



mmm JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

**Syllabus Bifurcation: 2026-27**

**Subject: English**

**Class: II**

**Term I & II**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4	<p>(Bridge Course Nouns Grammar- Introduction to Kinds of Nouns (Common nouns and proper nouns)</p>	<ul style="list-style-type: none"> <li>➤ Define nouns, explain that a noun is a word that means a person, place, animal or thing.</li> <li>➤ Understand the meaning of common nouns and proper nouns.</li> <li>➤ Identify common nouns and proper nouns</li> <li>➤ Differentiate between common nouns and proper nouns</li> <li>➤ Use both types of nouns correctly in writing and speaking.</li> <li>➤ Understand the concept of one (singular) and more than one (plural)</li> <li>➤ Identify singular and plural nouns in</li> </ul>	<p>Make a noun chart and write 5 Person, place, animal, thing and birds names</p> <p>Odd One Out cats, dogs, book Students find: book (singular)</p>	<p>Teacher says a common noun → Students say a proper noun city → Bangalore boy → Aman river → Yamuna</p> <p>Show pictures (boy, dog, Taj Mahal, book) Write one common noun for each picture Write one proper noun (if possible)</p> <p>Fun Game: "One or Many" (Oral Assessment) Teacher says a word → Students say singular or</p>	<p>Weekly test-1 (17.04.26) (GR-Common nouns and Proper nouns, singular &amp; plural, unseen passage, picture composition)</p>
				3	Singular and plural nouns				

				4	Reading skills (Unseen poem/Passage)	<ul style="list-style-type: none"> <li>➤ sentences</li> <li>➤ Form plural nouns by adding -s / -es</li> <li>➤ Identify the main idea or theme</li> <li>➤ Improve reading fluency.</li> <li>➤ Build vocabulary by learning new words from the poem.</li> </ul>		<p>plural books → plural pen → singular</p> <p>Picture-Based Reading Show a simple picture (child playing with pet) Write 2 sentences about the picture Answer: What is the child doing? Where is the child?</p> <p>Picture + Title Writing Give a title to the picture: "A Day in the Park" "My Classroom"</p>	
				4	Writing skills (Picture composition)	<ul style="list-style-type: none"> <li>➤ Observe and interpret the details in a picture</li> <li>➤ Organize their ideas in a logical sequence</li> <li>➤ Develop sequencing skills (describing what happens first, next, and last)</li> <li>➤ Enhancing imagination and creativity by short story based on the picture.</li> </ul>	<p>Rhyming word hunt (After reading the poem circle the rhyming words)</p> <p>Jumbled sentences: Cut up the sentences from the passage, students work in groups to arrange them in the correct order</p>		
2	June	18	18	4	Lesson no: 1 The Magical Pearl	<ul style="list-style-type: none"> <li>➤ SWBAT Identify characters and important events</li> <li>➤ Learn the moral (avoid greed, value kindness and contentment)</li> <li>➤ Develop reading, speaking, and</li> </ul>	<p>Role play (Divide the class into two groups and enact the story by taking turns)</p> <p>Draw the magical pearl and the scene where it is found.</p>	<p>Class Discussion</p> <p>Draw the magical pearl and colour it Draw what you would wish for if</p>	

					<ul style="list-style-type: none"> <li>➤ writing skills</li> <li>➤ Express personal opinions about right and wrong</li> <li>➤ Recite the poem with expression and rhythm</li> <li>➤ Understand themes of courage, imagination, and adventure</li> <li>➤ Identify characters (the Jumblies) and their actions</li> <li>➤ Develop creative thinking and storytelling skills</li> <li>➤ Express their ideas about trying new things/words from the poem.</li> </ul>	<p>Students describe it in 1–2 sentences.</p> <p><b>Yes or No Game</b> “Can we sail in a sieve?” Students answer: Yes / No</p>	<p><b>you had a magical pearl</b> <b>Craft: Make a pearl using paper balls or clay</b></p>	
			3	<b>Poem:1 The Jumblies</b>	<ul style="list-style-type: none"> <li>➤ Understand and use prepositions (under, on, behind)</li> <li>➤ Identify and describe locations of objects</li> <li>➤ Develop listening and speaking skills through storytelling</li> <li>➤ Express care and responsibility towards pets</li> <li>➤ Use simple sentences to describe actions and positions”</li> </ul>	<p><b>Find the Object</b> Give clues: “It is under the desk.” Students find the object</p>	<p>Imagine:What would you take on a sea trip? Draw and label Make a paper boat and decorate it</p>	
			4	<b>Lesson no 2: Where is My Pet?</b>	<ul style="list-style-type: none"> <li>➤ Express care and responsibility towards pets</li> <li>➤ Use simple sentences to describe actions and positions”</li> <li>➤ Recite the poem with rhythm and expression</li> <li>➤ Identify places</li> </ul>	<p><b>Role play (Students act out the story in small groups)</b></p> <p><b>My Pet Talk</b> Students speak: “My pet sleeps on ____.”</p>	<p><b>Quiz</b> <b>Pair Activity:</b> One student asks: “Where is the pet?” Other answers using prepositions</p>	
			3	<b>Poem: 2 Cats</b>			<p><b>Class Discussion</b></p>	

				4	Grammar-Nouns- Countable Noun and uncountable Noun	<ul style="list-style-type: none"> <li>➤ where cats sleep</li> <li>➤ Understand the nature of cats (lazy, comfortable, independent)</li> <li>➤ Recognize rhyming words</li> <li>➤ Develop observation and speaking skills</li> <li>➤ Identify countable and uncountable nouns</li> <li>➤ Differences between countable and uncountable nouns.</li> <li>➤ Recognize plural forms of countable and the singular forms of uncountable nouns</li> <li>➤ Use countable and uncountable nouns in simple sentences</li> </ul>	<p>Draw two boxes and write the countable and uncountable nouns in the correct box. Choose the words from the help box</p> <p>“All about me” Poster (Create a poster with their name, age, favourite food, colour, hobby)</p>	<p>Draw a cat and label its parts (tail, ears, eyes)</p> <p>Make a paper mask of a cat</p> <p>Draw: 3 countable items (e.g., balls, pencils) 2 uncountable items (e.g., water, sand) Label them correctly</p> <p>Class Discussion Use correct quantifiers (e.g. many apples, some rice, a glass of milk)</p>	
3	July	26	22	4	Revision for Cycle Test-1 (06.07.26 to 09.07.26)	<ul style="list-style-type: none"> <li>➤ Understand central idea: helping others and being responsible</li> </ul>	Prepare your own time table for daily routine activities	Dictation	Cycle Test -1 (06.07.26)
				4	Lesson no 3: Well Done,				

					<b>Polly!</b>	<ul style="list-style-type: none"> <li>➤ Recognize moral of the story: Being punctual, helps to lead in life</li> <li>➤ Explain the importance of good habits and punctuality.</li> <li>➤ Retell the story in the correct sequence using their own words</li> </ul>		<p><b>Role play:</b> Act out Polly helping someone</p> <p><b>Pair activity:</b> One student asks: "Who helped?" Other answers: "Polly helped."</p>	to 09.07.26) (Unseen passage, Poem, picture composition, Grammar -Common nouns, proper nouns, Countable and Uncountable nouns Literature - L-1 &2, P -1)
			4		<b>Grammar- Nouns- Singular &amp; Plural Nouns-</b>	<ul style="list-style-type: none"> <li>➤ Identify singular and plural nouns</li> <li>➤ Recognize and form irregular plural nouns</li> <li>➤ Use singular and plural nouns correctly in writing and speech</li> <li>➤ Apply plural rules to new or unfamiliar words</li> </ul>	Draw the pictures of singular nouns and hunt the plurals from the newspaper and collage them	<p><b>Class Discussion</b> (Make a sentence challenge) Give student a singular or plural card, they say sentence using that word)</p>	
			4		<b>Gender (masculine &amp; feminine)</b>	<ul style="list-style-type: none"> <li>➤ Identify masculine and feminine gender</li> <li>➤ Recognize gender specific words for people, animal and object.</li> <li>➤ Recognize common and neuter gender</li> <li>➤ Learn how to form feminine version of masculine nouns ( King-queen, brother-sister)</li> <li>➤ Use gender specific nouns in a sentences correctly.</li> <li>➤ Recite the poem</li> </ul>	<p>SEA-1 Make model of fish and write masculine noun on the upper scale and feminine nouns on the lower part.</p> <p>Write About Yourself "I am a good child because ____."</p>	<p><b>Flashcard Game:</b> Show a word → students say its opposite gender</p> <p><b>Pass the Ball:</b> Student says "actor" → next says "actress"</p>	

				3	Poem 3: A Good Boy	<ul style="list-style-type: none"> <li>with proper rhythm and expression</li> <li>➤ Understand the importance of a <b>good daily routine</b></li> <li>➤ Identify good habits and positive behaviour</li> <li>➤ Learn new vocabulary (thrushes, lilacs, linen)</li> <li>➤ Express their own daily routine in simple sentences</li> <li>➤ <b>Identify the three articles (a, an and the)</b></li> <li>➤ <b>Differentiate between indefinite articles (a, an) and the definite article(the)</b></li> <li>➤ <b>Apply the correct use of articles in their own writing</b></li> <li>➤ <b>Build confidence through speaking, reading, and writing exercises using articles.</b></li> <li>➤ <b>Recognize articles in sentences.</b></li> </ul>		<p>Class test</p> <p>Make a “Good Habits” chart</p> <p>Class Discussion</p> <p>Object Game: Show objects → students say “a/an”</p> <p>Classroom Hunt: Find objects and say: “a book”, “an eraser”, “the board”</p>		
4	August	20	16	4	Lesson no 4: Belling the Cat	<ul style="list-style-type: none"> <li>➤ <b>Identify the main characters and describe their action and traits.</b></li> <li>➤ <b>Recognize the problem and</b></li> </ul>	<p>SEA-2 Draw three mushrooms with a, an and the and write the words use for appropriate articles.</p> <p>Think-pair-share Give students a picture. They observe, discuss it with a partner and then share sentences with the class</p>	<p>Draw and Colour Cat with a bell Mice planning Write 1 sentence: “The cat has a bell.”</p>	<p>Class Discussion Express opinions about the characters’</p>	

				4	Grammar- Adjectives	<p>solution in the story.</p> <ul style="list-style-type: none"> <li>➤ Importance of caution and not trusting everyone blindly</li> <li>➤ Identify adjectives in simple sentences</li> <li>➤ Differentiate between nouns and adjectives</li> <li>➤ Create sentences using adjectives to add more details</li> <li>➤ Understand the purpose of adjectives to make writing more interesting</li> <li>➤ Recognize the position of adjectives (usually before the noun)</li> </ul>	Observe the picture and complete the story using adjectives given in the box.	<p>choices (e.g. Was the crocodile a good friend? Was the monkey clever?)</p> <p>Describe &amp; Guess Game: "It is big and grey" → elephant</p> <p>Classroom Hunt: Find objects and describe them (blue bag, long ruler)</p> <p>Worksheet</p>	<p>Cycle Test-2 (25.08.26 to 07.09.26) (unseen passage &amp; poem, picture composition, Gr-Noun, common nouns, proper nouns, countable and uncountable nouns, singular plural, Gender, Adjectives, Articles, L-1 to 4, P-1 to 3)</p>
				8	Revision for Cycle Test-2(25.08.26 to 07.09.26) Exam				
					Term-I Examination				

5	Septem ber	22	17	4	Lesson no 5: The King and the spider	<ul style="list-style-type: none"> <li>➤ Understand the central message “Never give up/keep trying until you succeed”</li> <li>➤ Understand the importance of perseverance and how it can lead to success, even after facing challenges or failures.</li> <li>➤ Identify the main characters and their roles</li> <li>➤ Recognize cause and effect (e.g. the spider’s efforts inspired the king)</li> </ul>	Spider web of Effort (Draw a spider web, then write efforts they made to learn something new)	Class discission (Describe the characters feelings and how they change throughout the story)	
				4	Lesson no 6: The Banyan Tree	<ul style="list-style-type: none"> <li>➤ Analyze the different stages of germination of a seed into a plant.</li> <li>➤ Appreciate nature, especially the role and beauty of the banyan tree.</li> <li>➤ Recognize the importance of observation and patience in nature.</li> <li>➤ Make connection to personal experiences with trees or time spent in nature.</li> </ul>	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)	
				4	Poem 4: The growing River	<ul style="list-style-type: none"> <li>➤ Define the term river</li> <li>➤ Identify different rivers across the India.</li> <li>➤ Understand the main idea- how a</li> </ul>	Write 3 rivers that flows through Karnataka	Dictation Class Discussion Express personal thoughts or feelings about rivers or nature through drawing or writing	
							Verb Charades (Teacher	Class Discussion (Display sentences with tense errors, student find and correct them)	

				5	<p><b>Grammar- Verbs- am, is, are, was, were, has, have, had (main verbs), Helping Verbs</b></p>	<p>river grows and flows from small to big.</p> <ul style="list-style-type: none"> <li>➤ Visualize the journey of the river using imagination and sensory details.</li> <li>➤ Identify verbs in a sentence</li> <li>➤ Differentiate between singular and plural usage of verbs</li> <li>➤ Form corrects sentences using (is, am, are, was, were)</li> <li>➤ Recognize these helping verbs in a sentence.</li> </ul>	<p>says a verb(e.g. eat, play, sing) Student mimes the action and classmates from both a present and past sentence)</p>	<p><b>Action Game:</b> Teacher says verb → students act (run, jump, eat)</p> <p><b>Sentence Builder Game:</b> Make sentences using verb cards</p>	
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Sl no.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/A
6	October	21	21	3	Writing skills (Story sequencing)	<ul style="list-style-type: none"> <li>➤ Identify the beginning, middle, and end of a story</li> <li>➤ Retell familiar stories in the correct sequence using their own words.</li> <li>➤ Arrange a story event in the correct order</li> </ul>	<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>Story Card Game: Students arrange story cards in correct sequence</p> <p>Group Activity: Each student says one part of the story in order</p>	Weekly test 2 (09.10.26) Unseen passage, L-5 & 6, Gr- Verbs
			7	Verbs-(the simple present tense and the simple past tense forms)	<ul style="list-style-type: none"> <li>➤ Identify simple present and past tense verbs in a sentence.</li> <li>➤ Differentiate between past and present tense verbs</li> <li>➤ Use verbs correctly in sentences</li> <li>➤ Use correct subject and verb agreement.</li> <li>➤ Differentiate between action and being verbs in the present tense</li> </ul>	<p>Make list of all the daily routine work and make sentences using "Have"</p> <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>Chain Story: One student starts, others continue step by step</p> <p>Action &amp; Change Game: Teacher says "jump" → students act Then say "jumped" → students recall past action</p>		
			4	Lesson no 7: The Chain of Smiles	<ul style="list-style-type: none"> <li>➤ Identify the characters and how their actions impact others</li> <li>➤ Recognize cause and effect in the story (one smile leads to another)</li> <li>➤ Importance of sharing happiness and smiles with others</li> <li>➤ Relate to their</li> </ul>	<p>SEA-1 Draw 5 different types of emojis which involves 5 different emotions</p>	<p>Draw a "smile chain" of children</p> <p>Make a "Kindness Poster"</p>		

				3	Poem 5: What makes you laugh?	<p>personal connections (when they gave or received kindness)</p> <ul style="list-style-type: none"> <li>➤ Identify rhyming words and simple poetic devices like repetition or alliteration.</li> <li>➤ Recognize and name emotions expressed in the poem.</li> <li>➤ Identify and discuss the emotions expressed in the poem, such as happiness or amusement and relate them to their own experiences.</li> <li>➤ Identify adverbs in a sentence.</li> <li>➤ Differentiate between verbs and adverbs.</li> <li>➤ Use common adverbs (quickly, slowly, happily etc)</li> <li>➤ Recognize how adverbs change the meaning of the verb</li> <li>➤ Form simple sentences using adverbs.</li> </ul>	<p>Draw What Makes You Laugh Students draw something funny: Animal, cartoon, silly scene Say 1 sentence: "I laugh when I see ____."</p> <p>Write a paragraph on what you observe in the picture by using helping words Adverb search- Sort out adverbs from the cards given</p>	<p>Class test</p> <p>Draw something that makes you laugh</p> <p>Make a "Funny Things Chart"</p> <p>Draw funny faces with emotions</p> <p>Action Game: Students perform actions: walk slowly / run quickly / speak softly</p> <p>Adverb Hunt: Find adverbs in classroom sentences</p>	
7	November	19	18	4	Lesson no 8: The two Frogs	<ul style="list-style-type: none"> <li>➤ Understand the main idea – The value of determination and positive thinking</li> </ul>	<p>List out the things that make you laugh Story Role play (Divide the class into groups and let them</p>	<p>Quiz</p>	

					<ul style="list-style-type: none"> <li>➤ Identify characters, setting, and key events in the story</li> <li>➤ Recognize the differences in attitude between the two frogs.</li> <li>➤ Connect the story's themes and lessons to their own experiences</li> </ul>	<p>act out the story with simple props)</p> <p>Creative Writing "If I were a frog, I would..."</p>	<p>Group Discussion (How small action make a big difference</p> <p>Class discussion (sharing about something funny that happened to them)</p>	
			5	Pronouns (I, we, you, he, she, it, they)	<ul style="list-style-type: none"> <li>➤ Identify the personal pronouns.</li> <li>➤ Differentiate between nouns and pronouns</li> <li>➤ Recognize subject pronouns used at the beginning of sentences</li> <li>➤ Match the pronouns to the correct nouns</li> <li>➤ Improve sentence fluency with pronouns</li> <li>➤ Use subject pronouns correctly</li> </ul>	<p>Who Am I? Game (Student describe a class mate using their name, only pronouns) e.g. She is wearing red shoes</p>	<p>Class test</p> <p>Group Discussion (Share your personal experience a time you did not give up)</p>	
			5	Conjunctions (and, But, or)	<ul style="list-style-type: none"> <li>➤ Identify the conjunction (and, but, or)</li> <li>➤ Use the conjunctions to join two or more sentences.</li> <li>➤ Recognize the role of conjunctions to join words.</li> <li>➤ Use the conjunctions to join</li> </ul>	<p>SEA-2 Draw a tree and write different types personal pronouns in the leaves</p> <p>Conjunction Hop Game Write and / but / or on floor Teacher reads sentence Students jump to correct conjunction</p> <p>Story telling- Start a story with few sentences and</p>	<p>Oral test</p> <p>Class test</p> <p>Class Discussion (How to improve sentence fluency by combining short ideas using conjunction)</p>	

				4	<p><b>Writing skills (Informal letter writing)</b></p>	<p>two or more sentences</p> <ul style="list-style-type: none"> <li>➤ Use conjunction in oral and written communication.</li> <li>➤ Identify the basic parts of an informal letter <ul style="list-style-type: none"> <li>• Date</li> <li>• Adress</li> <li>• Greeting</li> <li>• Body</li> <li>• Closing</li> <li>• Signature</li> </ul> </li> <li>➤ Use appropriate greeting and closing phrases.</li> <li>➤ Understand the purpose of an informal letter writing</li> </ul>	<p>continue with conjunctions</p> <p>Classroom Post Box Create a post box Students write short letters and post Teacher distributes</p>	<p><b>Letter Posting Activity:</b> Students write a short note and “post” it in classroom box</p> <p><b>Pair Activity:</b> Write a letter to a friend in class</p> <p><b>Envelope Activity:</b> Write address and place letter in envelope</p>	
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8	December	25	21	5  3	Revision for Cycle Test-3 (07.12.26 to 10.12.26)  Poem 5: Frogs at School	<ul style="list-style-type: none"> <li>➤ Identify the main topic or subject of the poem.</li> <li>➤ Identify the main topic or subject of the poem.</li> <li>➤ Recognize personification- animals acting like humans.</li> <li>➤ Make connection between real school life and pretend school life of frogs.</li> <li>➤ Retell the events or actions in the poem in their own words</li> <li>➤ Imagining frogs in a classroom setting, creating a fun and silly scene.</li> </ul>	<p>Jump and Learn Game Students jump like frogs when teacher says: "Study time!" (sit quietly) "Play time!" (jump)</p>	<p>Class test</p> <p>Draw frogs in a classroom</p> <p>Label classroom objects (table, board, chair)</p> <p>Make a "Frog School Chart"</p> <p>Role Play: Act as dog (pet) and wolf (wild)</p> <p>Sorting Game: Sort animals into tame and wild</p> <p>Think-Pair-Share: Which animal would you prefer as a friend?"</p>	<p>Cycle Test-3 (07.12.26 to 10.12.26)(Unseen passage, Informal letter writing, GR- Verbs, Adverbs, Pronouns, L-6,7 P-4,5)</p>
				4	Lesson no 9: The Tale of Dog and Wolf	<ul style="list-style-type: none"> <li>➤ Describe the wolf and the dog using simple sentences</li> <li>➤ Identify differences between wild and pet animals</li> <li>➤ Explain why the wolf chose freedom</li> <li>➤ Use new vocabulary (hungry, strong, chain, freedom)</li> <li>➤ Relate the story to real-life situations</li> <li>➤ Identify common</li> </ul>	<p>Role Play (Wolf &amp; Dog) Two students act as: Wolf (hungry) Dog (happy and well-fed)</p> <p>Animal Sorting Game Sort animals: Wild (wolf) Domestic (dog)</p>		

9	January	20	20	4	Grammar- Prepositions (in, on, under)	<p>preposition of place such as in, on, under, behind, front</p> <ul style="list-style-type: none"> <li>➤ Respond accurately to question about object location using correct preposition.</li> <li>➤ Differentiate between various preposition.</li> <li>➤ Use the preposition to describe location</li> <li>➤ Identify different types of sentences</li> <li>➤ Recognize punctuation marks associated with each kind of sentences ( . , ? )</li> <li>➤ Differentiate between kinds of sentences</li> <li>➤ Write simple sentences using kinds of sentences.</li> <li>➤ Improve sentence's structure and variety in writing by using different types of sentences.</li> <li>➤ Recognize the purpose of a question marks-used at the end of question or ask something.</li> <li>➤ Exclamation marks-used to show strong feeling, excitement,</li> </ul>	<p>Simon says with preposition (stand beside the table, hide behind the desk etc.)</p> <p>Prepare sentence card with jumbled words on them. Ask students to put in correct order</p> <p>Punctuation paddles: Students glue punctuation marks onto popsicle sticks. Write sentences with correct and some wrong punctuation. Who get wrong sit down, and last one standing wins.</p>	<p>Draw a room and label: ball on table cat under chair book in bag</p> <p>Make a "Prepositions Chart"</p> <p>Read sentences aloud: "I like apples." "Do you like apples?" "Wow! This is fun!"</p> <p>Identify sentence type</p>	
				5	Kinds of Sentences (Statements, Question, Exclamatory)				
					Punctuations-				

				7	(Question marks and Exclamation mark)	<ul style="list-style-type: none"> <li>➤ surprise or anger.</li> <li>➤ Distinguish between question marks and exclamation marks.</li> <li>➤ Use question marks and exclamation marks in a correct sentences.</li> <li>➤ Write simple, clear sentences to express thoughts, feelings, or experiences.</li> <li>➤ Use appropriate vocabulary and tone.</li> <li>➤ Understand and use opposite words (big–small, hot–cold)</li> <li>➤ Identify and name parts of the body</li> <li>➤ Improve spelling through mutual dictation</li> <li>➤ Develop listening, speaking, reading, and writing skills</li> <li>➤ Use vocabulary in simple sentences</li> </ul>	<p><b>Punctuation Sorting</b> Sort sentences: Questions (?) Exclamations (!)</p>	<p><b>Punctuation Action Game:</b> Teacher says sentence → students jump (?) or clap (!) <b>Sentence</b></p> <p><b>Sorting Game:</b> Cards sorted into questions and exclamations</p> <p><b>Pair Activity:</b> One asks question, other responds excitedly</p>	
				7	Vocabulary (opposite words, parts of the body, mutual dictation)				
				6	Revision for Weekly Test and Cycle Test -4				
10	February	23	19		Revision for Cycle Test -4(04.02.27 to 08.03.27)				Weekly Test-9 (05.02.26) Unseen passage, L-8, P-5, Gr-Adverbs, Pronoun

11	March				Term -2 Exam				<b>Cycle Test-4 (unseen passage &amp; poem, picture composition, Informal letter writing, Gr-Common nouns, Verbs, adverbs, pronouns, conjunction, Sentences, Punctuation, L - 6 to 9, P- 4 to 6)</b>
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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Kannada

Class:II

Term: I & II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	3+5+4+3=15	(ಸೇತುಬಂಧ) ವರ್ಣಮಾಲೆ (3)	1. ವರ್ಣಮಾಲೆಯಲ್ಲಿನ ವಿಧಗಳ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು. 2. ವರ್ಣಮಾಲೆಯ ಅಕ್ಷರಗಳ ಸ್ಪಷ್ಟಉಚ್ಚಾರಣೆಯನ್ನು ಅರ್ಥೈಸುವುದು. 3. ವರ್ಣಮಾಲೆಯ ಅಕ್ಷರಗಳನ್ನು ಬಳಸಿ ಸರಳ ಪದಗಳನ್ನು ಬರೆಯುವ ಮತ್ತು ಓದುವ ಕೌಶಲ್ಯವನ್ನು ಬೆಳೆಸುವುದು.	ಮನನ ನಕ್ಷೆ	ಅಭ್ಯಾಸ ಪತ್ರಿಕೆಗಳು  ಉತ್ತರೇಖನ	
					ಗುಣಿತಾಕ್ಷರಗಳು (5)	2. ಗುಣಿತಾಕ್ಷರಗಳ ರಚನೆ ಹಾಗೂ ಅದರ ಸೂಕ್ತ ಬರಹ ಕ್ರಮದ ಬಗ್ಗೆ ತಿಳಿಸುವುದು. 2. ಗುಣಿತಾಕ್ಷರ ಚಿಹ್ನೆಗಳನ್ನು ಹೆಸರಿಸುವುದು. 3. 4. ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಬಳಸಿ ಪದಗಳನ್ನು ಬರೆಯಲು ಮತ್ತು ಓದಲು ಪ್ರೋತ್ಸಾಹಿಸುವುದು.			
					ಒತ್ತಕ್ಷರಗಳು (4)	1. ವ್ಯಂಜನಗಳಿಗೆ ಒತ್ತುಗಳನ್ನು ಬರೆಯುವುದನ್ನು ಅರ್ಥೈಸುವುದು. 2. ಒತ್ತಕ್ಷರಗಳಲ್ಲಿನ ವಿಧಗಳನ್ನು ಹೆಸರಿಸುವುದು.			

					ವ್ಯಾಕರಣ- ಪ್ರಾಸ ಪದಗಳು(3)	<p>3. ಒತ್ತಕ್ಷರಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯಲು ಉತ್ತೇಜಿಸುವುದು.</p> <p>1. ಪ್ರಾಸ ಪದಗಳ ಅರ್ಥವನ್ನು ತಿಳಿಸುವುದು.</p> <p>2. ಪ್ರಾಸ ಪದಗಳನ್ನು ಸರಳವಾಗಿ ಹುಡುಕುವ ವಿಧಾನವನ್ನು ಅರ್ಥೈಸುವುದು.</p>			
2	June	18	18	5+6+5+2=18	ಪಾಠ-1 ಬಣ್ಣದ ಹಕ್ಕಿ(5)	<p>1. ವಿವಿಧ ಪಕ್ಷಿಗಳ ಹೆಸರುಗಳನ್ನು ತಿಳಿಸುವುದು.</p> <p>2. ಪಕ್ಷಿಯ ದೇಹರಚನೆ ಹಾಗೂ ಆಹಾರದ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</p> <p>3. ಪಕ್ಷಿಗಳ ಬಗ್ಗೆ ಹಾಗೂ ಮಕ್ಕಳ ಮನೋಭಾವನೆಯ ಬಗ್ಗೆ ಅರ್ಥೈಸುವುದು.</p> <p>4. ಪದ್ಯದಲ್ಲಿ ಬರುವ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸಲು ಪ್ರೇರೇಪಿಸುವುದು.</p>	ಪಕ್ಷಿಗಳ ಚಿತ್ರಗಳನ್ನು ಮತ್ತು ಗರಿಗಳನ್ನು ಅಂಟಿಸಿ ಅಥವಾ ಬಿಡಿಸಿ, ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ. (SEA-1).	ತೆರೆದ ಪುಸ್ತಕ ಪರಿಶೀಲನೆ	WT-3 (19/6/26) ಪಾಠ-1. ಬಣ್ಣದ ಹಕ್ಕಿ  ಪಾಠ-3 ಗೆಳೆತನ
					ಪಾಠ-3 ಗೆಳೆತನ(6)	<p>1. ಗೆಳೆತನದ ಮಹತ್ವವನ್ನು ಅರ್ಥೈಸುವುದು.</p> <p>2. ಪ್ರತಿಯೊಬ್ಬರಲ್ಲೂ ಅವರದೇ ಆದ ವಿಶೇಷತೆ ಇರುವುದನ್ನು ಅರಿವು ಮೂಡಿಸುವುದು.</p> <p>3. ಗೆಳೆತನ ಸಹಬಾಲ್ಯಕ್ಕೆ ಸೋಪಾನ ಎಂಬ ನುಡಿಯನ್ನು ಮನದಟ್ಟು ಮಾಡಿಸುವುದು.</p> <p>4. ಗಾದೆ ಮಾತುಗಳನ್ನು ಅರ್ಥೈಸುವುದು.</p>	ಬೆಂಗಳೂರಿನಲ್ಲಿರುವ ಪ್ರಮುಖ ಸ್ಥಳಗಳ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ, ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ.(MA)	ಉತ್ತೇಜನ	
					ಪಾಠ-5 ಹಳ್ಳಿಯ ದಾರಿಯ ಬದಿಯಲಿ(5)	<p>1. ಮರಗಳ ಪ್ರಾಮುಖ್ಯತೆಯ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</p> <p>2. ಮಾವಿನ ಮರದ ಉಪಯೋಗಗಳನ್ನು</p>	ಮರದ ಬಗ್ಗೆ ಕಿರುಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ (M.A-1)	ಘಟಕ ಪರಿಶೀಲನೆ	



					<p>ವಿವರಿಸುವುದು.</p> <p>3. ಇಲಿಗಳ ಜಾಣತನವನ್ನು ಕುರಿತು ತಿಳಿಸುವುದು.</p> <p>4. ಉಪಾಯ ಬಲ್ಲವನಿಗೆ ಅಪಾಯವಿಲ್ಲ ಎಂಬುದನ್ನು ಅರಿವು ಮೂಡಿಸುವುದು.</p> <p>5. ಪ್ರಾಣಿ ಪಕ್ಷಿಗಳ ಜೀವನ ಶೈಲಿಯನ್ನು ತಿಳಿಸುವುದು.</p> <p>1. ಲಿಂಗಗಳ ಅರ್ಥ ಹಾಗೂ ಅದರ ವಿಧಗಳನ್ನು ತಿಳಿಸುವುದು.</p> <p>2. ಲಿಂಗಗಳನ್ನು ಬದಲಿಸಿ ಬರೆಯಲು ಉತ್ತೇಜಿಸುವುದು.</p>	ಚಟುವಟಿಕೆ		
				<p>ವ್ಯಾಕರಣ- ಲಿಂಗಗಳು (ಲಿಂಗಗಳನ್ನು ಹೆಸರಿಸುವಿಕೆ ಮತ್ತು ವಿಂಗಡಿಸಿ ಬರೆಯುವುದು)(5)</p>			ಯೋಚಿಸು, ಹಂಚು ಮತ್ತು ಸಂತಸ ಕಲಿಕೆ	
4	August	20	16	6+3+7=16	<p>ಪಾಠ 8 ನನ್ನ ದೇವರು(6)</p> <p>1. ಪ್ರಕೃತಿಯಲ್ಲಿರುವ ವಸ್ತುಗಳೇ ದೈವಗಳೆಂಬುದನ್ನು ಅರ್ಥೈಸುವುದು.</p> <p>2. ತಂದೆ, ತಾಯಿ, ಗುರು ಇವರೆಲ್ಲರೂ ದೇವರಿಗೆ ಸಮ ಎಂಬ ಮನೋಭಾವನೆಯನ್ನು ಬೆಳೆಸುವುದು.</p> <p>3. ಪರಿಸರದ ಬಗ್ಗೆ ಕಾಳಜಿ ವಹಿಸಲು ಪ್ರೇರೇಪಿಸುವುದು.</p> <p>4. ಶುದ್ಧ ಮನಸ್ಸು ಹಾಗೂ ಒಳ್ಳೆಯ ಭಾವನೆಯೊಂದಿಗೆ ದೇವರಿಗೆ ನಮಸ್ಕರಿಸಬೇಕೆಂಬುದನ್ನು ತಿಳಿಸುವುದು.</p> <p>1. ಜೋಡು ನುಡಿಗಳ ಅರ್ಥವನ್ನು ಉದಾರಣೆ ಸಹಿತ ವಿವರಿಸುವುದು.</p> <p>2. ಪದಗಳನ್ನು ಕೂಡಿಸಿ ಬರೆಯುವ ಸರಿಯಾದ ಕ್ರಮವನ್ನು ತಿಳಿಸುವುದು.</p>	<p>ಸುಂದರ ಪ್ರಕೃತಿಯ ಚಿತ್ರವನ್ನು ಬಿಡಿಸಿ, ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ.(M.A-3)</p> <p>ಸುಂದರ ಪ್ರಕೃತಿ- ಕಿರುಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು</p> <p>ಘಂಕ ಪರೀಕ್ಷೆ</p>	
				<p>ವ್ಯಾಕರಣ-ಜೋಡಿ ನುಡಿಗಳು ಮತ್ತು ಕೂಡಿಸಿ ಬರೆಯಿರಿ(3)</p> <p>ಪುನರಾವರ್ತನೆ (7)</p>				

5	Sep	22	17	10	ಪಾಠ 9 ಮೂರು ಕಲ್ಪಗಳು,(10)	<p>1. ತಾಳ್ಮೆಗೆ ತಕ್ಕ ಫಲಿಸಿಗುವುದು ಎಂದು ಅರ್ಥೈಸುವುದು.</p> <p>2. ಸಹನೆಯಿಂದ ಕಷ್ಟಗಳನ್ನು ಸಹಿಸಿ ಸಾಧನೆ ಮಾಡಬೇಕೆಂಬ ಮನೋಭಾವನೆಯನ್ನು ಬೆಳೆಸುವುದು.</p> <p>3. ಶಿಲ್ಪಿ ಬಳಸುವ ಉಪಕರಣಗಳನ್ನು ಪರಿಚಯಿಸುವುದು.</p> <p>4. ಶಿಲ್ಪಿ ಮತ್ತು ಶಿಲ್ಪಗಳ ನಡುವಿನ ಅರ್ಥ ವ್ಯತ್ಯಾಸವನ್ನು ತಿಳಿಸುವುದು.</p>	ನೀವುನೋಡಿರುವ ಪ್ರವಾಸ ಸ್ಥಳಗಳ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ, ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ.	ಅಭ್ಯಾಸ ಪತ್ರಿಕೆಗಳು	Term-1:- ಪಾಠ-1 ರಿಂದ ಪಾಠ-8 ವ್ಯಾಕರಣ-ವರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಪ್ರಾಸ ಪದಗಳು, ಗಾದೆಮಾತುಗಳು, ವಚನಗಳು, ಲಿಂಗಗಳು, ಜೋಡಿ ನುಡಿಗಳು, ಕೂಡಿಸಿ ಬರೆಯಿರಿ, ಕಿರುಲೇಖನ, ಚಿತ್ರ ಲೇಖನ, ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ
Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	Oct	21	21	8+8+5=21	ಪಾಠ-10 ಸತ್ಯವಂತ ಬಾಲಕ (8)	<p>1. ಗೋಪಾಲಕೃಷ್ಣ ಗೋಖಲೆಯವರ ಬಗ್ಗೆ ತಿಳಿಸುವುದು.</p> <p>2. ಬೆಳೆಯುವ ಸಿರಿ ಮೊಳಕೆಯಲ್ಲಿ ಎಂಬ ಗಾದೆಯನ್ನು ಅರ್ಥೈಸುವುದು.</p> <p>3. ಸದಾ ಸತ್ಯವನ್ನೇ ನುಡಿಯುವ ಅಭ್ಯಾಸವನ್ನು ರೂಢಿಸಿಕೊಳ್ಳಲು ಪ್ರೇರೇಪಿಸುವುದು.</p> <p>4. ನಾವೆಲ್ಲರೂ ಭಾರತೀಯರು ಎಂಬ ಮನೋಭಾವನೆಯನ್ನು ಬೆಳೆಸುವುದು.</p> <p>5. ಶಿಕ್ಷಣದ ಮಹತ್ವವನ್ನು ಕುರಿತು ತಿಳಿಸುವುದು.</p>	ಗೋಪಾಲಕೃಷ್ಣ ಗೋಖಲೆಯವರ ಬಗ್ಗೆ ಕಿರು ಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ.(SEA-1)	ರಸಪುಶ್ಪ	WT-12 (23/10/26) ಪಾಠ-10 ಸತ್ಯವಂತ ಬಾಲಕ, ಪಾಠ-11 ಮಂಗಳ ಉಪವಾಸ
							ಬಾಳೆ ಗಿಡದ ಚಿತ್ರವನ್ನು ಬಿಡಿಸಿ, ಅದರ ಉಪಯೋಗಗಳನ್ನು		

					<p>ಪಾಠ-11 ಮಂಗಳ ಉಪವಾಸ(6),</p> <p>ವ್ಯಾಕರಣ- ಲಿಂಗಗಳು (ಲಿಂಗಗಳ ವಿಧಗಳು ಅವುಗಳನ್ನು ಹೆಸರಿಸುವುದು), ಗಾದೆಗಳು ಮತ್ತು ದ್ವಿರುಕ್ತಿಗಳು(5)</p>	<ol style="list-style-type: none"> <li>1. ಕಪಿ ಚೇಷ್ಟೆಗಳನ್ನು ತಿಳಿಸುವುದು.</li> <li>2. ಮಂಗನಿಂದ ಮಾನವ ಎಂಬುವುದನ್ನು ಅರ್ಥೈಸುವುದು.</li> <li>3. ಮಂಗಳಳು ಮಾಡಿದ ಉಪವಾಸದ ಬಗೆಯನ್ನು ವಿವರಿಸುವುದು.</li> <li>4. ಪದ್ಯದಲ್ಲಿರುವ ದಿರುಕ್ತಿಗಳನ್ನು ಪತ್ತೆ ಹಚ್ಚಲು ತಿಳಿಸುವುದು.</li> </ol> <ol style="list-style-type: none"> <li>1. ಲಿಂಗಗಳ ಅರ್ಥ ಮತ್ತು ಅವುಗಳಲ್ಲಿನ ವಿಧಗಳನ್ನು ವಿವರಿಸುವುದು.</li> <li>2. ಲಿಂಗಗಳನ್ನು ಬದಲಾಯಿಸಿ ಬರೆಯಲು ಪ್ರೇರೇಪಿಸುವುದು</li> </ol> <ol style="list-style-type: none"> <li>1. ದ್ವಿರುಕ್ತಿ ಪದದ ಅರ್ಥವನ್ನು ಹಾಗೂ ಅದರ ಉದಾಹರಣೆಗಳನ್ನು ತಿಳಿಸುವುದು.</li> <li>2. ಗಾದೆ ಮಾತುಗಳನ್ನು ಅರ್ಥೈಸುವುದು.</li> </ol>	<p>ಬರೆಯುವ ಚಟುವಟಿಕೆ. (M.A-1)</p>	<p>ಉಕ್ತಲೇಖನ</p> <p>ಯೋಚಿಸು, ಹಂಚು ಮತ್ತು ಸಂತಸ ಕಲಿಕೆ</p>	
7	Nov	19	18	7+7+4+=18	<p>ಪಾಠ-12 ನೇಗಿಲು (7)</p> <p>ಪಾಠ-13 ಸರಳತೆ(7)</p>	<ol style="list-style-type: none"> <li>1. ನೇಗಿಲಿನ ಚಿತ್ರ ಬಿಡಿಸಿ, ಅದರ ಭಾಗಗಳನ್ನು ಹೆಸರಿಸುವುದು.</li> <li>2. ಹೊಲ ಉಳುಮೆಯ ಉಪಯೋಗಗಳನ್ನು ವಿವರಿಸುವುದು.</li> <li>3. ಕೃಷಿಗೆ ಬಳಸುವ ಉಪಕರಣಗಳನ್ನು ತಿಳಿಸುವುದು.</li> <li>4. ಅನ್ನದಾತ ದೇಶದ ಬೆನ್ನೆಲುಬು ಎಂಬುದರ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸುವುದು.</li> </ol> <ol style="list-style-type: none"> <li>1. ಸರಳತೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಸುವುದು.</li> <li>2. ಸರಳ ವ್ಯಕ್ತಿತ್ವವನ್ನು</li> </ol>	<p>ರೈತನ ಬಗ್ಗೆ ಕಿರು ಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ</p> <p>ರೈತರು ಉಪಯೋಗಿಸುವ ಕೃಷಿ ಸಲಕರಣೆಗಳ ಚಿತ್ರಗಳನ್ನು ಅಂಟಿಸಿ/ಬಿಡಿಸಿ ಹೆಸರಿಸುವ ಚಟುವಟಿಕೆ. (SEA-2)</p> <p>ಈಶ್ವರಚಂದ್ರ ವಿದ್ಯಾಸಾಗರರವರ ಕಿರು ಟಿಪ್ಪಣಿ</p>	<p>ಘಟಕ ಪರಿಚ್ಛೇದ</p> <p>ತೆರೆದ ಪುಸ್ತಕ</p>	

					<p>ಹೊಂದಿ ಸಾಧನೆ ಮಾಡಿದ ವ್ಯಕ್ತಿಗಳನ್ನು ಪರಿಚಯಿಸುವುದು.</p> <p>3. ಈಶ್ವರಚಂದ್ರ ವಿದ್ಯಾಸಾಗರ ಬಗ್ಗೆ ತಿಳಿಸುವುದು.</p> <p>4. ಸರಳತೆಯ ಘನ ವ್ಯಕ್ತಿತ್ವವನ್ನು ರೂಪಿಸುತ್ತದೆ ಎಂಬುದರ ಅರಿವು ಮೂಡಿಸುವುದು.</p>	<p>ಬರೆಯುವ ಚಟುವಟಿಕೆ</p>	<p>ಪರೀಕ್ಷೆ</p> <p>ಉತ್ತರೇಖನ</p> <p>ಯೋಚಿಸು, ಹಂಚು ಮತ್ತು ಸಂತಸ ಕಲಿಕೆ</p>		
8	Dec	25	21	6+11+4=21	<p>ಪಾಠ-14 ಕಡಲು(6), ಪಾಠ 15 ಸಹಬಾಳೆ(11)</p>	<p>1. ಜಲಚರ ಪ್ರಾಣಿಗಳನ್ನು ಹೆಸರಿಸುವುದು.</p> <p>2. ಕಡಲಿನ ಸೌಂದರ್ಯವನ್ನು ಕುರಿತು ವಿವರಿಸುವುದು.</p> <p>3. ಕಡಲಿನಲ್ಲಿ ದೊರೆಯುವ ವಸ್ತುಗಳನ್ನು ಪರಿಚಯಿಸುವುದು.</p> <p>4. ಕಡಲಿನಿಂದಾಗುವ ಪ್ರಯೋಜನಗಳನ್ನು ತಿಳಿಸುವುದು.</p> <p>1. ಕಾಡಿನ ಮಹತ್ವವನ್ನು ಕುರಿತು ವಿವರಿಸುವುದು.</p> <p>2. ಪರಿಸರದಲ್ಲಿ ಸಮತೋಲನವಿರಬೇಕೆಂಬುದ ತಿಳುವಳಿಕೆ ಮೂಡಿಸುವುದು.</p> <p>3. ಕಾಡು ಸಂರಕ್ಷಣೆ ಮಾಡುವ ಮನೋಭಾವನೆಯನ್ನು ಬೆಳೆಸುವುದು.</p> <p>4. 'ಕಾಡು ಬೆಳೆಸಿ ನಾಡು ಉಳಿಸಿ' ಎಂಬ ನುಡಿಯ ತಾತ್ಪರ್ಯವನ್ನು ತಿಳಿಸುವುದು.</p>	<p>ನೀರಿನ ಉಪಯೋಗಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವ ಚಟುವಟಿಕೆ. (M.A-2)</p> <p>ಪ್ರಾಣಿ ಮತ್ತು ಪಕ್ಷಿಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯುವ ಚಟುವಟಿಕೆ (M.A-3)</p> <p>ನದಿಯ ಬಗ್ಗೆ ಕಿರು ಲೇಖನ ಬರೆಯುವ ಚಟುವಟಿಕೆ (MA)</p>	<p>ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು</p> <p>ಘಂಕ ಪರೀಕ್ಷೆ</p> <p>ಅಭ್ಯಾಸ ಪತ್ರಿಕೆಗಳು</p>	<p>PT-2:- ಪಾಠ-9 ರಿಂದ ಪಾಠ-13 ವ್ಯಾಕರಣ- ಪ್ರಾಸ ಪದಗಳು, ಗಾದೆ ಮಾತುಗಳು, ದ್ವಿರುಕ್ತಿಗಳು, ವಿರುದ್ಧ ಪದಗಳು, ಕಿರು ಲೇಖನ, ಚಿತ್ರ ಲೇಖನ, ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ</p>

					ವ್ಯಾಕರಣ-ವಿರುದ್ಧ ಪದಗಳು ಸಮನಾರ್ಥಕ ಪದಗಳು(4)	1. ವಿರುದ್ಧ ಪದದ ಅರ್ಥವನ್ನು ಉದಾಹರಣೆ ಸಹಿತ ತಿಳಿಸುವುದು. 2. ಸಮನಾರ್ಥಕ ಪದದ ಅರ್ಥವನ್ನು ತಿಳಿಸುವುದು ಹಾಗೂ ಸೂಕ್ತ ಉದಾಹರಣೆಗಳನ್ನು ನೀಡುವುದು.			
9	Jan	20	20		ಪಾಠ-17 ತಾಯಿ,(8)  ಪುನರಾವರ್ತನೆ (ಅಭ್ಯಾಸಪತ್ರಿಕೆಗಳು)	1. ತಾಯಿಯ ಮಮತೆ ಹಾಗೂ ತ್ಯಾಗವನ್ನು ವಿವರಿಸುವುದು. 2. ತಾಯಿ ತನ್ನ ಮಗುವಿನ ಬಗ್ಗೆ ಕಂಡ ಕನಸುಗಳನ್ನು ತಿಳಿಸುವುದು. 3. 'ತಾಯಿಯೇ ಮೊದಲ ಗುರು' ಎಂಬುದನ್ನು ಅರ್ಥೈಸುವುದು.	ತಾಯಿಯ ಬಗ್ಗೆ ಐದು ವಾಕ್ಯಗಳ ರಚಿಸುವ ಚಟುವಟಿಕೆ	ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು	
10	Feb	23	19		ಪುನರಾವರ್ತನೆ (ಅಭ್ಯಾಸಪತ್ರಿಕೆಗಳು)				Term-2:- ಪಾಠ-9 ರಿಂದ ಪಾಠ-17 ವ್ಯಾಕರಣ- ಪ್ರಾಸ ಪದಗಳು, ಗಾದೆ ಮಾತುಗಳು, ದ್ವಿರುಕ್ತಿಗಳು, ವಿರುದ್ಧ ಪದಗಳು, ಸಮನಾರ್ಥಕ ಪದಗಳು, ಲಿಂಗಗಳು, ಕಿರು ಲೇಖನ, ಚಿತ್ರ ಲೇಖನ, ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಗದ್ಯಭಾಗ

Subject Teacher

Subject I/C

VP

Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Hindi II Language

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	15	15	5+5+5	Bridge course				
					स्वर व्यंजन ,वर्णमाला ,मात्रा,वाक्य रचना संज्ञा 1फूल संज्ञा,पर्यायवाची, समानलय शब्द समानलय शब्द चित्र सहित नाम लिखना	शुद्ध उच्चारण के साथ पठन क्षमता का विकास। अलग अलग फूलों के बारे में जानेंगे	उगते सूरज और छिपते सूरज का चित्र बनाओ	चित्र पहचान मौखिक मूल्यांकन बच्चों से प्रश्न पूछना	
2	June	18	18	7+7+4	2 मीठू और कौरा संज्ञा,पर्यायवाची	बच्चे दोस्ती की पहल करना सीखेंगे, समस्या का समाधान सूझबूझ से करना सीखेंगे	तोते का चित्र बनाकर दो वाक्य लिखो	मित्र के प्रति संवेदनशीलता का भाव व्यक्त करना	<b>Weekly Test 3 (19-6-2026)</b> पाठ 1 फूल पाठ 2 मीठू और कौरा
					पाठ - 4 : इब्नबतूता समानार्थक शब्द उल्टे अर्थ वाले शब्द, सर्वनाम ,क्रिया	मोबाईल ,टीवी से दूर होकर खिलौनों से खेलना सीखेंगे कंप्यूटर का सीमित प्रयोग करना जानेंगे अलग अलग मौसमों के बारे में जानकारी हासिल करेंगे	अपने मनपसंद खिलौनों के चित्र बनाओबारिश के मौसम का चित्र बनाओ बारिश रुकने के बाद खेले	श्रवण और उत्तर देना ,चित्र पहचान और वर्णन शब्दावली ,कविता पठन ,श्रुतलेख	

							जाने वाले खेलों को दर्शाओ		
3	July	26	22	7+8+7	पाठ - 5 : पायल का साहस। समानार्थक शब्द उल्टे अर्थ वाले शब्द, सर्वनाम ,क्रिया	परिस्थितियों से ना घबराकर साहस से जीना सीखेंगे,समस्या समाधान की भावना को प्रोत्साहित करना	Think and शेयर (क्या तुमने कभी) क्या तुम्हें कभी अकेले में डर लगा ? तुमने कब साहस दिखाया ?	सर्जनात्मक लेखन	
					पाठ 6 प्यारे सांता क्लॉज, नुक्ता,र के रूपपाठ - 7 : इंडिया गेट। समान अर्थ वाले शब्द मुहावरें , चित्र वर्णनपाठ - 8 : बारिश का एक दिन। गद्यांश ,चित्र वर्णन	बड़ों के प्रति आदर सम्मान करेंगे,त्योहारो की महता समझेंगे ऐतिहासिक इमारतों के बारे में जानकारी हासिल करेंगे कविता के माध्यम से बारिश की महता और उसकीअहमियत समझेंगे	अपने मित्र के लिए एक उपहार बनाओऐतिहासिक इमारतों के बारे में जानकारी एकत्रित करके कक्षा में बताओ बारिश पर अपने वाक्यों में नई कविता बनाओ	मूल्यांकन बिंदु 1 उच्चारण 2 ताल - लय 3 आत्मविश्वास 4 भाव अभिव्यक्ति मौखिक प्रस्तुति पढ़कर उत्तर देना श्रुतलेख कविता कंठस्थ मापदंड और समझ व व्याख्या	PT I पाठ 1 to 3 संज्ञा,पर्यायवाची, समानलय शब्द, पठित गद्यांश समानार्थक शब्द, अनुस्वार और अनुनासिक चित्र वर्णन
4	Aug.	20	16	6+6+4					
				Term 1	पुनरावर्तन				Term I पाठ 1 to 8 एक से अनेक,अनुस्वार पाठ से संबंधित व्याकरण अपठित गद्यांश ,चित्र वर्णन

									कहानी लेखन वाक्य रचना नाम वाले शब्द, अनुच्छेद
5	.				Term 1 exam				



**JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP**

**Syllabus Bifurcation: 2026-27**

**Subject: Hindi II Language**

**Class: II**

**Term: II**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	Sep	22	17		पाठ - 9 : मिनी का ई-मेल।	बच्चे बातचीत के लिए आधुनिक तकनीक का उपयोग सीखेंगे	कंप्यूटर लैब जाकर ईमेल का प्रारूप तैयार करना		
2	Oct.	21	21	7+7+7	एक से अनेक, अनुस्वार पाठ 10 तितली रानी	आसपास दिखाई देने वाले नन्हे जीव के प्रति संवेदनशीलता बढ़ेगी	फूलवाले बगीचे की सैर	पढ़ना समझ लेखन रचनात्मकता	<b>WT-12 (23-10-2026)</b> पाठ - 9:मिनी का ई-मेल। 10 तितली रानी
						वाक्य रचना करने में सक्षम होंगे		उच्चारण	

					कहानी लेखन (3) वक्य रचना समानलय शब्द			शब्दकोश विकसित	
3	Nov.	19	18	6+6+6	पाठ - 11 बुलबुल के बच्चे ,कहानी लेखन	चिड़ियों के जीवन व्यवहार के बारे में जानना पक्षियों के रंग ,रूप ,आवाज , चोंच की पहचान करना	एक पक्षी का घोंसला बनाओ	मौखिक मूल्यांकन बच्चों से प्रश्न पूछना	
					12 बड़े काम का थैला कहानी लेखन वाक्य रचना नाम वाले शब्द	पॉलिथीन का दुष्परिणाम जानकर उसका इस्तेमाल न करने का विकल्प ढूँढेंगे कचरा अलग अलग इकट्ठा करना कागज और थैले का प्रयोग करना	कागज या कपड़े का एक थैला बनाओ	संवाद शैली पर चर्चा अभिनय	
4	Dec.	25	21	7+7+7	13 चिड़िया का गीत क्रिया , विशेषण	मेहनत से ना घबराना आदि गुणों को अपनाने के लिए बच्चों को प्रेरणा मिलेगी	चिड़िया का चित्र बनाकर उसकी दो अच्छी बात लिखो	शब्दों की सूची से समानलय शब्दों की पहचान करे	
					14 शेरुदा अपठित गद्यांश ,चित्र वर्णन,	फल सब्जियाँ स्वस्थ रहने के लिए जरूरी हैं,आत्मनिर्भर बनना साथी की सहायता करना	शेर का एक मास्क बनाकर रोल प्ले करना	कहानी में प्रयुक्त मुहावरों का प्रयोग वाक्यों में करना पाठ से बोध प्रश्न पूछना	PT 2 पाठ 9 मिनी का ई-मेल। 10 तितली रानी 11बुलबुल के बच्चे 12 बड़े काम का थैला13 चिड़िया का गीत अपठित गद्यांश ,चित्र वर्णन ,पाठ संबंधित व्याकरण
					15 बारी बारी आते मौसम, पठित गद्यांश	प्रकृति प्रेम ,मौसमों की जानकारी ,प्रकृति में आए बदलाव देखना	त्योहारों का कॉलाज बनाओ	कलेंडर बनाकर सभी महीनों के दिनों को दर्शाना पर्यायवाची शब्दों को वाक्यों में प्रयोग करना	
5	Jan.	20	20		पुनरावर्तन				Term II portion - पाठ 9 मिनी का ई-मेल। 10 तितली रानी 11बुलबुल के बच्चे 12 बड़े काम का थैला 13 चिड़िया का





Jindal Vidya Mandir, JSW Hill side Township.

Syllabus Bifurcation -2026 -27

Class:II

Sub:EVS

Term-I

SI No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities /Practicals	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	4	Bridge Course Myself and family	To describe at least three family members and their roles orally in 3–4 sentences during a class activity.	Family Tree Craft Show & Tell:Picture discussion (mother, father, siblings, grandparents) "All About Me" Circle Time (name, age, likes) Activity: Matching family members with roles	Observation, presentation, worksheet/quiz	
				3	My School	To identify and name at least four places and people in the school and state their functions correctly	School Walk People in School Game Match the Place: Worksheet: match place → function (e.g., playground → play) "My School" Oral Activity.		
				4	Good Habits	To demonstrate and list at least three good habits they practice daily through a routine chart or role-play activity.	Story on Good Habits(sharing, honeAsk: "What was the good habit?" Good or Bad Sorting-Picture cards: brushing, fighting, sharing. Students sort into good/bad. Draw simple routine (wake up, brush, eat) Act a Good Habit: Students act (greeting, brushing, helping), Say 2–3 good habits.		
				4	Cleanliness and hygiene	To demonstrate correct handwashing steps and list at least two hygiene practices during a practical activity.	Clean vs Dirty Discussion-Show pictures (clean hands vs dirty hands). Students identify correct habits. Handwashing Practice-Demonstrate steps.Students practice in groups Hygiene Poster + Oral.-Draw "Stay Clean" poster.Say 2 hygiene habits.		
2	June	18	18	3	Ch-1 My Body	To identify and name all five sense organs correctly using pictures. To match each sense organ with its correct function (seeing, hearing, smelling, tasting, touching) with at least 4 out of 5 correct responses. To differentiate between internal and external organs by classifying at least 4 given examples correctly during a sorting activity.	Think & Note (5 mins) Students draw or write : Name any 3 sense organs + what they do Think: "Which organs can we see? Which we cannot?"	Experiment observation, worksheet, oral questioning	
				4	Ch-2 Being Healthy	State at least two reasons why staying healthy and fit is important through oral responses during class discussion.List at least three healthy habits (such as eating nutritious food, exercising, and maintaining cleanliness) correctly in a worksheet or notebook. Demonstrate or choose healthy lifestyle practices in given situations (e.g., selecting healthy food or physical activity) with at least 3 correct responses during an activity.	Healthy Me – Choose & Explain" Concept: Students make simple choices and justify them—building understanding, decision-making, and reflection.		
				4	Ch-3 Being Safe	Identify and state at least three safety rules each for school, home, and the road during a class activity. Explain the importance of at least two safety rules in preventing accidents using simple oral statements (e.g., "to stay safe," "to avoid getting hurt").	SEA -1 Draw,colour and name any four road signs.		

				3	Ch-4 My Family	Identify at least three different types of families (e.g., nuclear, joint, extended) . Describe one important role or contribution of each family member (e.g., parent, sibling, grandparent) within their own family or a provided scenario.	Write about your parents in two lines.		
				4	Ch-5 Our Neighborhood	Identify and describe at least three neighbourhood places (e.g., park, school, hospital) in 2–3 simple sentences during a class discussion or activity. State and demonstrate at least two ways to keep their surroundings clean (e.g., using dustbins, not littering) during a classroom activity.	Discussion on Neighbourhood places.		
				5		Revision for Cycle- I			Cycle-I 06.07.26 to 09.07.26 Portion Ch-1 to Ch-3
				4	Ch-6 My School	Identify at least three people who help in the school and describe their roles, and state one reason why education is important through a written and oral activity.	Make a chart on dos and don'ts in a school.		
				5	Ch-7 People Who Help Us	Identify at least two different community helpers and describe one way each helper contributes to the well-being of the community through a worksheet or oral response with correct examples.	List out the people who help us in the school.		
				4	Ch-8 More About Festivals	Differentiate between harvest festivals and national days by stating at least two differences and identifying one example of each correctly through a worksheet and oral activity.	Write about your favourite festival.		Weekly Test -5 17.7.26 Portion Ch 4 and 5
				4	Ch-9 More About Plants	Accurately draw and label at least four key external parts of a flowering plant and state one correct function for each part through a worksheet or class activity with at least 4 out of 4 labels and functions correct.	SEA-2: Draw the different parts of a plant.	Discussion based questions	
				4	Ch-10 More About Animals	Differentiate between domestic and wild animals by stating at least two differences and correctly classifying at least four given animals into the two categories during a worksheet or class activity.	Write about your favourite animal.	Quiz	
				4	Ch-11 Food	Identify and provide at least one example for three of the five major food groups (e.g., fruits, vegetables, grains, proteins, dairy) Explain in one sentence why each of these food groups is important for maintaining a healthy body.	Discussion: Plan three healthy meals for yourself.		Cycle-II 25.08.26 to 07.09.26 Portion Ch-1 to Ch-10
				8		Revision for Term-1			
5	September	22	15	8		Term-1 Examinations			

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Principal



**Jindal Vidya Mandir, JSW, Hill Side Township  
Syllabus Bifurcation**

**Class:2**

**Sub:EVS**

**Term-II**

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities /Practicals	Assessment Methods	Portion for WT/PT/Term/AE			
5	September	22	17	9	Ch-12 Types of Houses	Realise the importance of houses Differentiate between pucca house and kutcha house.	Draw, colour and name different types of houses.	Oral				
6	October	22	21	7	Ch-13 Types of Clothes	Identify and name at least two appropriate types of clothing for Summer and Monsoon season. Explain why those clothing choices are suitable	SEA-1: Draw, colour and name any two things we use to keep ourselves dry on a rainy day.	Oral				
				7	Ch-14 Air	Describe at least three practical uses of air in everyday life (e.g., breathing, flying kites, inflating tires). Define the term "atmosphere" in their own words, including its basic composition (mentioning gases like oxygen and nitrogen).	Draw, and colour a kite.	Class Test ( written)				
				7	Ch-15 Water	state at least two reasons why water is important for living things (including humans, plants, and animals) and provide one specific example to support each reason.	Draw any four sources of water.					
7	November	19	18	6	Ch-16 Means of Transport	identify and categorize at least three different modes of transport (e.g., land, water, air) and provide one example for each category	Draw, colour and name any two means of transport.	Oral				
				6	Ch- 17 Means of Communication	identify and describe at least two different methods of communication (e.g., verbal, non-verbal, written) and explain one advantage of using each method in a specific scenario.	Draw, colour and name any two means of communication		Weekly Test-14 13.11.26 Portion- Ch 11 and 12			
				6	Ch-18 Directions	Correctly identify and label the four cardinal directions (North, South, East, West) on a simple map of their classroom or school, and verbally indicate the general direction of at least one familiar landmark in their school from their current location within the classroom.	Draw the Scene of Sunset.	Quiz				
8	Dec	25	21	5	Ch-19 Our Earth	Identify and name at least two different types of landforms commonly found ,two different sources of water relevant to the region (e.g., rivers, tanks), and describe one key characteristic of each identified landform and water source.	List out the different landforms and sources of water.	Quiz				
				5	Ch -20 Sun, Moon and Stars	List in correct order atleast four key phases of moon. Identify and name atleast three major components of our solar system.	SEA-2: Draw the planets of a solar system.	Oral				
				6		Revision for Cycle-III						
				5	Ch-21 Time	Define daytime and night in their own words, relating these concepts to the position of the sun List at least two activities that are typically done during daytime and two activities typically done during nighttime, and briefly explain why these activities are usually associated with those times.	Discussion: Time is precious		Cycle Test-III 7.12.26 to 10.12.26 Ch-11 to Ch 15			
9	Jan	20	20	5	Ch-22 Weather and Seasons	Identify and describe at least two key differences between the major seasons experienced (Summer and Monsoon) using specific examples (e.g., temperature, rainfall). Define the term climate in their own words, explaining how it differs from weather with at least one relevant example	Draw, colour and name any two seasons	Quiz				
				15		Revision for Term-2						

10	Feb	23	19	19		Term-2 Examinations	Cycle Test-IV (24.02.27 to 08.03.27) Ch-11 to Ch-22
11	Mar					Term-2 Examinations	

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Principal



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Subject: Maths

Class: II

Term: I & II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	15	15	5+10=15	Bridge Course- Numbers and number names (1 - 200) . Addition and subtraction of numbers Measurement, Time and money.	Students will be able to *Recognizes and writes numerals (11-99) . Reads and writes numerals for numbers up to 99 Uses place value in writing and comparing two-digit numbers. *Completes number sequences by counting forwards and backwards. Sequence numbers in increasing or decreasing order. Identify before, after and between numbers. *Represents 2-digit numbers using multiple combinations of smaller numbers.	SEA Activity1_“We Wear Shapes – 2D & 3D Together”  <u>Lab activity</u> : Making 2-digit numbers using blocks.	Class test, Multiple Assessment, worksheet.	
2	June	18	18	9+9= 18	Ch -1 2 -digit numbers. Chapter 2- Addition	Students will be able to *identify odd and even numbers. * Solves simple daily life problems / situations based on addition of two-	SEA Activity2: Number upto 99 Snake & Ladder Maths Game (competition)	Class test, Multiple Assessment, worksheet.	WT-12/06/2026 (Ch-1 up to MPT 4)

						<p>digit numbers.*State properties of addition. * Addition of two-digit numbers without and with regrouping.</p>	<p><u>SEA Activity3:Two-Digit Addition &amp; Subtraction Maths Puzzle relay(compition)</u></p> <p>Lab activity (ch-2) : Properties of Addition.</p> <p>Lab activity (ch-3) : Properties of Subtraction.</p>		
3	July	26	22	8+12+2=22	<p>Ch-3 Subtraction Ch-4 Numbers up 1000 (My Practice time-1) -Revision for PT-1</p>	<p>Students will be able to * subtraction of two-digit numbers without and with regrouping. *solves simple daily life problems using addition and subtraction of two-digit numbers without and with regrouping. * *subtraction of two-digit numbers without and with regrouping. * Identifies and write numerals and number names upto 1000. *Represent 3-digit number in the place value chart. * compares numbers up to 999 for their value based on their place value. *solves simple daily life problems using addition and subtraction of two-digit numbers without and with regrouping. *Solves real life word problems involving</p>	<p>Lab activity (Ch-4): Place value and face value of 3-digit numbers.</p> <p>Lab activity (ch-5): Adding 3-digit numbers with out regrouping.</p> <p>Lab activity(ch- 6) :Multiplication tables of 2,3,4 .....by using Multiplication wheel.</p>	<p>Class test, Multiple Assessment, worksheet</p>	<p>,Cycle test –I (july 6 to july 9) portion Ch 1 &amp; 2</p>



					<p>"backward" jumps from a total number to zero. •</p> <p><b>2-Digit by 1-Digit Division:</b> To solve simple division problems by determining how many times a divisor fits into a dividend.</p> <p>• <b>Word Problems:</b> To identify "sharing" or "grouping" scenarios in stories and solve them using division. •</p> <p><b>Properties of Division:</b> To apply rules involving 1, 0, and identical numbers to solve equations quickly. •</p> <p><b>Relationship with Multiplication:</b> To understand that division is the inverse (opposite) of multiplication.</p>			
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6	October	21	21	10+11=21	Ch-8 Measurement, Ch-9 More about Multiplication	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>* Compare and estimate different lengths, weights, and volumes using appropriate vocabulary (longer/shorter, heavier/lighter, more/less).</li> <li>• To solve simple vertical multiplication by treating hundreds, tens and ones independently.</li> <li>• To master the "carry-over" process when the product of the ones exceeds nine.</li> <li>• To identify "equal groups" in stories and translate them into mathematical operations.</li> </ul>	<p><u>SEA Activity 5</u>: Measurement Understand why standard units are more accurate.</p> <p><u>Lab activity</u>: Use parts of your body to measure the objects. ( EX: Board ,table, book...)</p> <p>Lab activity: Properties of Multiplication.</p>	Class test, worksheet, oral test	WT 9/10/2026 Portion- (ch 7)
7	November	19	18	6+4+8=18	Ch-10 Shapes ,Ch-11 Patterns,	<ul style="list-style-type: none"> <li>*Identify and name basic 2D and 3D shapes, Sort and group shapes based on attributes like number of sides corners, or faces.</li> <li>*Identify and extend patterns using shapes, numbers, and colors. Create simple repeating and growing patterns using objects or drawings.</li> </ul>	<p><u>Lab activity</u>: By using colour papers show the plane shapes by paper folding method.</p>	Class test, picture based assessment	
8	December	25	21	8+8+5=21	Ch-12 Time Ch-13 Money ,	<ul style="list-style-type: none"> <li>*Identify parts of the day (morning, afternoon, evening, night).</li> <li>*Read time to the hour and half hour using analog and digital clocks.</li> <li>*Identify Indian currency notes and coins (₹1, ₹2, ₹5, ₹10, ₹20, ₹50, ₹100, etc.).</li> <li>*Add and subtract</li> </ul>	<p><u>SEA Activity 6</u> : Classroom Market</p> <p><u>Lab Activity</u> : Make a clock and draw minute hand and hour hand. Lab Activity : Longer and shorter duration.</p>	Class test, Assessment based on Group activities.	Cycle test-III (7 dec to dec 10) Portion- Ch 7, 8 and 9

						amounts of money in simple situations.	Lab Activity: Addition of Money		
9	January (2026)	20	20	20	Ch-14 Data handling  Revision for Cycle test -IV	PT -2 Revision * Collect and organize simple data using objects or tally marks. * Represent data in pictographs and tables with clear labels.	<u>SEA Activity7</u> :_Survey (Real-life data collection)	Class test, worksheet.	WT 29/01/2027 Portion-(ch-10,11&12)
10	February (2026)	23	19	20	Revision for Cycle test -IV	Revision for Cycle test -IV		Worksheet, Term II Exam	Cycle test-IV Portion-Ch7 to Ch14



Class:II

Term: I & II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
10	April	15	6	2+2+2	ಸೇತು ಬಂಧ (2Days) ಪರ್ಣಮಾಲೆ ಸರಳ ಪದಗಳು	ಕನ್ನಡ ಪರ್ಣಮಾಲೆಯ ವಿಧಗಳಾದ ಸ್ವರಗಳು, ಯೋಗವಾಹಗಳು ಹಾಗೂ ವ್ಯಂಜನಗಳನ್ನು ಗುರುತಿಸುವುದು.	ಪರ್ಣಮಾಲೆಗಳನ್ನು ಬರೆದು ವಿಧಗಳನ್ನು ಗುರುತಿಸಲು ತಿಳಿಸುವ ಚಟುವಟಿಕೆ.	ಪರ್ಣಮಾಲೆ ವಿಧಗಳನ್ನು ಗುರುತಿಸುವರು. ತರಗತಿ ಪರೀಕ್ಷೆ.	
2	June	18	7	2+2+3	ಮಕ್ಕಳು ಪರ್ಣಮಾಲೆ ಹಾಗೂ ಒತ್ತಕ್ಷರದ ವಿಧಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವರು. ಒತ್ತಕ್ಷರ ಪದಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯುವರು.	ಒತ್ತಕ್ಷರಗಳ ವಿಧಗಳನ್ನು ಗುರುತಿಸಿ, ವಿಂಗಡಿಸುವುದು.	ಒತ್ತಕ್ಷರ ವಿಧಗಳ ವಿಂಗಡಣೆ ತೆರದ ಪುಸ್ತಕ ಪರೀಕ್ಷೆ.		
3	July	26	10	4+4+2	ಪಾಠ 1 ಸೂರ್ಯ (oral) ಕನ್ನಡ ಅಂಕಿಗಳು 1 ರಿಂದ 20 ಗುಣಿತಾಕ್ಷರಗಳ ಬರವಣಿಗೆ ಕ to ಳ	ಸ್ವರ ಚಿಹ್ನೆಗಳೊಂದಿಗೆ ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಬರೆಯುವುದು. ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವುದು.	ಚಿತ್ರಗಳೊಂದಿಗೆ ಸರಳ ಪದಗಳನ್ನು ಬರೆಸಲಾಗುವ ಚಟುವಟಿಕೆ.	ಕನ್ನಡ ಅಂಕಿಗಳ ಬರವಣಿಗೆ ೧ to ೨೦ ತರಗತಿ ಪರೀಕ್ಷೆ. ಗುಣಿತಾಕ್ಷರಗಳ ಬರವಣಿಗೆ ತೆರದ ಪುಸ್ತಕ ಪರೀಕ್ಷೆ.	Weekly test-6 (24/7/26) ಪರ್ಣಮಾಲೆ ಒತ್ತಕ್ಷರಗಳು, ಸರಳ ಪದಗಳು, ಚಿತ್ರ ಗುರುತಿಸಿ ಬರೆಯುವರು.
4	Aug	20	9	3+3+3	ಪುನರಾವರ್ತನೆ				Term 1 Exam ಪರ್ಣಮಾಲೆ, ಒತ್ತಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು ಸರಳ ಪದಗಳು ಚಿತ್ರ ಗುರುತಿಸಿ ಬರೆಯುವರು.
5	Sep	22	9	3+3+3	ಪಾಠ ೨ ರೈಲಿನ ಆಟ (Oral) ch-3 ಹತ್ತು ಹತ್ತು ಇಪ್ಪತ್ತು	ಶಿಕ್ಷಕರು ಕೇಳುವ ಮಾಖಿಕ ಪುಸ್ತಕಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬಗಳ ದಿನಾಂಕಗಳನ್ನು ಗುರುತಿಸುವುದು.	ಪಕ್ಷಿಗಳ ಚಿತ್ರಗಳನ್ನು ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ.	ಉತ್ತರಿಸುವರು.	

6	Oct	21	9	3+3+3	ಪಾಠ ೪ ಉಪಕಾರ ಮಾಡಿದವನಿಗೆ ಅಪಕಾರ ಬಯಸಬಾರದು (Oral) ಪದ್ಯಗಳಿ ಪುಟ್ಟ ಮತ್ತು ಅಳಿಲು	ಮಕ್ಕಳು ಪುಟ್ಟ ಮತ್ತು ಅಳಿಲು ಪದ್ಯದಲ್ಲಿರುವ ಪ್ರಾಸಪದಗಳನ್ನು ಗುರುತಿಸಿ ಬರೆಯುವರು.	ಮಕ್ಕಳ ಚಿತ್ರಗಳನ್ನು ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ.	ಒಂದು ಎರಡು ಬಾಳೆ ಹರಡು ಪದ್ಯದ ಮೂಲಕ ಪ್ರಾಸ ಪದಗಳನ್ನು ಗುರುತಿಸುವರು	
7	Nov	19	8	3+3+2	ಪಾಠ ೬ ಶಿಕ್ಷಕರ ದಿನಾಚರಣೆ ಪಾಠ ೭ ನರಿ ನುಗ್ಗಾಟ (Oral)	ಮಕ್ಕಳು ಒಂದು ಎರಡು ಬಾಳೆ ಹರಡು ಪದ್ಯವನ್ನು ರಾಗವಾಗಿ ಹಾಡುವುದು. ಕೈ ಬೆರಳುಗಳ ಸಹಾಯದಿಂದ ಸಂಖ್ಯೆಗಳನ್ನು ಎಣಿಸುವುದು.	ಅಭಿನಯ ಗೀತೆ ಚಟುವಟಿಕೆ	ಸಮಾನಾರ್ಥಕ ಪದಗಳು, ಕನ್ನಡ ಅಂಕಿಗಳನ್ನು ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯುವುದು. ೧ to ೧೦ ತರಗತಿ ಪರೀಕ್ಷೆ	
8	Dec	25	10	4+3+3	ಪಾಠ 8 ಶಿರಸಿಯ ಜಾತ್ರೆ(oral) ಪಾಠ ೧೦ ನವಿಲು (ಕಿರುಪರಿಚಯ)	ಪಕ್ಕಿಗಳ ಹೆಸರು ಹಾಗೂ ಹಣ್ಣು ಹೂಗಳ ಹೆಸರುಗಳನ್ನು ಹೇಳುವುದು.	ಮಕ್ಕಳು ನೋಡಿರುವ ಪಕ್ಕಿಗಳ ಚಿತ್ರಗಳನ್ನು ಬಿಡಿಸಿ ಬಣ್ಣ ತುಂಬುವ ಚಟುವಟಿಕೆ	ತರಕಾರಿ ಹಾಗೂ ಹಣ್ಣುಗಳ ಬಣ್ಣವನ್ನು ಬರಿಸುವುದು. ತೆರೆದ ಪುಸ್ತಕ ಪರೀಕ್ಷೆ	weekly Test-15 (20/11/26) Ch 1 to 5
9	Jan	20	9		ಪಾಠ ೧೨ ಜಾಣ ಓಡಿ (ಕಿರುಪರಿಚಯ)			ಉತ್ತಲೇಖನ	
10	Feb	23	9		ಪುನರಾವರ್ತನೆ				TERM II Exam Ch 5 to 12

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## JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

**Syllabus Bifurcation: 2026-27**

**Class: II**

**Subject:IT**

**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	4	4	Bridge Course: Identification of Parts of computer	Basics of computer	Practical in lab	Worksheet	
2	June	20	6	3+3	Ch:1.More About Intelligent Machines  Ch:2.Parts of a Computer	To accurately label and/or point to the specified computer parts.	Question more about the intelligent machine how they can help us in our daily life	Identify and define about the smart machines  Labeling the parts of computer .	
3	July	20	8	8	Ch:3.Uses of Computers	The fields where the computer can be used in	Explain the chapter using a real-life example so that the students can understand it better.	List the different uses of computer.	<b>WT:7 on 23/7/26</b> <b>Ch:1.More About Intelligent Machines</b> <b>Ch 2.Parts of a Computer</b>

4	Aug.	20	6	6	Ch:4.Learn to Use a Computer	<p>Understand the essential role of computers in modern life.</p> <p>Identify why computers have become a fundamental part of our daily existence.</p> <p>Recognize the significance of computers across various aspects of society.Explain the ways in which computers are now an indispensable part of life.</p>	<p>Explore basic computer interaction through a visual interface like Paint.Learn to use a mouse and keyboard for fundamental tasks such as drawing and clicking in Paint.</p> <p>Understand the concept of digital tools and their functions by experimenting with Paint's features.Develop foundational computer skills like saving, opening, and closing files through working with Paint.Recognize how software applications like Paint provide specific functionalities on a computer.</p>	Basic computer tasks	
5	Sep.	20	6		Revision				<b>WT 14 On 08/9/26 Ch:3.Uses of Computers</b>
						Term-1 Chapter 1—4			

# JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2026-27

Class: II

Subject:IT

Term: II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	Oct.	19	6	3+3	Ch:5.Keyboard Keys and Mouse Buttons	Identify key components of the keyboard by their names.	Label the different keys on a given keyboard diagram.	Worksheet	
					Ch:6.Draw in Paint	Learn to create drawings based on their imagination.	Create drawings in Paint using various shapes.		
7	Nov.	22	6	6	Ch:7.Fun with Shapes and Colours	Identify the names of shapes.	Creating drawings using various shapes and colors.	Worksheet	<b>WT 7 On 28/11/26</b> <b>Ch:5.Keyboard Keys and Mouse Buttons</b> <b>Ch:6.Draw in Paint</b>

8	Dec.	26	8	8	Ch:8.Begin Word-Processing	Learn the names of different shapes and colors.  Learn to create various drawings using different shapes.	Practice writing name with various styles and font sizes	To create and edit simple documents.	
9	Jan	22	6		Revision				
10	Feb	22	8		Term-2 Chapter 5-8	<b>WT- (13/2/26)</b> <b>Ch:7.Fun with Shapes and Colours</b> <b>Ch:8.Begin Word-Processing</b>			

**Subject Teacher**

**HOD**

**Vice Principal**

**Principal**



# JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

## Syllabus Bifurcation: 2026-27

Subject: Art

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	15	15	4	1. Leaf Veins	<b>Demonstrate</b> fine motor control by creating "leaf rubbings" using crayons or oil pastels	Take the students outside to collect 3–5 different fallen leaves. Encourage them to find different shapes (heart, oval, star) and sizes.	Can the student identify which side of the leaf is "bumpier" (the underside) to get a better rubbing?	
					1. Kimono Doll	Students will learn to recognize the traditional Japanese kimono and practice basic paper-folding and gluing skills to create their own paper doll.	Students will fold colorful patterned paper around a cardboard cutout to dress their paper doll in a traditional kimono.	We will observe the students during the activity to see if they can independently fold the paper and follow the step-by-step instructions.	(HW)
					2. Pretty Umbrella	Students will be able to identify and create repeating patterns and vibrant color combinations by decorating a multi-sectioned umbrella template.	Students will draw a large semi-circle divided into segments and use oil pastels or markers to fill each section with different shapes, lines, and dots.	The teacher will use a checklist to observe if each student successfully incorporated at least two different types of patterns and stayed within the lines of their umbrella design.	
2	June	18	18	6	3. Kaleidoscope	Students will identify and create <b>radial symmetry</b> by arranging colorful shapes around a center point to mimic the visual patterns found inside a kaleidoscope.	Students will glue translucent geometric shapes onto a circular paper template, rotating the design to ensure the pattern repeats evenly in every direction.	The teacher will observe if the student successfully placed their shapes in a repeating, balanced pattern originating from the center of their artwork.	
					4. Name Game	Students will demonstrate the ability	Students will write their names in large	The teacher will observe if the student	(HW)

3	July	22	22	8		to transform written letters into stylized art by using various colors and patterns to fill negative and positive space.	block letters across a page and then decorate each section with unique patterns, textures, or doodles.	successfully integrated their name into a balanced composition that utilizes the entire drawing surface.	
					5. Geometric Shapes	Students will be able to identify and use basic geometric shapes (circles, squares, triangles, and rectangles) to create a balanced representational or abstract artwork.	Students will create a "Shape Monster" or "Shape City" by cutting various colored papers into specific geometric forms and layering them to build a complex image.	We will use a checklist during a gallery walk to verify that the student's artwork includes at least four different types of geometric shapes used intentionally.	
					6. Yummy Cupcakes	Students will be able to use various lines and shapes to create a 3D-looking cupcake while exploring the concept of <b>texture</b> through "frosting" details.	Students will draw a trapezoid base and a fluffy cloud-like top, then use oil pastels or thick paint to layer "sprinkles" and patterns that add tactile variety to their work.	We will observe if the student successfully combined a geometric base with an organic top and used at least two different patterns to represent texture.	(HW)
	July	22	22	8	7. My Pet Dog	Students will be able to identify and draw basic geometric shapes to create the proportional structure of a dog's body.	Students will practice sketching a puppy using a series of overlapping circles and ovals before adding texture for the fur.	We will observe if the student successfully integrated varied line weights to distinguish between the dog's outline and its facial features.	
					8. Button Peacock	Students will develop fine motor skills and understand color patterns by arranging buttons to create a textured peacock design.	Students will glue colorful buttons onto a peacock template to represent the "eyes" of the bird's vibrant tail feathers.	We will observe the students' ability to follow a pattern and their precision in placing buttons within the designated feather areas.	(HW)
					9. Friendly Alien	Students will use basic geometric shapes and creative details to design a unique, friendly alien character.	Students will sketch their alien using pencils and then use bright watercolors or markers to bring	We will observe each student's ability to combine different shapes and explain one "friendly" feature they	

							their extraterrestrial friend to life.	added to their artwork.	
4	August	16	16	6	10. Spray Painting	Students will demonstrate basic control over spray tools to create layered textures and silhouettes on paper.	Students will place nature-found stencils (like leaves) on paper and lightly mist paint over them to reveal "ghost" shapes.	We will observe if the student successfully maintained a consistent distance from the paper to avoid puddling.	
					11. Up in the Sky	Students will identify and recreate atmospheric elements like clouds, the sun, and birds using various shapes and textures.	Students will layer torn tissue paper and cotton balls onto blue cardstock to simulate the depth and movement of a cloudy sky.	We will use a simple checklist to observe if students successfully incorporated at least three different "sky" elements into their composition.	(HW)
					12. Choo Choo Train	Students will use basic geometric shapes to construct a recognizable steam engine and train cars.	Students will glue pre-cut paper shapes onto a background to build their train and use cotton balls to simulate "puffy" steam coming from the smokestack.	We will observe if the student successfully placed the circular wheels at the bottom of the rectangular train cars.	
5	September	17	17	6	Term I Examination				

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# JINDAL VIDYA MANDIR, JSW HILLSIDE TOWNSHIP

## Syllabus Bifurcation: 2026-27

Subject: Art

Class: II

Term: II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term /AE
6	October	21	21	6	13. Coffee Time	Students will develop fine motor skills and sensory awareness by using coffee as a natural pigment to create monochromatic textures.	Children will paint a simple "morning mug" scene using different concentrations of instant coffee dissolved in water to explore light and dark tones.	Evaluation will be based on the student's ability to demonstrate at least two distinct shades (values) within their artwork.	
					14. Floral Bag	Students will develop fine motor skills and creativity by designing organic patterns using floral motifs on a 3D surface.	Students will use vibrant acrylics or fabric markers to stamp and paint various flower shapes onto a plain canvas or paper bag.	Teachers will evaluate the project based on the student's ability to fill the space balancedly and their use of contrasting colors.	(HW)
					15. Hand Print Swans	Students will refine fine motor control by tracing their hands and painting within specific boundaries.	Students will coat their palms in white paint and press them onto blue paper at an angle to create the swan's body and "feather" fingers.	We will monitor how effectively students follow the multi-step process and handle art materials.	
					16. Get-Set-Go Vroom	<b>Students will explore the concept of motion</b> by using slanted lines and aerodynamic shapes to depict a sense of speed in vehicles.	Students draw their favorite vehicle using bright colors and add "speed lines" behind it to show movement.	Evaluate students on their ability to incorporate specific details like wheels and steering components into their artwork.	(HW)
7	November	18	18	6	17. Stamp Art	<b>Identify</b> how different surfaces and objects can create unique textures and patterns when used as stamps.	Students will dip everyday items—like bottle caps, sponges, or leaves—into tempera paint to see	Check that students can successfully transfer an even layer of paint from the stamp to the paper without smudging.	

8	December	21	21	8			what kind of marks they leave on paper.		
					18. Picnic Scene	Students will learn to compose a balanced outdoor scene by drawing figures and nature elements in a garden or park setting.	Children will draw a picnic blanket with snacks and family members, then add a background of trees, clouds, and a bright sun using crayons or oil pastels.	The teacher will observe if the student successfully included a clear foreground (the picnic) and background (the environment) in their composition.	(HW)
					19. Christmas cheer	Students will develop fine motor skills by creating festive holiday-themed artwork that expresses the joy of the season.	Children will design personalized greeting cards using sponge painting techniques and colorful paper cut-outs to represent Christmas symbols.	Evaluation will be based on the student's ability to follow multi-step instructions and their creative use of colors to convey a cheerful mood.	
					20. Madhubani Painting	Students will identify the basic characteristics of Madhubani art, such as geometric patterns and double-line borders.	Children will practice drawing simple nature motifs like fish or flowers and fill them with vibrant colors and repetitive lines.	We will observe the students' ability to use rhythmic patterns and bold outlines to create their own folk-inspired composition.	
					21. Number Math	Students will identify geometric shapes and number patterns by transforming numerical digits into creative animal or object drawings.	Children will draw a large number on their paper and use its specific contours as a base to illustrate a corresponding scene (e.g., turning a "3" into a butterfly).	Evaluation will be based on the student's ability to clearly incorporate the number into the artwork while maintaining correct numerical formation.	(HW)
					22. Bright Sparks	Students will learn to use vibrant colors and dynamic lines to represent the concept of "energy" or "sparks" in their artwork.	Students practice drawing different types of "sparks" using oil pastels, focusing on zig-zags and starburst shapes.	We monitor students' ability to fill the space with high-contrast colors and energetic mark-making.	
					23. Apple Treats	Students will learn to use organic shapes and warm colors to create a visually appetizing representation of an	Students will paint a large apple shape using sponges for texture and then add "toppings" like	We will observe if the student successfully layered different materials to show the contrast between the apple base	(HW)

						apple-based snack.	sprinkles or drizzle using paper scraps and glue.	and the decorative treats.	
9	January	20	20	6	24. Lion King	Students will identify and apply <b>warm colors</b> and <b>geometric patterns</b> to create a sunset savanna landscape.	Students will draw a silhouetted lion over a watercolor sunset background decorated with traditional African-inspired "tribal" patterns.	The teacher will use a checklist to verify that each student included at least three different patterns and used a warm color scheme.	
					25. Baa Baa Black Sheep	Students will translate the rhythm and imagery of a familiar nursery rhyme into a visual mixed-media composition.	Using sponges or finger painting, students create a "Master's lane" setting with green pastures and simple blue skies.	Students explain one way their artwork connects to a specific line or character from the nursery rhyme.	(HW)
					26. Van Gogh Sunflowers	<b>Apply</b> basic impasto techniques to create texture and depth in an original floral painting.	Students observe and discuss the different shades of yellow and the "thick" look of the paint in the original artwork.	Students participate in a "gallery walk" to point out one warm color and one textured area in a peer's work.	
					27. Scary Monsters	Students will develop their imagination by using various geometric shapes and lines to create a unique monster character.	Students will use the "blow painting" technique with straws and watercolors to create organic, messy shapes for the monster's body.	We will evaluate students based on their ability to describe one specific texture or pattern they added to their monster's skin.	(HW)
10	February	19	19	8	28. Origami House	Students will develop fine motor skills and understand basic geometric shapes by folding a square piece of paper into a three-dimensional house form.	Following a step-by-step demonstration, students will perform precise edge-to-edge folds to create the roof and walls, then personalize their houses with windows and doors using markers.	We will evaluate the finished houses based on the accuracy of the folds and the creative effort shown in the decorative details.	
					29. Lovely Necklace	Students will develop fine motor skills and an	Students will design a sequence of colorful	The teacher will observe the student's ability to	(HW)

						understanding of pattern and rhythm by stringing beads or paper shapes to create a wearable piece of art.	beads, pasta, or paper cutouts and thread them onto a cord to practice repetitive pattern-making.	maintain a consistent color or shape pattern and the manual dexterity shown during the threading process.	
					30. Ballerinas	Students will learn to depict human movement and grace by using basic geometric shapes to form the anatomy of a dancer.	Students will sketch a ballerina in a simple pose and decorate the tutu using mixed media like crumpled tissue paper or fabric scraps for texture.	The teacher will evaluate the artwork based on the student's ability to show a sense of balance and the creative use of materials to represent the costume.	
<b>11</b>	<b>March</b>				<b>Term II Examination</b>				

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