



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

Subject: English

Class: II

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	13	13	4	(Bridge Course Phonics, Singular and plural, Nouns)				
				5	Lesson no: 1 The Camel and the Trader	<ul style="list-style-type: none"> ➤ Understand the importance of hard work, responsibility and consequences of laziness ➤ Identify key events, characters and themes. ➤ Recognize the moral of the story "Be fair and kind to others" ➤ Express their own opinion "Was the trader right or wrong? Why?" 	Role play (Divide the class into two groups and enact the story by taking turns)	Class Discussion (Behavior of the camel and trader)	
				4	Grammar- Introduction to Kinds of Nouns (Common nouns and proper nouns)	<ul style="list-style-type: none"> ➤ Define nouns; explain that a noun is a word that means a person, place, animal or thing. ➤ Understand the meaning of common nouns and proper nouns 	Make a noun chart and write 5 Person, place, animal, thing and birds names	Dictation	

						<ul style="list-style-type: none"> ➤ Identify common nouns and proper nouns ➤ Differentiate between common nouns and proper nouns ➤ Use both types of nouns correctly in writing and speaking. 			
2	June	20	20	3	Poem:1 How They Sleep	<ul style="list-style-type: none"> ➤ Understand the central idea how different animals sleep in their own special ways ➤ Identify animals mentioned in the poem their sleeping habits. ➤ Demonstrate the impact of good sleep by relating it to daily sleep patterns. ➤ Read the poem and identify the rhyming words from the poem. 	Draw or write about how their favourite animal sleeps	Class Discussion (Compare sleeping patterns of animals and humans)	Weekly test-2(13.6.25) (unseen passage, L-1 p-1 Common nouns and proper nouns)
				4	Lesson no 2: Bukka Learns a lesson	<ul style="list-style-type: none"> ➤ Understand the central idea - learning from mistakes and becoming a better person ➤ Make personal connection- Share a time when they learned a lesson like Bukka. 	Think-pair-Share (Ask: Why do you think Bukka changed?)	Dictation	

				3	<p>Poem: 2 A Worm in my Pocket</p>	<ul style="list-style-type: none"> ➤ Build empathy and social values by reflecting on behavior consequences ➤ Recognize the moral of the story- “Be honest, responsible and willing to learn” ➤ Relate the story to their own experience and discuss the importance of learning from mistakes. ➤ Relate the poem to their own experiences or feelings about nature and small creatures. ➤ Identify the main idea i.e. the curiosity or surprise of finding a worm in a pocket. ➤ Understand the feelings of the characters (surprise, curiosity, humor) ➤ Relate to their own life experiences. ➤ Develop fluency by reading or reciting the poem with expression. 	<p>Role play (Students act out the story in small groups)</p> <p>Draw and colour a worm in your note book</p>	<p>Class Discussion (How Bukka changed from the beginning to the end of the story)</p> <p>Quiz</p>	
					Grammar-Nouns-				

				5	Countable Noun and uncountable Noun	<ul style="list-style-type: none"> ➤ Identify countable and uncountable nouns ➤ Differences between countable and uncountable nouns. ➤ Recognize plural forms of countable and the singular forms of uncountable nouns ➤ Use countable and uncountable nouns in simple sentences 	Draw two boxes and write the countable and uncountable nouns in the correct boxes. Choose the words from the help box.	Class Discussion Use correct quantifiers (e.g. many apples, some rice, a glass of milk)	
				2	Writing skills (self-introduction)	<ul style="list-style-type: none"> ➤ Understand the purpose of introduction in friendly and respectable way ➤ Introduce themselves using full sentences ➤ Share personal information confidently 	“All about me” Poster (Create a poster with their name ,age, favourite food, colour,hobby)		
				3	Reading skills (Unseen poem)	<ul style="list-style-type: none"> ➤ Identify the main idea or theme ➤ Improve reading fluency. ➤ Build vocabulary by learning new words from the poem 	Rhyming word hunt (After reading the poem circle the rhyming words)	Class test	
3	July	25	21	5	Revision for PT-1				PT-1 (Unseen passage,
				4	Lesson no 3: Well Done, Polly!	<ul style="list-style-type: none"> ➤ Understand central idea: helping others and being responsible ➤ Recognize moral of the story: Being punctual, helps to lead in life 	Prepare your own time table for daily routine activities.	Dictation	Poem, picture composition, Grammar-Common nouns, proper nouns, Countable

						<ul style="list-style-type: none"> ➤ Explain the importance of good habits and punctuality. ➤ Retell the story in the correct sequence using their own words 		Quiz	and Uncountable nouns Literature- L-1 &2, P -1)
		5	Grammar- Nouns- Singular & Plural Nouns-	<ul style="list-style-type: none"> ➤ Identify singular and plural nouns ➤ Recognize and form irregular plural nouns ➤ Use singular and plural nouns correctly in writing and speech ➤ Apply plural rules to new or unfamiliar words 	Draw the pictures of singular nouns and hunt the plurals from the newspaper and collage them	Class Discussion (Make a sentence challenge) Give student a singular or plural card, they say sentence using that word)			
		5	Gender (masculine & feminine)	<ul style="list-style-type: none"> ➤ Identify masculine and feminine gender ➤ Recognize gender specific words for people, animal and object. ➤ Recognize common and neuter gender ➤ Learn how to form feminine version of masculine nouns(King-queen, brother-sister) ➤ Use gender specific nouns in a sentences correctly 	SEA-1 Make model of fish and write masculine noun on the upper scale and feminine nouns on the lower part.	Class test			
		2		<ul style="list-style-type: none"> ➤ Identify the main idea and key details from the text. 	Jumbled sentences:	Worksheet			

					Reading skills (unseen passage)	<ul style="list-style-type: none"> ➤ Answer simple comprehension question. ➤ Improving thinking and reasoning skills through text- based questions 	Cut up the sentences from the passage, students work in groups to arrange them in the correct order		
4	August	20	20	2	Poem 3: The Swing	<ul style="list-style-type: none"> ➤ Analyze the situation when many children wait for a swing and explain the importance of patience. ➤ Understand the central theme – the joy and fun of swinging high in the air. ➤ Visualized the scenes described in the poem. ➤ Relate them to real life experiences. 	Write 2 lines about their real-life experience in the swing	Class Discussion (Draw about their own swinging experience)	Weekly test-9 (1.8.25) (Unseen passage, L- 3, Grammar- singular and plural nouns, gender)
				4	Lesson no 4: Kiki and Croc	<ul style="list-style-type: none"> ➤ Identify the main characters and describe their action and traits. ➤ Recognize the problem and solution in the story. ➤ Importance of caution and not trusting everyone blindly 	Role play with finger puppets (Divide the class into two groups and enact)	Class Discussion Express opinions about the characters' choices (e.g. Was the crocodile a good friend? Was the monkey clever?)	
				4		<ul style="list-style-type: none"> ➤ Understand the central message “Never give up/keep trying until you succeed” 			

					<p>Lesson no 5: The King and the spider</p>	<ul style="list-style-type: none"> ➤ Understand the importance of perseverance and how it can lead to success, even after facing challenges or failures. ➤ Identify the main characters and their roles ➤ Recognize cause and effect (e.g. the spider's efforts inspired the king) 	<p>Spider web of Effort (Draw a spider web, then write efforts they made to learn something new)</p>	<p>Class discussion (Describe the characters feelings and how they change throughout the story)</p>	
			4		<p>Grammar- Adjectives</p>	<ul style="list-style-type: none"> ➤ Identify adjectives in simple sentences ➤ Differentiate between nouns and adjectives ➤ Create sentences using adjectives to add more details ➤ Understand the purpose of adjectives to make writing more interesting ➤ Recognize the position of adjectives (usually before the noun) 	<p>Observe the picture and complete the story using adjectives given in the box.</p>	<p>Class test</p>	
			3		<p>Articles- 'a', 'an', 'the'</p>	<ul style="list-style-type: none"> ➤ Identify the three articles (a, an and the) ➤ Differentiate between indefinite articles (a, an) and the definite article(the) 	<p>SEA-2 Draw three mushrooms with a, an and the and write the words use for appropriate articles.</p>	<p>Class Discussion (uses of articles in their own sentences)</p>	

				3	Writing skills (Picture composition)	<ul style="list-style-type: none"> ➤ Apply the correct use of articles in their own writing ➤ Build confidence through speaking, reading, and writing exercises using articles. ➤ Recognize adjectives in sentences ➤ Observe and interpret the details in a picture ➤ Organize their ideas in a logical sequence ➤ Develop sequencing skills (describing what happens first, next, and last) ➤ Enhancing imagination and creativity by short story based on the picture. 	Think-pair-share Give students a picture. They observe, discuss it with a partner and then share sentences with the class.	Worksheet	
5	September	20	14		Revision for Term-1 Exam				Term-1 (unseen passage & poem, picture composition, story sequencing, Gr-Noun, common nouns, proper nouns, countable and uncountable nouns, singular plural, Gender, Adjectives, Articles, L -1 to 5, P- 1 to 3)

Term-II

Sl No.	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	19	19	4	Lesson no 6: The Banyan Tree	<ul style="list-style-type: none"> ➤ Analyze the different stages of germination of a seed into a plant. ➤ Appreciate nature, especially the role and beauty of the banyan tree. ➤ Recognize the importance of observation and patience in nature. ➤ Make connection to personal experiences with trees or time spent in nature. 	Collect some seeds, soil and container, plant the seeds and observe their growth over a few weeks.	Class Discussion (Respect for the environment and living beings)	Weekly test 1 (17.10.25)
				3	Poem 4: The growing River	<ul style="list-style-type: none"> ➤ Define the term river ➤ Identify different rivers across the India. ➤ Understand the main idea- how a river grows and flows from small to big. ➤ Visualize the journey of the river using imagination and sensory details. 	Write 3 rivers that flows through Karnataka	Dictation	Unseen passage, L-6, Gr- Verbs, Helping verbs
				5		<ul style="list-style-type: none"> ➤ Identify verbs in a sentence 		Class Discussion Express personal thoughts or feelings about rivers or nature through drawing or writing	

				5	<p>Grammar- Verbs- am, is, are, was, were, has, have, had (main verbs), Helping Verbs</p>	<ul style="list-style-type: none"> ➤ Differentiate between singular and plural usage of verbs ➤ Form correct sentences using (is, am, are, was, were) ➤ Recognize these helping verbs in a sentence. 	<p>Verb Charades(Teacher says a verb(e.g. eat, play, sing) Student mimes the action and classmates from both a present and past sentence)</p> <p>Make list of all the daily routine work and make sentences using "Have"</p>	<p>Class test</p>	
				2	<p>Verbs-(the simple present tense and the simple past tense forms)</p>	<ul style="list-style-type: none"> ➤ Identify simple present and past tense verbs in a sentence. ➤ Differentiate between past and present tense verbs ➤ Use verbs correctly in sentences ➤ Use correct subject and verb agreement. ➤ Differentiate between action and being verbs in the present tense 	<p>Daily Routine Vs Yesterday Ask the students to write or talk about</p> <p>What I do every day? What I did yesterday?</p>	<p>Class Discussion (Display sentences with tense errors, student find and correct them)</p>	
					<p>Writing skills (Story sequencing)</p>	<ul style="list-style-type: none"> ➤ Identify the beginning, middle, and end of a story ➤ Retell familiar stories in the correct sequence using their own words. ➤ Arrange a story event in the correct order 	<p>Picture Story</p> <p>Give students a set of 4-6 mixed up story picture. Ask them to arrange them correct order and describe each part using first, next, then, finally</p>	<p>Group discussion Participate and discuss and order story events</p>	
7	November	22	22	4	<p>Lesson no 7: The Chain of smiles</p>	<ul style="list-style-type: none"> ➤ Identify the characters and how their actions impact others 	<p>SEA-1 Draw 5 different types of emojis which involves 5 different emotions</p>	<p>Quiz</p>	

					<p>3</p> <p>Poem 5: What makes you laugh?</p>	<ul style="list-style-type: none"> ➤ Recognize cause and effect in the story (one smile leads to another) ➤ Importance of sharing happiness and smiles with others ➤ Relate to their personal connections (when they gave or received kindness) ➤ Identify rhyming words and simple poetic devices like repetition or alliteration. ➤ Recognize and name emotions expressed in the poem. ➤ Identify and discuss the emotions expressed in the poem, such as happiness or amusement and relate them to their own experiences. 	<p>List out the things that make you laugh</p>	<p>Group Discussion (How small action make a big difference)</p> <p>Class discussion (sharing about something funny that happened to them)</p> <p>Class test</p>	
					<p>4</p> <p>Lesson no 8: The two Frogs</p>	<ul style="list-style-type: none"> ➤ Understand the main idea – The value of determination and positive thinking ➤ Identify characters, setting, and key events in the story ➤ Recognize the differences in 	<p>Story Role play (Divide the class into groups and let them act out the story with simple props)</p>	<p>Group Discussion (Share your personal experience a time you did not give up)</p>	

				2	Grammar- Adverbs (ending in 'ly')	<p>attitude between the two frogs.</p> <ul style="list-style-type: none"> ➤ Connect the story's themes and lessons to their own experiences ➤ Identify adverbs in a sentence. ➤ Differentiate between verbs and adverbs. ➤ Use common adverbs (quickly, slowly, happily etc) ➤ Recognize how adverbs change the meaning of the verb ➤ Form simple sentences using adverbs. 	<p>Write a paragraph on what you observe in the picture by using helping words</p> <p>Adverb search- Sort out adverbs from the cards given</p>	Oral test	
				5	Pronouns (I, we, you, he, she, it, they)	<ul style="list-style-type: none"> ➤ Identify the personal pronouns. ➤ Differentiate between nouns and pronouns ➤ Recognize subject pronouns used at the beginning of sentences ➤ Match the pronouns to the correct nouns ➤ Improve sentence fluency with pronouns ➤ Use subject pronouns correctly 	<p>Who Am I? Game (Student describe a class mate using their name, only pronouns) e.g. She is wearing red shoes</p>	Class test	
				4		<ul style="list-style-type: none"> ➤ Identify the conjunction (and, but, or) 	<p>SEA-2 Draw a tree and write different types personal pronouns in the leaves</p>	Class Discussion (How to improve sentence fluency by combining short ideas	

					Conjunctions (and, But, or)	<ul style="list-style-type: none"> ➤ Use the conjunctions to join two or more sentences. ➤ Recognize the role of conjunctions to join words. ➤ Use the conjunctions to join two or more sentences ➤ Use conjunction in oral and written communication. 	Story telling- Start a story with few sentences and continue with conjunctions	using conjunction)	
8	December	26	26	2	Poem 5: Frogs at School	<ul style="list-style-type: none"> ➤ Identify the main topic or subject of the poem. ➤ Recognize personification- animals acting like humans ➤ Make connection between real school life and pretend school life of frogs. ➤ Retell the events or actions in the poem in their own words ➤ Imagining frogs in a classroom setting, creating a fun and silly scene. 	Chart of daily activities and their timings	Oral test Dictation	Weekly Test-9 (12.12.25) Unseen passage, L-8, P-5, Gr-Adverbs, Pronoun
				4	Lesson no 9: Spectacles for the headman	<ul style="list-style-type: none"> ➤ Explore the problem and solution in the plot ➤ Recognize and appreciate clever thinking and logical reasoning used by the characters 	Role play (Assign roles , headman, Ramappa) Students act out the story to build confidence and understanding	Group Discussion on the topic of Benefits of reading	

				3	Grammar- Prepositions(in, on, under)	<ul style="list-style-type: none"> ➤ Grasp the main idea of the story, such as the headman's desire to learn to read and the importance of curiosity ➤ Relate the story to their own life experience ➤ Identify common preposition of place such as in, on, under, behind, front ➤ Respond accurately to question about object location using correct preposition. ➤ Differentiate between various preposition. ➤ Use the preposition to describe location 	Simon says with preposition (stand beside the table, hide behind the desk etc.)	Group Discussion (Describing the location of items in the class room)	
				4	Kinds of Sentences(Statements, Question , Exclamatory)	<ul style="list-style-type: none"> ➤ Identify different types of sentences ➤ Recognize punctuation marks associated with each kind of sentences (. , ?) ➤ Differentiate between kinds of sentences ➤ Write simple sentences using kinds of sentences. ➤ Improve sentences structure and variety in writing by 	Prepare sentence card with jumbled words on them. Ask students to put in correct order	Class test	

				3	Punctuations- (Question marks and Exclamation mark)	<p>using different types of sentences.</p> <ul style="list-style-type: none"> ➤ Recognize the purpose of a question marks-used at the end of question or ask something. ➤ Exclamation marks-used to show strong feeling, excitement, surprise or anger. ➤ Distinguish between question marks and exclamation marks. ➤ Use question marks and exclamation marks in a correct sentences. 	<p>Punctuation paddles: Students glue punctuation marks onto popsicle sticks. Write sentences with correct and some wrong punctuation. Who get wrong sits down, and last one standing wins.</p>		
				3		<ul style="list-style-type: none"> ➤ Differentiate sentences types by tone and structure 			
				4	<p>Vocabulary (opposite words, parts of the body, mutual dictation)</p> <p>Writing skills (Informal letter writing)</p>	<ul style="list-style-type: none"> ➤ Identify the basic parts of an informal letter <ul style="list-style-type: none"> • Date • Address • Greeting • Body • Closing • Signature ➤ Use appropriate greeting and closing phrases. 	<p>Think-pair-share (Pair students and have them write letters to each other)</p>	Class test	

				3	Revision for PT-2	<ul style="list-style-type: none"> ➤ Understand the purpose of an informal letter writing ➤ Write simple, clear sentences to express thoughts, feelings, or experiences. ➤ Use appropriate vocabulary and tone 			
9	January	22	18		Revision for PT-2				PT-2 (Unseen passage, Informal letter writing, GR- Verbs, Adverbs, Pronouns, L-6,7 P-4,5)
10	February	23	22		Revision Term -2				
11	March				Term -2 Exam				Term-2 (unseen passage & poem, picture composition, letter writing, Gr-Common nouns, Verbs, adverbs, pronouns, conjunction, Sentences,

									Punctuation, L -6 to 9, P- 4 to 6)
--	--	--	--	--	--	--	--	--	---