli (July) August (August) September (September) Oktober (October) November	week with pictures of activities Seasonal Drawing: Students illustrate seasonal changes Poetry Recital: Reciting German seasonal poems with actions	Visual and Auditory Learning: Using pictures, rhymes, and music Interactive Calendar: Encouraging students to mark birthdays and seasons			Unscrambling German day names	: Creating sentences using Gestern, Heute, Morgen	conversations Apply days of the week to discuss personal schedules Identify and pronounce months and seasons correctly Apply months and seasons vocabulary in real-life conversations	): Seasons of the Year (Die Jahreszeiten):
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				(November) Dezember (December) Seasons of the Year (Die Jahreszeiten): Der Winter (Winter) Der Frühling (Spring) Der Sommer (Summer) Der Herbst (Autumn)								
Feb												
March												

SUBJECT: PHYSICAL EDUCATION

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integratio n	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	1. Definition of Health & Physical Education and practice of general fitness exercises.	# Improve leg strength. # Learn the game. # To improve fitness level. # To improve Flexibility. # To improve coordination	# Broad jump pit. # short jump pit # outdoor ground	* Evaluating shape & size. * Team Leading	*Football to be integrated with Physics. * Cricket game to be integrated with Physics	Art integrated project * Identify sports equipment.	*Animation , *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order	# Improve leg strength. # Learn the game. # To improve fitness level.
		2. Basic skill learning & practice of Football game									

		3. Basic movements of Jumping events								thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# To improve Flexibility. # To improve coordination
		4. Basic knowledge and basic skill practice of Cricket game.									
		5. Free hand & Stretching exercises..									
May	08	1. Introduction & practice of Yogic Exercises.	# To improve Flexibility	# Mass Exercises	*Role Play *Music	* Mass PT to be integrated with Mathematics.	Art integrated project * Name any five free hand exercises.	*Animation , *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling	# To improve Flexibility # To improve fitness level and coordination
		2 Mass P.T. practice	# To improve fitness level and coordination								

June	14	1. Celebration & practice of Yoga Day.	# To improve fitness level and coordination. # Improve leg strength. # Learn the game.	# Yoga Kriyas. # carrom. # Jump Rope.	*Role Play *Music	* Yoga to be integrated with respiration system. *Rope Skipping to be integrated with physics.	Art integrated project * Identify any two-yoga pose.	*Animation , *PPT Slides, *YouTube link etc.	Audio visual learning	*Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# To improve fitness level and coordination. # Improve leg strength. # Learn the game.
		2. Introduction & basic skill practice of Rope Skipping game.									
		3. Introduction & basic skill practice of Carrom game.									
July	26	1. Inter House Rope Skipping tournament.	# To improve confidence level. # To improve speed ability. # To inculcate knowledge about subject. # To develop coordination ability. # To develop body posture.	#Track Event #Sports Equipment #March Past # rope skipping	*Role Play	* rope skipping events to be integrated with physics.	Art integrated project * Identify sports equipment.	*Animation , *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# To improve confidence level. # To improve speed ability. # To inculcate knowledge about subject. # To develop coordination ability. # To develop body posture.
		2. Basic movements of Running events.									
		3. Introduction of games & sports equipment.									
		4. Basic movements of March Past.									

Aug	22	1. Zig Zag Run for Fun	# To improve speed ability. # To develop endurance power. # Improve hand strength. # To improve body balance ability.	# cone marker	*Role Play	. * Zig Zag Run for Fun to be integrated with physics.	Art integrated project * Name any five free hand exercises.	*Animation , *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# To improve speed ability. # To develop endurance power. # Improve hand strength. # To improve body balance ability.
		2. Hopscotch Fun game									
		3. Basic movements of Throwing events.									
Sep	05	1. Assessment of Term - I Examination									
Oct	13	1. Basic knowledge of Track & lane and race practice. 2. Warming-up exercises. 3. Cooling down exercises.	# To understand Games & Sports. # To improve Flexibility	# Track & Fields # P. T	*Role Play	* Annual sports meet to be integrated with physics. * Warming up and cooling down to be integrated with respiration system.	Art integrated project * Make a chart of games name.	*Animation , *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *mapping	#Students will be able to know how to give best performance in annual sports day.
Nov	22	1. Basic step practice of Aerobic exercises.	# To improve energy level.	# aerobics # zig zag run # Game	*Role Play	*Aerobic exercises to be integrated with	Art integrated project	*Animation , *PPT Slides, *YouTube	Audio visual learning	*Conceptual learning *Thought provoking	# they improve energy level.

		2. Learning & practice of Recreational Game. 3. Events practice of Annual Sports Day. 4. Hola hoops Fun games	# To learn & practice of Sports events. # To improve the mental fitness level.	Zone # Hola hoops		respiration system.	* Name any five running events.	link etc.		*Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Quizzing *Creating and engaging *Mind mapping	# They will play fun games easily # Students will be able to their energy level.
Dec	23	1. Basic knowledge and basic skill practice of chess game. 2. Basic knowledge and basic skill practice of Kho-Kho game 3. Practice of General Fitness exercises. 4. Basic knowledge and basic skill practice of Kabaddi game.	# To improve physical fitness. # To develop coordination ability. # To develop concentration ability.	# Mass Exercises	*Role Play	* Mass Exercises to be integrated with respiration system.	Art integrated project *Name any five skills.	*Animation , *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Students will be able to know about the rules of Kho-Kho, chess, and Kabaddi
Jan	16	1. Game Zone. 2. Duck, Duck Goose	# To improve speed ability. # To develop endurance power. # Improve Leg	# cone marker	*Role Play	* Shuttle Run to be integrated with physics	Art integrated project * Make a	*PPT Slides,	Audio visual learning	*Conceptual learning *Thought provoking *Critical	# Students will be able to know

		3. Shuttle Run	strength. # To improve body balance ability.				chart of games name.	*YouTube link etc.		thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	about the Fun games.
Feb		1. Assessment of Term – II Examination.	# revision practice of previous games.								
March											

SUBJECT : ART & CRAFT

Text Book : FUN WITH ART AND CRAFT

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
APRIL	24	From book page number 3 and 8 Composition drawing	To inculcate knowledge about composition drawing.	Elements of Art	Learning social life of village	Life of different state villages	Ice cream sticks craft.	Giving Knowledge of village life activities	Revision and Quiz	- Q & A - LOA	•Students will be able to understand various aspects of development. •Students will be able to identify various indicators of development

											•Student will be able to differentiate quantitative & qualitative measures of comparison
MAY	08	From book page number 9 to 10 Composition drawing	To inculcate knowledge about composition drawing.	Elements of Art	Learning social life of village	Life of different state villages	Poster making	Giving Knowledge of village life activities			
JUNE	14	From book page number 11 and 15 Pencil shading	To inculcate knowledge of using various shading pencils	Texture	Forms and shapes	Types to texture	Still life in pencil shading				Students came to know tone , texture shade etc.
JULY	26	From book page number 16 to 21 Socks puppet craft Landscape painting	Best of waste	Elements of Art	Perceptive	Life of different state villages	Socks Puppet	USE OF WASTE MATERIAL			Sock puppet eill be made
AUG	22	From book page number 22 to 25 Composition from own Blow painting	To enhance the observation skills and creativity of students To teach students an alternative way to paint and show their skill	Elements of Art	Learning social life of village	<u>Life of different state villages</u>	Use of alternative art tools	Giving Knowledge of village life activities			Students will do blow painting using straw
SEPT	05	From book page number 26 to 27 Painting with spread technique	An alternative way of water color painting	<u>Wet on wet and wet or dry technique</u>	<u>Density of water and color mixture</u>	<u>Density</u>	spread technique	NA			Will learn spread technique

OCT	13	From book page number 28 to 31 composition with texture Watercolor painting	To use different texture to create picture by pencil To be acquainted with different types of shading pencil and use it	Texture types	Different forms and trees	<u>Different types of pencil</u>	Landscap e drawing	Knowledge Of art pencil			Students will be trying water color
NOV	22	From book page number 32 and 38 Composition on birds Mask making	Love for Bird and nature will increase Students will make mask of any animal or bird, to know about their Fauna	Shapes	Types of bird	<u>Flora and fauna</u>	Mask making	Knowledge Of different Types of bird			Students will make Animal Mask with paper and cardboard
DEC	23	From book page number 39 and 45 Greeting card making	<u>To make student able to create their own car To show creativity without color & brush.</u>	Difference between collage and painting	Types of festivals	<u>Knowledge of our festivals</u>	Making Greeting Card	Festivals of Different states			Students will make greeting cards
JAN	15	From book page number 46 to 48 Animals drawing	To develop love for animals	<u>Animal anatomy</u>	animal of world	<u>Flora and fauna</u>	Animal drawing	Animal Life In Different Geographical location			Students will be making easy animal drawing and coloring it.
FEB		TERM- 2 EXAM									

Subject: INSTRUMENT (MUSIC)

Month	W. D.	Chapter/Sub-Topic	Learning Objectives	Key Terms and Concept	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Research Work Blended Learning	Smart Board Activity	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	24	Introduction of Tabla. Ten Verna of Tabla, Definition.	To inculcate knowledge about different Verna.	To inculcate knowledge about different Verna.	Number Counting.	Number Counting.	Verna Practice.	Count with finger.	NO	Students will come to know about Verna Parichay.	Students will come to know about Verna Parichay.
May	08	Verna, Bole, Theka, Practice.	To inculcate knowledge about different Verna & Theka.	To inculcate knowledge about different Verna & Theka.	Number Counting.	Number Counting.	Theka Practice.	Count with Tali.	NO	Students will come to know about Verna Parichay & Theka Bole.	Students will come to know about Verna Parichay & Theka Bole.
June	14	Hastya Sadhan Bole, Teen taal Theka.	To improve hand practice.	To improve hand practice.	Taal Counting.	Taal Counting.	Teen Taal & Theka Practice.	Count with Tali & Khali.	NO	Students will learn about Hastya Sadhan Bole & Teen Taal.	Students will learn about Hastya Sadhan Bole & Teen Taal.
July	26	Teen taal kaida, Palta and Tihai	To inculcate knowledge about Kaida, Palta, & Tehai.	To inculcate knowledge about Kaida, Palta, & Tehai.	Forward & Back-word counting.	Forward & Back-word counting.	Skill Practice.	Count with Tali & Khali.	NO	They will learn about Kaida, Palta & Tihai.	They will learn about Kaida, Palta & Tihai.
Aug	22	Theka of Kaharwa taal , Dadra Taal.	To improve knowledge about different Taal.	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal	Tali Counting in Taal.	NO	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.
Sept	05	Revision Practice & Term - I Exammination.									

Oct	13	Teen Taal, Tukra . Introduction Of Naal , Congo.	Practice of Teen Taal, Tukra & Congo Beats.	Practice of Teen Taal, Tukra & Congo Beats.	Dance & Vocal music.	Dance & Vocal music.	Students will Prepare a Chart of Different instrument.	Coordination with Vocal music.	NO	They will learn Teen Taal, Tukra & Congo Beats.	They will learn Teen Taal, Tukra & Congo Beats.
Nov	22	Teen Taal Rela, Dadra and akaharwa taipas of Theka.	To improve knowledge about different Taal.	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal	Tali Counting in Taal.	NO	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.
Dec	23	Teen Taal Chakradhar and Bole Padhant.	To inculcate knowledge about Chakradhar.	To inculcate knowledge about Chakradhar.	Dance & Vocal music.	Dance & Vocal music.	Practice of Chakradhar and Bole Padhant.	Tali Counting in Taal.	NO	Students will learn Teen Taal Chakradhar and Bole Padhant.	Students will learn Teen Taal Chakradhar and Bole Padhant.
Jan	16	Revision practice of previous lessons.	To improve perfection	To improve perfection	Dance & Vocal music.	Dance & Vocal music.	Draw Tabla on half size chart paper and leveling the different parts.	Hand Coordination	NO	They will improve their performance.	They will improve their performance .
Feb		Revision & Assignment , Term - II Examination									
March		Bridge classes with Kaharwa and Dadra taal									

SUBJECT : DANCE

Month	WD/ NOP	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integratio n	Inclusive Teachin g	Project / Practical	Research Work Blended earning	Smart Board Activit y	Competency Based Activity Learning	Learning Outcomes
APRIL	24	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>	Classical pranam	With SST(histor y)	With SST(histo ry)	<u>Draw the picture of RUKMA NI DEVI ARUND EL.</u>	Cultural awareness.	NO	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	<u>To know the basic starting of Bharatnatyam</u>

MAY	08	Gurus of Bharatnatyam	<u>To know about the roots of this cultural artform.</u>	Bharatnatyam	Write about these dancer's contribution.	Write about these dancer's contribution.	<u>Write (with diagram) about these classical dancers.</u>	Point on the Indian map with these dancer's names.	NO	<u>Write (with diagram) about these classical dancers.</u>	<u>To know about the roots of this cultural artform.</u>
JUNE	14	Commandments to be a successful Bharatnatyam Dancer.	<u>To know about the application of this artform.</u>	Bharatnatyam	Integrate with physiology.	Integrate with physiology.	<u>Practising postures of this artform</u>	Understanding the working mechanism of the body.	NO	<u>Practising postures of this artform</u>	<u>To know about the application of this artform.</u>
JULY	26	(Ganesh VanCreative Dance dana)	<u>Lord Ganesha's narration is cleared to the students.</u>	Ganesh Vandana	Integrate with mythology and Art.	Integrate with mythology and Art.	<u>Making of Lord Ganesha's mask.</u>	Learn the mythological importance of Lord Ganesh.	NO	<u>Making of Lord Ganesha's mask.</u>	<u>Lord Ganesha's narration is cleared to the students.</u>
AUG	22	"Ganesh Vandana"continued With counts	<u>Counts are the rhythmic arrangements of beats in a song.</u>	Ganesh Vandana	Integrate with Mathematics.	Integrate with Mathematics.	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>counts with bass beats , & counts and empty beats</u>	NO	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Counts are the rhythmic arrangements of beats in a song.</u>
SEPT	05										
OCT	13	Durga Stotram.	<u>In Dusshera,we all should be aware of the mythological story of Durga where she killed Mahishashura.</u>	Durga Stotram	Integrate with Sanskrit.	Integrate with Sanskrit.	<u>Write down the lyrics along with its meaning in the copy.</u>	Specific rup of Ma Durga.	NO	<u>Write down the lyrics along with its meaning in the copy.</u>	<u>In Dusshera,we all should be aware of the mythological story of Durga where she killed Mahishashura.</u>
NOV	22	Festival Dance	<u>Deewali is celebrated all over the world. To smell the flavour,one</u>	Festival Dance	Integrate with SST	Integrate with SST	<u>Dancing with Diya.</u>	Deewali related mythological story	NO	<u>Dancing with Diya.</u>	<u>Deewali is celebrated all over the world. To smell the flavour,one should</u>

			<u>should get to know about Festivals.</u>								<u>get to know about Festivals.</u>
DEC	23	Hastamudra	<u>To know about different Mudras and their implementation</u>	Hastamudra	Intigrate with Yogasana.	Intigrate with Yogasana .	<u>Draw and describe the mudras with their usage.</u>	Basic everyday used mudras	NO	<u>Draw and describe the mudras with their usage.</u>	<u>To know about different Mudras and their implementation.</u>
JAN	16	New Year Dance	<u>Write down the lyrics along with its meaning in the copy.</u>	New Year Dance	Integrate with Instrument.	Integrate with Instrument.	<u>Drill cum dance with colourful ribbon.</u>	New Year culture		<u>Drill cum dance with colourful ribbon.</u>	<u>New Year is a joyous celebration .One should know how to celebrate New Year.</u>
FEB		Revision and Project Work Verification	<u>Dancing with Diya.</u>			Integrate with Sanskrit.	<u>Write down the lyrics along with its meaning in the copy.</u>	Specific rup of Ma Durga.	NO	<u>Write down the lyrics along with its meaning in the copy.</u>	<u>In Dusshera,we all should be aware of the mythological story of Durga where she killed Mahishashura.</u>
			<u>Draw and describe the mudras with their usage.</u>					Deewali related mythological story	NO	<u>Dancing with Diya.</u>	<u>Deewali is celebrated all over the world. To smell the flavour,one should get to know about Festivals.</u>
			<u>Drill cum dance with colourful ribbon.</u>					Basic everyday used mudras	NO	<u>Draw and describe the mudras with their usage.</u>	<u>To know about different Mudras and their implementation.</u>

SUBJECT: ART EDUCATION (VOCAL MUSIC)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	Song from Almanac “Sarv Dharma Prarthna”	Children will learn the prayer song and will get to know about the Swar used in this prayer.	Knowing about Kaharwa taal. Children will learn to sing Suddh Swar.	Children will get to know about the all-in-one god	Teaching Suddh Notes through this prayer	Singing swaras in jumbled form	NO	NO	Guess the Song Activity	Children will learn the prayer song and will sing the suddh swars.
May	08										
June	14	Raag “Bilawal” Discription, Aaroh, Avroh & Bandish	Practice of small alnkars in Suddh Swar Effortlessly singing suddh swars and useage as sargams	Nature of the the Raag along with Teentaal describing taali and khali	Identificati on of other songs related to this raga's interpretati on	Usage of Swar Dha and Ga sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understandi ng the Tune	Children will know the Importance of Practice of small alnkars in Suddh Swar Effortlessly singing suddh swars and useage as sargams
July	26										
Aug	22	Song from almanac “Sare Jahan Se Accha”	Knowing to sing in Different Patterns of Same taal. Knowing About veer Ras in Sinning Knowing about the meaning of the song	Patriotism Importance of Independence	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Singing and counting in Hand beats	Name those persons who have	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About veer Ras in Sinning
Sept		Term I EXAMINATION	Revision								
Oct	13	Song From Almanac “Raghupati Raghav Raja Ram”	Knowing about Bhajan theka to properly sing in bhajan theka Counting of 8 beats and Use of komal nishaad in the song	Concept About • Kaharwa taal • Bhajan Theka • Chalan of Khamaj Raag	Integrated with Mahatma Gandhi’s effort to make our nation free	Learning about bhajan genre and Bhajni theka	Deal with the Pitch of the song and how to use komal Nishad (NI) properly in songs	Songs related to this kind	NO	NO	• Children will Knowabout Bhajan theka to properly sing in bhajan theka • Counting of 8 beats and Use of komal nishaad in the song
Nov	22										
Dec	23	Christmas Song “Deck the Halls”	Knowing About Singing in Western Beats along with Clapping and taping Sound Variations in	Concept About • Four By Four Beat Structure • Scale and its	Difference between Indian Rhythm and western	Learning about difference between fast beat and	Western notation and sound system	Songs related other western culture	NO	NO	Children will knowing About Singing in Western Beats along with Clapping and taping

			Western music (Western Notation)	type	rhythm	slow beat songs					Sound Variations in Western music (Western Notation)
Jan	16	Song from Almann “Vande Mataram”	Knowing about the following 1. Veer Ras in Music 2. Notes are being used in Patriotic songs	Concept About • Kaharwa Westen and slow Pattern • Melody of Raag desh	By singing Knowing the difference between komal and suddh swar	Inclusively teaching about raag desh and using swar of this Raag	Similar Songs which Use the same Swar	Finding out the musical note which changes the mood of the song	NO	NO	Children will know about the following. 1. Veer Ras in Music 2. Notes are being used in Patriotic songs
Feb		Term II EXAMINATION	Revision								
Mar		Revision “All Songs”	Revision								

Textbook: 1. KNOWLEDGE TREK

Month	WD	Chapter/ Sub-Topics
April	24	UNIT 1:OUR SUROUNDINGS 1.Rainbow 2.Public Places 3.Season 4.My School 5.Raw Materials 6.Let’s Shop Knowledge Park 7. Current Affairs
May	08	UNIT-2 : OUR ENVIRONMENT 1. Beautiful Flowers 2. Feathered Friends 3. Amazing Animals 4. Landforms • Current Affairs
June	14	UNIT-2 : OUR ENVIRONMENT 5. Pet and Wild Animals

		6. Plants Around Us 7. Vegetables We Eat 8. Let's have Some Nuts 9. Fruits We Eat 10. Food Factories 11. Let's Review 12. Knowledge Park Park
July	26	UNIT 3:OUR COUNTRY 1. Special Days 2. Indian Pilgrimages 3. Dishes of India 4. Knowing Your Country 5. Special Cities 6. Holy Holidays 7. Metro City Knowledge Park UNIT-4 : SCIENCE AND TECHNOLOGY 1. Inside Our Body 2. Home Appliances 3. Famous Inventions 4. Modern Gadgets 5. The Sun , Moon and Stars • Current Affairs
Aug	22	• Almanac • Sports • Mental Ability
Sep	05	Revision
Oct	13	UNIT-4 : SCIENCE AND TECHNOLOGY 5. Healthy Food

		6. First Aid Box 7. Sense Organs 8. Let's Review 9. Knowledge Park UNIT-5 : ART AND LITERATURE 1. Fairy Tales 2. The Ramayana 3. Famous Fable 4. Story Characters 5. Reading Time 6.. Anagrams 7. Genders Knowledge Park • Current Affairs
Nov	22	UNIT-6 :Sports and Entertainment 1. Toon World 2. Sports Walk 3. Indoor and Outdoor Games 4. Here We Play 5. Move to Movie 6. The Entertainers 7. Athletics 8. Movies for Kids Let's Review Knowledge Park • Current Affairs
Dec	23	9. Eco Zone 10. Life Skills SMART MIND 1.Joining Together 2. Puzzle 3. Riddle Time • Current Affairs
Jan	16	4. Fun with Numbers

		5. Spot the Difference Test Paper-1 Test Paper-2 Almanac Sports Mental Ability • Current Affairs
Feb		Revision
March		

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