



BGS Vijnatham School

॥ विद्या - ज्ञान विज्ञान तन्त्रज्ञान सहितम् ॥

ANNUAL CURRICULUM PLAN

STEP - II



ANNUAL CURRICULUM PLAN (2022-23)

STEP: II

SUBJECT: ENGLISH

Book/s : Fitzroy Reader (Stories 21- 30)

Fitzroy Word Skills- 3

Jolly Grammar Pupil Book- 2

Months: April – May

No. of working days: 33 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No.21: 'The Woodpecker and the Tugboat' Story No. 22: 'The Rabbit Wants a Carrot' Fitzroy Word Skill Lesson 1: ch as in chips, Special words, silent e, word search, Lesson 2: y as in happy, special words, questions, word search Grammar: Alphabetical Order Use of Commas Nouns Proper Nouns, Common Nouns Creative Writing Picture Composition</p>	<ul style="list-style-type: none"> ● Identify the characters, main idea, details and sequence the story ● Read and write words based on different sounds. ● Make sentences with the new sound words ● Frame sentences ● Identify words and arrange them in alphabetical order. ● Identify nouns and categories them as Common and Proper Nouns 	<ul style="list-style-type: none"> ● Analyze the information in timelines and make inferences from the informational text ● Use the new words in their speech. ● To express their thoughts using simple sentences. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role Play ● Word Grid ● Story weaving <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Picture Cube ● Edu-tech tool – Antonyms, Plural Nouns ● SEAB – Alphabetical Order (Pg 1-2) Nouns (Pg 3-10) Picture Composition (Pg 48,49) 	<ul style="list-style-type: none"> ● Perform in role play/ skit in English with appropriate expressions ● Vocabulary enhancement ● Express thoughts and put them in a sequence to explain it effectively. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Audio Story) ● Speaking Skills (Role Play) ● Writing skills (Picture Composition) ● Comprehension skills (Analyzing the Character, Q&A) ● Communication Skills (Role Play) ● Vocabulary (Dictation)

Months: July - August

No. of working days: 36 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No. 23: 'The Girls and the Ball' Story No. 24: 'The Cat, the Dog and the Vet' Fitzroy Word Skill Lesson 3: wh as in when, special words, categories (nouns), word search. Lesson 4: aw as in paw, special words, endings, word search</p> <p>Grammar Pronouns Use of question marks, Explanation Mark Adjectives Possessive adjective</p> <p>Creative Writing Unseen Passage Picture Composition</p>	<ul style="list-style-type: none"> To be able to understand day to day activities. Infer that interpersonal relationship is a treasure in our life Develop sensitivity towards environment. understand emotions Solves simple crossword puzzles, build word chains, etc Use pronouns and adjectives in a sentence speech and in writing Use pronouns related to gender like his/her/ he/she/it and other pronouns like this/that, here/there, these/those, etc. 	<ul style="list-style-type: none"> To use their critical / thinking ability to read between the lines and go beyond the text Use punctuations to express different kind of expressions in a sentence Write picture composition which uses targeted grammar structures Solve unseen passage questions. 	<p>Activities:</p> <ul style="list-style-type: none"> Twist the tale - writes 5-6 sentences to change the ending of the story Building a word chain Jam Session <p>Resources:</p> <ul style="list-style-type: none"> Mind Map Flash Cards Grammar Wheel Edu-tech Tool: Pronouns, Adjectives SEAB – Pronouns (Pg 11-14) Adjectives (Pg 15-18) Punctuations (Pg 32) Unseen Passage (Pg 55) Picture Composition (Pg 50) 	<ul style="list-style-type: none"> Connect ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences Write grammatically correct sentences for a variety of situations. Identify the theme of the unseen passage and creating own story with the same theme. 	<ul style="list-style-type: none"> Reading Skills (Story Reading) Listening Skills Speaking Skills (JAM Session) Writing skills (Paragraph, Sentence Writing) Comprehension skills (Inferencing, Question and answers, MCQs) Communication Skills (JAM Session) Vocabulary (Dictation)

Months: September - October

No. of working days: 39 day

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No. 25: 'Tom and Ben' Story No.26: 'The Eight Frogs and the Snake' Fitzroy Word Skill Lesson 5: ed as in barked, Special Words, Alphabetical Order, Word Search Lesson 6: ight as in night, special words, Alphabetical Order, endings, word search Grammar: Comparison of Adjectives Verbs Plurals Opposites Creative Writing Unseen Passage Sentence Writing</p>	<ul style="list-style-type: none"> ● To identify the cause and effect of an emotion in life ● To be able to understand the problem in the story and identify the solution ● Understand the rules of grammar through a variety of situations and contexts focusing on nouns, adjectives, verbs etc. ● Read different kinds of texts such as poetry and play ● Write answers for comprehension and inferential questions ● To use simple adjectives related to size, shape, colour, weight, texture such as big, small, round, pink, red, heavy, light, soft, rough, etc. 	<ul style="list-style-type: none"> ● Raise questions based on their reading ● Think critically and try to provide suggestion/ solutions to the problems raised ● To identify the comparative and make use of proper adjectives to frame sentences. ● Use the verbs in sentences ● To understand a thought and express it in their own words in a paragraph form 	<p>Activities:</p> <ul style="list-style-type: none"> ● Helping others ● Cherish the ability ● Who's is it? <p>Resources:</p> <ul style="list-style-type: none"> ● E-module ● Edu-tech Tool: Adjectives, Verbs ● Feelings Chart ● SEAB: Comparison of Adjectives (Pg 41-42) Verbs (Pg 19-22) Plurals (Pg 23-26) Unseen Passage (Pg 56) Picture Composition (Pg 51) 	<ul style="list-style-type: none"> ● Empathize towards the animals around us ● Identify the needs of the animals and try to find solution ● know and identify the value of people around us and respect their feelings ● Ability to understand the poem and infer the meaning ● Analyze the emotions and to express true feelings through paragraph ● Identify the statement and question 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Helping Others) ● Speaking Skills (Cherish the Ability) ● Writing skills (Sentence Writing) ● Comprehension skills (Comprehension Question and Answers, MCQs) ● Communication Skills (Group Discussions) ● Vocabulary (Group Discussion, Dictation)

Months: November - December

No. of working days: 31 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No.27: 'Tabitha and Thug' Story No. 28: 'Love' Fitzroy Word Skill Lesson 7: th as in thin, Special Words, Puzzles, Opposites Lesson 8: ow as in blow, special words, comprehension, Nouns, Grammar: Homophones Adverbs Punctuation Contractions Creative Writing Paragraph Writing Unseen Passage</p>	<ul style="list-style-type: none"> ● To identify the differences in personality and be able to accept opinion of other individuals. ● To be able to identify different parts of speech and use them in a sentence. ● To be able to identify a sentence and a question. ● To be able to write sentences with proper punctuation. ● To express their thoughts and opinions about a particular topic in the form of a paragraph. ● To identify the characters and sequence of events in the story. 	<ul style="list-style-type: none"> ● To raise an opinion on the basis of their likes or dislikes. ● To assess the difference between facts and opinion. ● To be able to write a sentence with proper punctuation. ● Use pictures appropriate to the theme. 	<p>Activities:</p> <ul style="list-style-type: none"> ● Speaking sentences which has different expressions ● Meet my Mate <p>Resources:</p> <ul style="list-style-type: none"> ● E – module ● Cue-Cards ● SEAB <p>Homophones (Pg 27) Adverbs (Pg 28-31) Punctuations (Pg 33-34) Contractions (Pg 35-36) Unseen Passage (Pg 56) Picture Composition (Pg 53)</p>	<ul style="list-style-type: none"> ● ability to form their opinions in a particular situation ● self evaluation ● Acceptance of other's opinion. ● Ability to write instructions for preparing craft items 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Audio stories) ● Speaking Skills (Meet my Mate) ● Writing skills (Paragraph writing) ● Comprehension skills (Comprehension Questions, RTC, MCQs) ● Communication Skills (Group Discussions) ● Vocabulary (Group Discussion, Dictation)

Months: January – February

No. of working days: 31 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Fitzroy Reader Story No. 29: 'The Owl and the Clown' Story No. 30: 'Jessica' Fitzroy Word Skill Lesson 9: ow as in how, Special Words, Comprehension, Nouns, Word Search Lesson 10: ee as in tree, Special Words, Contractions, Crossword, Word search Grammar: Conjunctions Prepositions Suffixes and Prefixes Creative Writing Paragraph Writing Story Writing Unseen Passage</p>	<ul style="list-style-type: none"> ● To be able to understand the difference between good deeds and bad deeds. ● To set priorities in life. ● To be able to understand the importance of wisdom. ● To be able to use grammar concepts in writing skills. ● To be able to use prepositions like before, between. Etc. ● Make use of facts in paragraph writing ● Understand the elements of a story and create a story with the help of pictures. 	<ul style="list-style-type: none"> ● Be able to understand life situations and take wise decisions ● Understand the importance of honesty in life and make suitable priorities in life. ● Understand the difference between facts and opinion. ● Ability to give evidence or facts or reasons to support their opinion 	<p>Activities:</p> <ul style="list-style-type: none"> ● Talk Show ● Ad – Mad Show <p>Resources:</p> <ul style="list-style-type: none"> ● Cue – Cards ● Placards ● E-modules ● Edu-tech tool: sentences, conjunctions and prepositions ● SEAB: Conjunctions (Pg 35-36) Prepositions (Pg 37-39) Suffix and Prefix (Pg 43-47) Unseen Passage (Pg 57-58) Picture Composition (Pg 54) 	<ul style="list-style-type: none"> ● To be able to raise opinions with supporting facts and evidences. ● To be able to convince other people with their supporting point of view. ● To identify the elements of the story. ● To enhance imaginary skills. 	<ul style="list-style-type: none"> ● Reading Skills (Story Reading) ● Listening Skills (Talk Show) ● Speaking Skills (Talk Show, Ad-Mad Show) ● Writing skills (Comprehension questions, Writing paragraph/story) ● Comprehension skills (Comprehension Questions, RTC, MCQs, Group Discussion) ● Communication Skills (Talk Show, Ad-Mad Show) ● Vocabulary (Talk Show, Dictation)

वार्षिक पाठ्यक्रम योजना (2022-23)

कक्षा: II

विषय: हिन्दी

पुस्तक: वल्लरी, सुरभिका

माह: अप्रैल-मई

कार्य के दिवस: 31

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित			
<p>वल्लरी: पाठ-1- हम नन्हें बच्चे (कविता) पाठ-2- शेखचिल्ली (हास्य-प्रसंग)</p> <p>सुरभिका: पाठ-1- वर्ण और पाठ-2- मात्राएँ</p> <p>रचनात्मक लेखन: वाक्य प्रयोग, चित्र-वर्णन</p>	<ul style="list-style-type: none"> तिरंगे के रंग, रूप व आकार को पहचानना। मात्राओं को पहचान कर पढ़ना एवं शब्दों में प्रयोग करना। मूर्खतापूर्ण कार्यों से परिचित कराकर ऐसे कार्य न करने के बारे में बताना। मात्राओं की सहायता से छोटे-छोटे वाक्य बनाना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। हम देश को मटा का दर्जा क्यों देते हैं, विषय पर अपने विचार रखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> राष्ट्रीय प्रतिकों (ध्वज, फूल, पशु, पक्षी) का चित्र बनाकर रंग भरना। अपने आप को शेखचिल्ली की भूमिका में मानकर आपके द्वारा की गयी मूर्खता का किस्सा कक्षा में सुनाइए। <p>संसाधन</p> <ul style="list-style-type: none"> SEAB मात्राएँ (पृष्ठ सं० 1-6) Table Tool Kit 	<p>कौशल पर आधारित</p> <ul style="list-style-type: none"> उचित हाव-भाव के साथ कविता का पठन करना। शब्द कोश बढ़ाना अपने विचारों को सबके समक्ष रखना। अपने देश के बारे में जानकारी (देश, झंडे, नदियों, शहरों, राजधानियों, पहाड़ आदि के नामों) का पता होना। पाठ में आए मुहावरों के अर्थ पता चलना। 	<ul style="list-style-type: none"> पठन कौशल (चुटकुलों का पठन) श्रवण कौशल (वीडियो द्वारा हास्य प्रसंग सुनना) वाचन कौशल (तिरंगे झंडे पर अपने विचार रखना) लेखन कौशल (चित्र वर्णन) अभिव्यक्ति कौशल (प्रश्नोत्तर) शब्द कोश (श्रुतलेख)

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित			
<p>वल्लरी: पाठ-3- जल है तो जीवन है (लेख) पाठ-4- मोटा बंदर (कविता) पाठ-5- कौए की चोंच (कहानी)</p> <p>सुरभिका: पाठ-3- संयुक्त व्यंजन पाठ-4- इ और ढ का प्रयोग पाठ-5- र और ऋ का प्रयोग</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन अपठित गद्यांश</p>	<ul style="list-style-type: none"> पशु-पक्षियों के लिए जंगल कितने ज़रूरी है विषय में जानकारी को समझना। पानी के उपयोग को समझना एवं इसकी बचत के लिए जानकारी देना। संयुक्त व्यंजन, इ और ढ, र और ऋ को पहचानना। पशु-पक्षियों के बारे में जानकारी (रंग-रूप, आवाज़, बच्चे बोली, आकार, अंडे आदि) इकठ्ठा करना 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। नदियों का पानी गंदा व कम क्यों होता जा रहा है, विषय पर चर्चा कर अपने विचार बताइए। नदी, तालाब व अन्य जल स्रोतों के विषय में जानकारी पता करना। “जल के उपयोग एवं महत्व,” विषय पर एक अनुच्छेद लिखिए 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> पानी की बचत के लिए एक-एक नारा लिखिए। जंगली जानवरों के चित्र पुरानी किताब, पत्रिकाओं आदि से काटकर ‘स्क्रेप-बुक’ पर चिपकाइए। जंगल का या पेड़ पर लटकते बंदर का चित्र बनाकर रंग भरिए। कक्षा अभिनय। किसी एक जानवर की जानकारी प्राप्त करके कक्षा में साझा कीजिए। <p>संसाधन</p> <ul style="list-style-type: none"> लाइब्रेरी (पंचतंत्र की कहानी) कार्यपत्रक (इ और ढ का प्रयोग, संयुक्त व्यंजन) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। लिखते हुए अपने लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। किसी का बुरा न करने की प्रेरणा का विकास होना। जंगल काटने से क्या - क्या नुकसान हो रहे हैं, विषय पर जानकारी। 	<ul style="list-style-type: none"> पठन कौशल (समाचार पत्र का पठन) श्रवण कौशल (पशु-पक्षियों पर चर्चा सुनना) वाचन कौशल (कहानी/कविता को समझते हुए उसमें अपनी बात/कहानी जोड़ना) लेखन कौशल (अनुच्छेद लेखन) अभिव्यक्ति कौशल (प्रश्नोत्तर, पात्रों का विश्लेषण) शब्द कोश (श्रुतलेख, अनेक शब्दों के लिए एक शब्द एवं शब्दार्थ)

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-6- स्वार्थी बादल (कहानी) पाठ-7- सोन चिरैया (कविता) पाठ-8- पौधों में भी जान है (लेख) पाठ-11- खुली पाठशाला फूलों की (कविता)</p> <p>सुरभिका: पाठ-6- संज्ञा पाठ-7- लिंग पाठ-8- वचन</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन गिनती (1-20)</p>	<ul style="list-style-type: none"> • बादलों, पशु-पक्षियों, पेड़-पौधों, नदियों आदि विषयों के बारे में चर्चा करना। • छुई-मुई के पौधे का स्वयं अनुभव करना। • अपने को पिंजरे में बंद पक्षी मानकर अपना दुख बताते हुए आपस में चर्चा करना। • संज्ञा, लिंग, वचन आदि व्याकरण को समझना। 	<ul style="list-style-type: none"> • शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। • पशु-पक्षियों से संबन्धित जानकारी पर अनुच्छेद लिखिए। • कौन-कौन से काम “भलाई के काम” कहे जा सकते हैं पर दस पंक्तियाँ लिखिए। • “आसमान में तुमने बादल देखे होंगे, कभी वो गहरे काले तो कभी सफ़ेद होते हैं - विषय पर परिचर्चा। • “यदि पेड़-पौधे न होते तो क्या होता” विषय पर अनुच्छेद लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> • पेड़-पौधों के संरक्षण के लिए क्या-क्या कर सकते हैं, विषय पर समूह बनाकर अपने विचार कक्षा में बताएँगे। • तरह-तरह के फूलों (रंग, नाम, खुशबू, आकार, प्रयोग आदि) के बारे में बगीचे में ले जाकर स्वयं अनुभव कराना। <p>संसाधन</p> <ul style="list-style-type: none"> • SEAB <p>संज्ञा (पृष्ठ सं०7-8) लिंग (पृष्ठ सं०13-15) वचन(पृष्ठ सं०16-18) गिनती (पृष्ठ सं० 19-22)</p>	<ul style="list-style-type: none"> • उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। • लेखन में विराम-चिन्हों, जैसे- पूर्ण विराम, अल्प-विराम, प्रश्नवाचक चिन्ह का सचेत इस्तेमाल करते हैं। • अपने विचारों को सबके समक्ष रखना। • पर्यावरण एवं पशु-पक्षियों के प्रति संवेदनशील बनाने का विकास। 	<ul style="list-style-type: none"> • पठन कौशल (कविता का पठन) • श्रवण कौशल (संज्ञा, लिंग, वचन, गिनती सुनना) • वाचन कौशल (नदी, तालाब व अन्य जल स्रोतों के विषयपर चर्चा) • लेखन कौशल (अपने को चिड़िया मानते हुए ‘मैं आज़ाद परिंदा’ के विषय में पाँच वाक्य लिखना) • अभिव्यक्ति कौशल (प्रश्नोत्तर, किसने किससे कहा) • शब्द कोश (श्रुतलेख एवं गिनती)

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-9- बुरा मत करो (चित्र-कथा) पाठ-10- स्वच्छता से स्वास्थ्य (संवाद) पाठ-12- नन्नू का कमरा (आत्म-कथन)</p> <p>सुरभिका: पाठ-9- सर्वनाम पाठ-10- विशेषण पाठ-11- क्रिया</p> <p>रचनात्मक लेखन: अपठित गद्यान्श कहानी पूर्ति पक्षी, जानवर, दिनों और महीनों के नाम</p>	<ul style="list-style-type: none"> नीम व आम के पेड़ का हमारे जीवन में क्या महत्व है, विषय पर अपने माता-पिता से जानकारी अर्जित करके कक्षा में सुनाइए। सर्वनाम, विशेषण, क्रिया को पहचानना। मधुमक्खी हमारे लिए क्यों उपयोगी है और उससे हमें क्या मिलता है, के बारे में चर्चा। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। “ हम अपने घर, स्कूल व आस-पास को साफ़ रखने के लिए क्या-क्या कर सकते हैं”, पर परिचर्चा। “साफ़-सफाई से वातावरण कितना खूबसूरत लगता है” विषय पर दस पंक्तियाँ लिखिए। “स्वच्छ भारत अभियान” विषय पर अनुच्छेद लिखिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> कक्षा अभिनय। अपने मनपसंद खिलाड़ियों / खेलों/ जानवरों/ फूलों आदि के चित्रों से ‘कोलाज’ बनाइए। स्वच्छता से संबन्धित एक नारा लिखिए। <p>संसाधन</p> <ul style="list-style-type: none"> SEAB सर्वनाम (पृष्ठ सं० 9-12) विशेषण (पृष्ठ सं० 23-26) क्रिया (पृष्ठ सं० 27-29) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं। सुबह उठने के बाद, स्कूल से वापस आने पर, खाना खाने से पहले, खाना खाने के बाद, रात को सोने से पहले, अच्छे बच्चों को क्या-क्या करना चाहिए, आदि विषयों पर जानकारी होना। शब्द कोश बढ़ाते हुए शब्दों/ कहानी पूर्ति को समझकर उनका अर्थ सुनिश्चित करना। उनकी स्वयं की दिनचर्या के पालन, साफ़ घर व गंदे घर का स्वयं अनुभव करने का विकास। 	<ul style="list-style-type: none"> पठन कौशल (स्वच्छता पर नारा) श्रवण कौशल (नुक्कड़ नाटक) वाचन कौशल (कक्षा अभिनय) लेखन कौशल (अपठित गद्यान्श, कहानी पूर्ति) अभिव्यक्ति कौशल (प्रश्नोत्तर, पात्रों का विश्लेषण) शब्द कोश (श्रुतलेख एवं पक्षी, जानवर, दिनों और महीनों के नाम)

पाठ/ विषय	सीखने के लक्ष्य		गतिविधि और संसाधन	सीखने की संप्राप्ति	मूल्यांकन
	ज्ञान/ तत्व पर आधारित	योग्यता पर आधारित		कौशल पर आधारित	
<p>वल्लरी: पाठ-13- मौसम के रंग (काव्य-नाटक) पाठ-14- पाप का फल (कहानी) पाठ-15- नानी की बातें (लेख) पाठ-16- कछुआ और खरगोश (चित्र काव्य-कथा)</p> <p>सुरभिका: पाठ-12- पर्यायवाची शब्द पाठ-13- विलोम शब्द पाठ-14- वाक्य-रचना</p> <p>रचनात्मक लेखन: अनुच्छेद लेखन मुहावरे</p>	<ul style="list-style-type: none"> सभी मौसम (किन-किन महीनों में कौन-सी ऋतुएँ आती हैं) के बारे में जानकारी देना। गाँवों (मकान, कुटिता, कच्चे घर, पक्के घर, फसल, खेत) आदि के बारे में जानकारी देना। पर्यायवाची शब्द, विलोम शब्द के बारे में जानकारी देना। काम पूरा किए बिना आराम करने या ध्यान किसी और काम में लगा देना ठीक नहीं होता की जानकारी देना। 	<ul style="list-style-type: none"> शब्द कोष में आए नए शब्दों का अपनी बात-चीत में प्रयोग करना। “चाँद पर कदम रखने वाले लोगों के बारे में जानकारी एकत्रित करके कक्षा में सुनाइए। “जैसे हमारी धरती का उपग्रह चाँद है उसी तरह और कौन-कौन से ग्रह हैं, जो सूरज का चक्कर लगाते हैं पता कीजिए और कक्षा में चर्चा कीजिए। 	<p>गतिविधियाँ</p> <ul style="list-style-type: none"> कक्षा अभिनय। किन्हीं पाँच जंगली/ पालतू जानवरों के नाम बताइए और उनके बारे में पता कीजिए कि उनका स्वभाव कैसा है, उन्हें क्या पसंद होता है? <p>संसाधन</p> <ul style="list-style-type: none"> लाइब्रेरी (पंचतंत्र- ईमानदार मनुष्य) SEAB पर्यायवाची शब्द (पृष्ठ सं० 35-37) विलोम शब्द (पृष्ठ सं० 38-40) वाक्य-रचना (पृष्ठ सं० 41-43) अनुच्छेद लेखन (पृष्ठ सं० 44-48) अपठित गद्यांश (पृष्ठ सं० 55-60) 	<ul style="list-style-type: none"> उचित हाव-भाव के साथ कहानी, कविता आदि को ध्यान से समझते हुए प्रतिक्रिया व्यक्त करते हैं। किस मौसम की क्या विशेषता है। ईमानदारी व सेवाभाव से काम करने की प्रेरणा का विकास। मुहावरे को समझकर उनका अर्थ सुनिश्चित करना। प्रकृति प्रदत्त (प्रकृति से मिलने वाली) चीजों को जनने की प्रेरणा देना। 	<ul style="list-style-type: none"> पठन कौशल (विलोम शब्द) श्रवण कौशल (मुहावरे) वाचन कौशल (वाक्य-रचना) लेखन कौशल (अनुच्छेद लेखन/ वाक्य प्रयोग) अभिव्यक्ति कौशल (प्रश्नोत्तर, शब्दार्थ, अपठित गद्यांश) शब्द कोश (श्रुतलेख, पर्यायवाची शब्द, भाषा व्याकरण)

ANNUAL CURRICULUM PLAN (2022-23)

STEP: II

SUBJECT: MATHEMATICS

Book :Living Math -2

Months: April – May

No. of working days: 33 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 1 – Numbers upto 200</p> <p>Chapter 2 – Addition</p> <p>Chapter 3 – Subtraction</p>	<ul style="list-style-type: none"> ● To understand the Place Value Chart upto 3 digits ● To classify the numbers & distinguish according to periods and place value ● To write numerals for given number name using commas and to demonstrate the place value and face value. ● To know compare and arrange the numbers in ascending and descending order and to know ordinal numbers ● To understand even and odd numbers · To arrange the numbers in columns & do addition and subtraction. · To understand addition and subtraction of 3 digits number and bigger numbers · To identify and solve the operation in a word problem 	<ul style="list-style-type: none"> ● To understand that numbers are used in daily life (Admission number, price tag). ● To understand that comparison is done to find greater or smaller. ● To identify the situations in real life where they have to find the sum and difference 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Abacus activity (Understanding place Value, Addition and subtraction) 2. Squat Down (Odd Even) 3. Addition Wall and Subtraction wall 4. Crazy shop activity <p>Resources:</p> <ul style="list-style-type: none"> ● Abacus ● Number kit ● Addition kit ● Subtraction kit <p>SEAB: Number (Pg: 1 – 3) Addition (Pg: 6-8) Subtraction (Pg: 12-13)</p>	<p>Thinking Students will be able to find the sum or difference of two quantities.</p> <p>Logical Students will be able to compare and find greater or smaller between the two quantities.</p> <p>Analysis Students will be able to identify the situations in real life where they have to find the sum and difference</p>	<p>Conceptual clarity Word Problems</p> <p>Mental Ability Worksheets and SEAB</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

Months: July - August

No. of working days: 36 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 4 – Multiplication</p> <p>Chapter 5 – Numbers upto 999</p> <p>Chapter 6 – Addition and Subtraction of bigger numbers</p>	<ul style="list-style-type: none"> ● To understand the multiplication facts ● To recall repeated addition and relate it as Multiplication ● To multiplying by 10, 20..... and 100, 200..... so on. ● To multiply 2- and 3-digit number by 1 digit number ● To multiply, add and subtract the bigger number ● To introduce numbers and number names upto 999, their place value and comparison of bigger numbers ● To relate and write division facts with the given multiplication facts ● To solve simple story sums of multiplication, addition and subtraction 	<ul style="list-style-type: none"> ● To develop logical thinking to identify the situations in real life where they have to find the multiplication. ● To understand that multiplication is used when we find a total number of a collections or measurements of equal size. ● To understand the addition and subtraction of bigger numbers. ● To identify and solve the word problems with the help of pictures. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Finger Dip Activity (Understanding tables) 2. Repeated Addition activity (Repeated addition as multiplication) 3. Tables 1 to 15 (Learning) 4. Passing the ball to play dogging tables. <p>Resources:</p> <ul style="list-style-type: none"> ● Multiplication kit ● Number kit <p>SEAB:</p> <ul style="list-style-type: none"> ● Multiplication (Pg: 17-24) ● Numbers upto 999 (Pg: 4-5) ● Addition and Subtraction of bigger number (Pg: 9-11, 14-16) <p>Edu Tech Tool Matific</p> <p>E-modules</p> <ul style="list-style-type: none"> ● Subtraction of 2 digit and 3 digit numbers with borrowing ● Multiplication of 2 digit and 3 digit numbers 	<p>Problem solving Students will be able to solve the difficult level question.</p> <p>Critical thinking Students will be able to understand clearly and rationally to analyze facts come to a conclusion.</p> <p>Experiential learning Students will be able to understand the concept by doing the activities.</p> <p>Application Students will be able to understand story sums through picture</p>	<p>Conceptual clarity Quiz</p> <p>Mental Ability Worksheets and SEAB</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

Months: September - October

No. of working days: 39 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based			
<p>Chapter 7 – More on multiplication (Pg: 104 - 113)</p> <p>Chapter 8 – Learn to divide (pg: 121 - 125)</p> <p>Chapter 9 – Fractions (pg: 129 - 130)</p>	<ul style="list-style-type: none"> ● To understand dividend, divisor and quotient ● To understand the concept of equal distribution ● To understand whole and fractions ● To understand fraction of whole object and writing a fraction ● To understand fraction wall and fraction of a collection ● To solve simple story sums of division 	<ul style="list-style-type: none"> ● To develop the values like helping and equal sharing. ● To make them understand the importance of unity as they are a part of the whole community and play an important role. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Paper folding activity 2. Flower Activity 3. Vowel Activity 5. Students will list out all the symmetrical alphabet and all draw its line of symmetry (identifying Symmetrical figures) 6. Students will make paper rangoli using paper cutting to show patterns provide a sense of order and sequencing. <p>Resources:</p> <ul style="list-style-type: none"> ● Fraction kit ● Scales (Big and small) ● Beakers (to understand capacity) ● Weighing machine <p>SEAB: Multiplication (Pg: 23-24) Division (Pg: 25-32) Fractions (Pg: 36-37)</p> <p>Edu Tech Tool matific</p>	<p>Skill Based</p> <p>Analysis</p> <ul style="list-style-type: none"> ● Students will be able to identify the situations in real life where they have to find the multiplication and division <p>Application</p> <ul style="list-style-type: none"> ● Students will be able to understand story sums through picture 	<p>Conceptual clarity Word Problems</p> <p>Mental Ability Worksheets and SEAB</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

Months: November - December

No. of working days: 31 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 10 – Measurement (Pg: 134 - 142)</p> <p>Chapter 11 – Shapes and Patterns (Pg: 147 - 152)</p> <p>Chapter 12 – Time (Pg: 157 – 162)</p>	<ul style="list-style-type: none"> ● To understand measuring line segment ● To learn to measure and weigh different things around them ● To understand plane shapes and solid shapes ● To understand the concept of 2D and 3D shapes ● To understand what is time? ● To understand how to read calendar? ● To understand conversion of time 	<ul style="list-style-type: none"> ● Students will be able to understand the concept of 2D and 3D shapes by seeing the different shapes in their surroundings. ● Students will be able to understand which flat shape will be formed by the using of 3D shapes. ● To understand importance of time (time waits for no one, every second counts) ● Students will be able to learn time management and prioritize the work 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Shape activity 2. Clock Activity 3. Calendar Activity 4. Nature Walk: students will go for a walk around the school and observe the various patterns like tiles, carpet, window grills etc. 5. Students will go out in the field and measure different objects like leaves, petals of flowers using a ruler. <p>Resources:</p> <ul style="list-style-type: none"> ● 3 D shape kit ● Scales (Big and small) ● Beakers (to understand capacity ● Weighing machine <p>SEAB: Measurement (Pg: 40-42) Shapes and Patterns (Pg: 33-35, 38-39) Time (Pg: 43-45)</p> <p>Edu Tech Tool matific</p>	<p>Conceptual understanding Students will be able to understand the concept by doing the activities</p> <p>Experiential learning Students will do the clock activities itself and understand by experience.</p> <p>Collaboration Students will do group activities and share their learning with each other.</p> <p>Multidisciplinary approach Students will be able to understand the concept of time through poem</p>	<p>Conceptual clarity Shapes MCQ, Quiz Games Activities</p> <p>Mental Ability Worksheets and SEAB</p> <p>Written Work Notebook Submission Activities Observation</p>

Months: January-February- March

No. of working days: 31 days

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 13 – Money Chapter 14 – Data Handling</p>	<ul style="list-style-type: none"> ● To understand units of money ● To understand conversion of units of money ● To understand handling money ● To understand story sums and making bills. ● To understand pictograph ● To represent data using tally marks and bar graphs 	<ul style="list-style-type: none"> ● Students will be able to understand that we need money to buy things and it is earned by doing work · To understand the value of money · understand money is not only for buying and selling (wages /salaries). 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Plastic Money Activity 2. Tell the amount 3. Buying and Selling of items Activity 4. Role play 5. Favorite fruit Activity 6. Choose a snack and make tally chart <p>Resources:</p> <ul style="list-style-type: none"> ● Dummy notes <p>SEAB: Money (Pg: 46-47) Data Handling (Pg: 48-50)</p> <p>Edu Tech Tool matific</p>	<p>Logical skill Students will be able to understand save and spend money logically.</p> <p>Analysis Students will be able to identify the situations in real life where they can use data handling.</p> <p>Application and analyze Students will be able to understand story sums through picture</p>	<p>Conceptual clarity Game and Quiz</p> <p>Mental Ability Worksheets and SEAB</p> <p>Written Work Notebook Submission</p> <p>Activities Observation</p>

ANNUAL CURRICULUM PLAN (2022-23)

STEP: II

SUBJECT: EVS

Book: Wow Science Book

Months: April-May

No.of working days: 36

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 1: My Family and I</p> <p>Chapter 2: Inside Our Body</p> <p>Chapter 3: Food and Health</p>	<ul style="list-style-type: none"> ● Identify the family members and relatives or relations ● Types of families ● internal and external organs ● various functions of organs ● importance of food and nutrition ● Types of food ● Good eating habits 	<ul style="list-style-type: none"> ● Relations around us ● Learn the importance of respect and care among family members and society ● How many meals in a day? ● To know what is healthy and unhealthy food 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role Play ● Word Grid ● Story weaving ● Making of food chart (Healthy and junk) ● Model <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Mind map ● Picture Cube ● Edutech tool – Video, quiz ● SEAB – <p>My family and I (pg.1-4) Inside our body (pg. 5-7) Food and health (pg.8-10)</p>	<ul style="list-style-type: none"> ● Vocabulary building (science words) ● Thinking skills ● Reasoning ● Logical and aesthetic skill ● Observation skill ● Being aware of our surroundings 	<ul style="list-style-type: none"> ● Conceptual clarity ● Project work ● Group project <p>Written:</p> <ul style="list-style-type: none"> ● Vocabulary (Dictation) ● Google form

Months: July-August

No.of working days: 39

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 4: Houses We live in</p> <p>Chapter 5: Being Healthy and Strong</p> <p>Chapter 6: Games we play</p> <p>Chapter 7: Safety Rules</p>	<ul style="list-style-type: none"> ● Types of houses ● Different rooms of the house ● People who build houses ● What are germs ● To sit in a good posture and proper exercise ● Different kinds of games ● Observes rules in games (local, indoor, outdoor) and other collective tasks ● Safety on a road ● Safety at a bus stop and in a bus ● Safety while playing ● Safety in a water pool ● How to do first aid 	<ul style="list-style-type: none"> ● Need for a house ● How houses protect us ● Ways to keep ourselves clean ● Importance of keeping healthy and strong body ● Importance of playing games ● Importance of traffic light ● How to play and where to play ● How to be careful on road and Importance of zebra crossing 	<p>Activities:</p> <ul style="list-style-type: none"> ● Making of igloo on chart and pasting cotton ● Model of kuccha and pucca house (science kit) ● Meditation and exercise ● Show and tell ● Scrapbook activity ● Group Discussion ● Making your own chessboard/ludo <p>Resources:</p> <ul style="list-style-type: none"> ● Mind Map ● Flash Cards ● Scrapbook ● Chart papers ● Edutech Tool: Video, Quiz <p>SEAB- Houses we live in (pg.11) Being healthy and strong (pg.12-13) Games we play (pg.14) Safety Rules (pg. 15-16)</p>	<ul style="list-style-type: none"> ● Vocabulary building (science words) ● Thinking skills ● Reasoning ● Logical and analytical thinking ● Observation skill ● Memorization 	<ul style="list-style-type: none"> ● Conceptual clarity ● Project work ● Group project <p>Written:</p> <ul style="list-style-type: none"> ● Vocabulary (Dictation) ● Google form

Months: September-October

No.of working days: 37

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 8: Things around us Chapter 9: Plants Chapter 10: Animals Chapter 11: Birds	<ul style="list-style-type: none"> ● Know about living and non-living things ● Characteristics of living and non-living things ● Parts of plants and their functions ● Different uses of plants ● Different types of animals (domestic, wild, farm) ● Animals and their babies ● Habitat ● Eating habits of animals ● Physical features of birds ● Home of birds ● How birds fly 	<ul style="list-style-type: none"> ● Identification of living and non-living things ● shows sensitivity for plants, animals, in surroundings. (For the diversity in appearance, abilities, choices – likes/ dislikes, and access to basic needs such as food, shelter, etc.) ● Protecting our nature ● Taking care of animals ● Identification of the animals ● Identifies simple features (e.g., movement, at places found/kept, eating habits, sounds) of animals and birds) in the immediate surroundings 	<p>Activities:</p> <ul style="list-style-type: none"> ● Game ● Visit to poultry farm ● Animal face mask making ● Seed germination ● Making paper birds ● Project work <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Mind map ● Diagram ● Chart paper ● Edutech tool – Video, quiz <p>SEAB –</p> <p>Things around us (pg. 17-18)</p> <p>Plants (pg. 19-20)</p> <p>Animals (pg.21-22)</p> <p>Birds (pg. 24)</p>	<ul style="list-style-type: none"> ● Vocabulary building (science words) ● Thinking skills ● Logical and analytical thinking ● Observation skill <p>Memorization</p> <ul style="list-style-type: none"> ● Nature sensitivity 	<ul style="list-style-type: none"> ● Conceptual clarity ● Project work ● Group project <p>Written:</p> <ul style="list-style-type: none"> ● Vocabulary (Dictation) ● Google form

Months: November-December

No.of working days: 42

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 12: Locating a place</p> <p>Chapter 13: Means of communication</p> <p>Chapter 14: Air and water</p>	<ul style="list-style-type: none"> ● Know about directions ● Knowledge of maps ● Knowledge of compass ● Meaning of communication ● Means of communication ● Speed, direction and force of air ● Sources of water ● Water cycle and conservation of water ● Causes of air and water pollution 	<ul style="list-style-type: none"> ● Identifies directions, location of objects/ places in simple maps (of home/ classroom/ school) using signs/symbols/verbally ● Using a compass ● Importance of communication ● Use of different tools of communication ● How air and water is useful for us ● Importance of conservation of water ● Importance of reducing air and water pollution 	<p>Activities:</p> <ul style="list-style-type: none"> ● Hide and seek game ● Showing of political map and discussion ● School round and locating different places ● Mail to your friend ● Scrapbook activity ● Poster making ● Talk show <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Mind map ● Diagram ● Chart paper ● Edutech tool – Video, quiz ● SEAB – <p>Locating a place (pg.25) Means of communication (pg.26-27) Air and water (pg.28)</p>	<ul style="list-style-type: none"> ● Vocabulary building (science words) ● Thinking skills ● Logical and analytical thinking ● Observation skill Memorization ● To develop proper skill of directions 	<ul style="list-style-type: none"> ● Conceptual clarity ● Project work ● Group project <p>Written:</p> <ul style="list-style-type: none"> ● Vocabulary (Dictation) ● Google form

Months: January-March

No.of working days: 38

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
<p>Chapter 15: Our Earth</p> <p>Chapter 16:The Sun, Moon and Stars</p> <p>Chapter 17: India our country</p>	<ul style="list-style-type: none"> ● Types of landforms ● Types of water bodies ● Seeing a globe ● Know about Sun ● Different phases of Moon ● The stars and planets ● National symbols and national festivals ● Significance of national symbols and Indian flag 	<ul style="list-style-type: none"> ● Identifying different landforms ● Identifying natural resources of water ● Protecting our natural resources ● What are the types of energy that can be obtained by sun ● Natural resource of light ● Identification of phases of moon ● Identification of different planets ● Importance of national festivals ● Identification of national symbols ● Importance of our national flag and meaning of tricolour ● Feeling of Patriotism 	<p>Activities:</p> <ul style="list-style-type: none"> ● Role play ● Research ● Quiz ● Model (phases of moon) ● Scrapbook activity ● Poster making ● Talk show <p>Resources:</p> <ul style="list-style-type: none"> ● E-Modules ● Mind map ● Flash cards ● Diagram ● Chart paper ● Edutech tool – Video, quiz ● SEAB – Our Earth (pg.29-30) ● The Sun, Moon and stars (pg.31-32) ● India our country (pg.33-35) 	<ul style="list-style-type: none"> ● Vocabulary building (science words) ● Thinking skills ● Developing the feeling of patriotism ● Logical and analytical thinking ● Observation skill <p>Memorization</p> <ul style="list-style-type: none"> ● Nature sensitivity ● Reasoning 	<ul style="list-style-type: none"> ● Conceptual clarity ● Project work ● Group project <p>Written:</p> <ul style="list-style-type: none"> ● Vocabulary (Dictation) ● Google form

ANNUAL CURRICULUM PLAN (2022-23)

STEP: II

SUBJECT: MUSIC

Months: April – May

No. of working days:8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">● Performance on Earth Day● Mother's day performance● Prayers- (Itni shakti humein de na)● School Songs-(janam diya ishwar ne)● National Anthem● National Songs● Music Day	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet	<ul style="list-style-type: none">● Voice modulation● Knowledge of Ragas, beat, rhythm● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

Months :July –August

No. of working days :8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">● Guru Purnima<ul style="list-style-type: none">● Performance on World nature conv. Day● Performance on Independence Day● Performance on Janmashtami● Performance on teacher's day● Performance on Dussehra ● Rakshabandhan	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet● The task-based approach focused on the skills and competencies students actually need	<ul style="list-style-type: none">● Voice modulation● Knowledge of Ragas, beat, rhythm● Respect for diverse music learning style● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

Months : September-October

No. of working days :7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">● Performance on teacher's day● Performance on Dussehra● Performance on Gandhi Jayanti● Keyboard Basic Notes ●Performance on Diwali ●Alankaar	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet	<ul style="list-style-type: none">● Voice modulation● Knowledge of Ragas, beat, rhythm● Respect for diverse music learning style● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

Months :November-December

No. of working days :6

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">● Performance on● Children's day● Raag yaman● Taals- Ektaal, Teentaal● Inter School Competetion● Hindi Prayers- (aye malik tere bande hum)● English Prayers-(we the Vijnathemes)● Annual Day● Performance on Christmas day	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet	<ul style="list-style-type: none">● Voice modulation● Knowledge of Ragas, beat, rhythm● Respect for diverse music learning style● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

Months :January -February- March

No. of working days :5

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/OBSERVATION
<ul style="list-style-type: none">● BGS Day● Republic Day● Basant Panchami● Maha Shivratri	<ul style="list-style-type: none">● Tanpura● Keyboard● Tabla● Audio Recording● Lyrics Sheet	<ul style="list-style-type: none">● Voice modulation● Knowledge of Ragas, beat, rhythm● Respect for diverse music learning style● Practical voice training, discipline	<ul style="list-style-type: none">● Melody● Rhythm● Voice Quality● Alignment with Scale

ANNUAL CURRICULUM PLAN(2022-2023)

DANCE

Class -II

Month: - April – May

No. of working days-8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">● Kathak● basic(teentaal)● Guru vandana● Mothers day● special	<ul style="list-style-type: none">● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment● The task-based approach focused on the skills and competencies	<ul style="list-style-type: none">● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture● Development of the effective psychomotor domain	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

Month: - July-August
No. of working days-8

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">● Patriotic theme(In dependence day)● Sibling relationship(raksha bandhan)	<ul style="list-style-type: none">● The task-based approach focused on the skills and competencies● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment	<ul style="list-style-type: none">● Development of the effective psychomotor domain● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture & heritage	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

Month: - Sep-Oct

No. of working days-7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">● Dussehra special● Patriotic theme(Gandhi jyanti)	<ul style="list-style-type: none">● The task-based approach focused on the skills and competencies● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment	<ul style="list-style-type: none">● Development of the effective psychomotor domain● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture & heritage	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

Month: - Nov – Dec
No. of working days-7

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">● Children's day● Christmas day special	<ul style="list-style-type: none">● The task-based approach focused on the skills and competencies● Audio - Visual Aids: Video clips● Dance training with the help of sound system and other related equipment	<ul style="list-style-type: none">● Development of the effective psychomotor domain● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture & heritage	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

Month: - Jan - Feb –March

No. of working days-10

CONTENT	TECHNIQUES/ RESOURCES USED	SKILL DEVELOPMENT	AREAS OF ASSESSMENT/ OBSERVATION
<ul style="list-style-type: none">● Republic day special● BGS Day celebration	<ul style="list-style-type: none">● The task-based approach focused on the skills and competencies● Audio - Visual Aids:<ul style="list-style-type: none">Video clips● Dance training with the help of sound system and other related equipment	<ul style="list-style-type: none">● Development of the effective psychomotor domain● Development of keen sense of Rhythm & Balance● Knowledge & respect for diverse Indian culture & heritage	<ul style="list-style-type: none">● Activities● Rhythm● Coordination● Expression

ANNUAL CURRICULUM PLAN (2022-23)

STEP: II

SUBJECT: COMPUTER

Book : Wow Compu-Bytes

Months : April – May

No. of Working Days :16

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 1: Computer- A Wonderful Machine	Chapter 1: Computer- A Wonderful Machine: Uses of computer; state of capabilities of a human being; understanding that a machine is not superior to a human being.	Chapter 1 Computer- A Wonderful Machine <ul style="list-style-type: none"> • Discuss everyday uses of computer. Also, demonstrate some simple applications of computers. • Mention the parts that are used while doing different tasks on the computer. 	Lab Activity Group discussion Project work Online links	IT skills Teamwork & cooperation Logical thinking	Worksheets Brain Teaser Quiz Notebook work
Chapter 2: Computer in Everyday Life	Chapter 2: Computer in Everyday Life Tell different places where computers are used.	Chapter 2: Use of computers in different fields <ul style="list-style-type: none"> • Tell computer that computer is a versatile machine. • Discuss about the places where they have seen a computer. 			

Months: November - December

No. of Working Days:14

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 7: Handling a Mouse	Chapter 7: Handling a Mouse Identify the computer mouse; hold a mouse in a proper way; click, double-click and right click; drag and scroll.	Chapter 7: Handling a Mouse <ul style="list-style-type: none"> • Take them to lab and show them how to hold the mouse. • Show the mouse pointer to the students and demonstrate them how to move it. • Tell the difference between click, double-click and right-click. 	Lab Activity Group discussion Project work	IT skills Teamwork & cooperation Analysis Organization Creativity Logical thinking Problem Solving	Worksheets Brain Teaser Quiz Notebook work

Months : January - February

No. of Working Days :10

Chapter/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
	Knowledge/ Content Based	Application/ Aptitude Based		Skill Based	
Chapter 8:More on Tux Paint	<p>Chapter 8: More on Tux Paint Launch the Tux Paint program; Use different tools to make drawings; save and close drawings; learn click and drag.</p>	<p>Chapter 8: More on Tux Paint</p> <ul style="list-style-type: none"> • Take the students in the lab and show them how to start the Tux Paint. • Give demonstration on various tools. 	<p>Lab Activity</p> <p>Group discussion</p> <p>Project work</p> <p>Online links</p>	<p>IT skills</p> <p>Teamwork & cooperation</p> <p>Analysis</p> <p>Organization</p> <p>Creativity</p> <p>Logical thinking</p> <p>Problem Solving</p>	<p>Worksheets</p> <p>Brain Teaser</p> <p>Quiz</p> <p>Notebook work</p>

ANNUAL CURRICULUM PLAN (2022-2023)

STEP: II

SUBJECT: ART AND CRAFT

Book – Aesthetics & Art

Months: April -May

No. of working days: 8

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">● Tweety● Flower and Butterfly● Love U Mom (Activity)● Tangy Pineapple (Colour & Activity)● Little Puppy● Vegetables (Activity)	<ul style="list-style-type: none">● Shape tracing● Lines and patterns● Free hand drawing● Draw and color● Paper cutting and pasting	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● Drawing● Tracing● Focus● Perspective● Confidence● Perseverance● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

Months: July-August

No. of working days: 8

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">● Independence Day(Activity)● Number Drawing● Fish● Pattern Design● Rakhi(Activity)● Helicopter● Steps To Draw● Natkhat Kanha(Colour & Activity)	<ul style="list-style-type: none">● Coloring with crayons● Free hand drawing● Object tracing● Paper cutting and folding● Shape recognition● Sticker pasting● Line tracing	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● Drawing● Tracing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

Months : - September - October

No. of working days: 7

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">● Black Cat(Activity)● Parrot● Honey Bee● Stencil Art (Colour & Activity)● Windmill(Activity)● Crow Scarer(Colour & Activity)	<ul style="list-style-type: none">● Colouring with crayons● Free hand drawing● Object tracing● Paper cutting and folding● Shape recognition● Sticker pasting● Shape/ Line tracing	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● Drawing● Tracing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

Months: - November - December

No. of working days: 6

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">● Scenery● Ravana● Parrot And Mangoes● Helicopter● Happy Diwali (Colour & Activity)● Boat(Sticker)● Christmas!!(Colour & Activity)	<ul style="list-style-type: none">● Colouring with crayons● Free hand drawing● Object tracing● Paper cutting and folding● Shape recognition● Sticker pasting● Shape/ Line tracing● Colour mixing	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Spatial comprehension● Colour sense● Fine motor skills● Drawing● Tracing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

Months: January - February

No. of working days: 6

CHAPTER/TOPIC	TECHNIQUES USED	SKILL DEVELOPMENT	AREAS OF OBSERVATION
<ul style="list-style-type: none">● Penguin - (Activity)● Eid-Mubarak (Colour & Activity)● Happy Republic Day (Activity)● Flower Pot(Activity)● Bicycle (Activity)● Squirrel &Acron● Wallclock(Activity)● Owl(Activity)● Holi	<ul style="list-style-type: none">● Colouring with crayons● Free hand drawing● Paper cutting and folding● Paper tearing and pasting● Coloring and pasting	<ul style="list-style-type: none">● Self-expression● Observation● Exploration● Aesthetic sense● Colour sense● Fine motor skills● Drawing● Focus● Perspective● Simple coordination	<ul style="list-style-type: none">● Imagination● Creativity● Colour sense● Strokes● Neatness

ANNUAL CURRICULUM PLAN (2022- 23)

STEP: II

SUBJECT: SCHOOL CINEMA

We, at BGS, have designed a Life Skills Program that enables every child to imbibe the values which instill the right kind of attitude to develop various life skills and create a serene environment for self and the people around him/her.

MONTH	MODULE(S)	Values	Attitudes	Life Skills	Expected Learning Outcomes
APRIL	The Flying Tortoise	Self-Respect, Self -Confidence	Self-Acceptance	Self-Awareness, Decision Making, Coping with Stress	To understand that we need to be happy in what we have.
MAY	The Teal Dear	Respect, Humility Kindness	Self-Acceptance	Self-Awareness, Interpersonal Skills, Empathy	To understand that looking different doesn't make you special. It's who you are on the inside and how you treat others that matter.
JULY	The Cicada and The Great Hornbill	Respect, Kindness Altruism	Acceptance	Interpersonal Skills, Critical Thinking, Problem Solving	To accept that even if we are different from each other, we can still be great friends.
AUGUST	The Four Friends	Unity, Altruism, Friendship, Creativity	Teamwork	Interpersonal Skills, Problem Solving	To understand that if you work together, you can overcome all your challenges.
SEPTEMBER	The Kangaroo and The Wombat	Altruism, Friendship, Love, Respect	Sensitivity	Interpersonal Skills, Empathy	To accept that one good turn deserves another.
OCTOBER	The Cheetah who tried to do everything	Altruism, Friendship, Respect, Humility.	Acceptance	Self-Awareness, Interpersonal Skills	To understand that no one is good at everything, but everyone is good at something.
NOVEMBER	The Mouse Deer and The Tiger	Perseverance, Courage, Intelligence	Optimism	Critical Thinking, Problem Solving, Creative Thinking.	Even if we're small, we can outwit others with our quick thinking.
DECEMBER	Belling The Cat	Perseverance, Courage, Creativity	Teamwork, Optimism	Critical Thinking, Problem Solving, Coping with Stress	Persistence brings rewards

JANUARY	The Grasshopper and The Ant	Hard work, Perseverance, Friendship	Time Management	Self-Awareness, Critical Thinking, Problem Solving	Do it today, not tomorrow.
FEBRUARY	The Orangutan and The Chimpanzees	Kindness, Respect, Love, Family	Self-Acceptance	Interpersonal Skills, Empathy, Problem Solving, Communication	Being different still means you can be a part of the family.

ANNUAL CURRICULUM PLAN (2022-2023)

STEP: II-V

SUBJECT – GENERAL AWARENESS

General Awareness is the knowledge of facts, innovations, and happenings around the world. It is dealt with a non-subjective approach. We, at BGS, have adapted a structured program that enhances the growth in knowledge along with igniting the curiosity in young minds.

The General Awareness Program (GAP) is designed on a simple theory of Knowledge – Communication – Confidence - Success

Knowledge: Increase our knowledge of the world

Communication: The more you know; the better you communicate.

Confidence: The better you communicate; the more confidence you gain.

Success: The more confidence you gain; the more success you embrace.

PROGRAM: KNOWLEDGE TRIBE

S.NO.	CORE AREAS	LEARNING OBJECTIVE
1.	India	To gain knowledge about facts related to India.
2.	World Facts	To become knowledgeable about the facts related to the world.
3.	Current Affairs	To know about the happenings and developments around the globe.
4.	Personalities	To be aware of different people and personalities across the world.
5.	Nations of the World	To be apprised about the history, culture, location, facts and special attractions of the cities in the nations of the world.

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STEP: II

SUBJECT: PHYSICAL EDUCATION

APRIL	20m Caterpillar Race	Gymnastics/ Aerobics	Improvement in Balance, Speed, Strength, Team Work
	Jumping and Dancing with Music		Improvement in Flexibility, Aerobic Capacity
	Balancing and Twisting with Music		Improvement in Flexibility, Aerobic Capacity
MAY	Front and Back Roll	Gymnastics/Aerobics	Improvement in Flexibility, Back and Abdomen Strength
JUNE	--HOLIDAYS--		
JULY	Balancing and Running Between Flexi poles	Gymnastics/Aerobics	Improving Flexibility, Balance, Agility
	Hopping with Both Legs in 3 Hoops		Improvement in Explosive Strength, Balance
AUGUST	Forward Straddle Roll	Gymnastics/Aerobics	To introduce forward straddle roll to the students.
	Locomotor Skills-Walking	Motor Skills	Learning of correct walking style.
	Locomotor Skills-Running		Knowledge of proper running technique.
	Locomotor Skills-Jumping		Increase in jump and legs strength.

SEPTEMBER	Locomotor Skills-Sliding	Motor Skills	Balance, leg muscles strength and agility.
	Locomotor Skills-Hopping		motor skill development, leg strength and balance.
	Locomotor Skills-Leaping		Leg strength, balance.
	Locomotor Skills-Skipping		Improve the locomotor skill, leg strength, improve the range of notion
OCTOBER	Locomotor Skills-Galloping	Motor Skills	Nuro-muscular coordination, Balance.
	Non Locomotor-Bending		Flexibility, understanding of skill.
	Non Locomotor-Twisting		Flexibility and skill improvement.
	Non Locomotor-Turning		Agility and Reaction time will improve.
NOVEMBER	Non Locomotor-Balancing	Motor Skills	Balance and concept of transfer of weight.
	Non Locomotor-Pushing		Leg and back strength and balance.
	Non Locomotar-Pulling		Leg, arm and back muscles strength, balance.
DECEMBER	Non Locomotor- Stretching	Motor Skills	Improvement in flexibility.
JANUARY	Non Locomotor-Rocking and swaying	Motor Skills	Flexibility, Balance, Transfer of weight.
	Chasing and Catching	Sports - Kabaddi	Improvement in Chasing Skills, Speed, Agility
	Chain		Improvement in Strength, Balance, Agility
FEBRUARY	Raiding	Sports - Kabaddi	Improvement in Raiding skills, Agility, Hand Eye Coordination
MARCH	--ANNUAL EXAMINATIONS--		

