









DELHI PUBLIC SCHOOL DEHRADUN

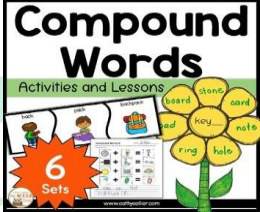



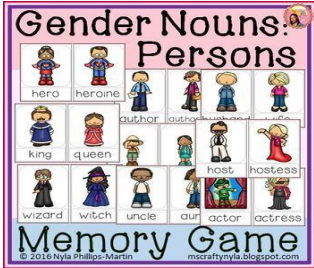
SYLLABUS BIFURCATION - SESSION 2026-27

CLASS: II




SUBJECT: ENGLISH




MONTH	FORTNIGHT	TOPIC/CONTENT			INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
		LITERATURE	GRAMMAR	WRITING SKILLS		
APRIL (19 Days)	1st -15 th April 1st Fortnight	COMMUNICATE IN ENGLISH Ch-1 Sports Day  MRIDANG Unit -1 Ch-1 My Bicycle	The English Alphabet Vowels and Consonants Alphabetical Order The Sentence Statement and Question Jumbled sentences Parts of a sentence- Subject and Predicate	Write Well What do you do before going to school? Sentence formation from jumbled words.	AI- Draw the pictures of your own story on the flash cards and write sentences under each card. Ask your friend to arrange the cards according to the story. MI- Linguistic Intelligence, Intrapersonal Intelligence ID- Social Studies, Art and Craft	EL- Welcome Activity- My First Day at School  BL- https://youtu.be/4ZgeyVA_UWI





	<p>16th - 30th April 2nd Fortnight</p>	<p>COMMUNICATE IN ENGLISH Ch-2 Mary and the Mouse</p>  <p>MRIDANG Unit -1 Ch-2 Picture Reading</p>	<p>Punctuation Full stop, Question mark, Exclamation mark</p> <p>Naming Words- Nouns Common noun Proper noun</p>	<p>Listen Carefully Listen to your teacher and complete the picture.</p> <p>Rearrange the statements to form a complete story.</p>	<p>AI- Story sequencing with drawings Students will draw four major scenes from the story. They will arrange them in order to retell the story in their own words.</p> <p>MI- Logical Intelligence, Linguistic Intelligence</p> <p>ID- Environmental Science</p>	<p>EL- Noun Sort Provide students with a list of words and sort them into categories based on their noun type.</p>  <p>BL- https://www.youtube.com/watch?v=-g7Os65-9ro</p>
<p>MAY (15 Days)</p>	<p>1st -15th May 1st Fortnight</p>	<p>COMMUNICATE IN ENGLISH Poem- The Swing</p>  <p>MRIDANG Unit-1 Let us read OUT! OUT!</p>	<p>Singular and Plural Nouns By adding -s, -es, -ies, -ves</p>	<p>Picture Writing Look at the picture and write a few sentences about it.</p> <p>Composition- My Mother</p>	<p>AI- Mother's Day Card Students will create a card for their mothers.</p> <p>MI- Linguistic Intelligence, Bodily-Kinesthetic Intelligence</p> <p>ID- Environmental Science, Art and Craft</p>	<p>EL- Noun Museum Ask students to bring various objects from home that represent singular and plural nouns. Create a 'classroom museum' by displaying these objects and labelling them with their corresponding noun forms.</p>  <p>BL- https://youtu.be/BI1Syz9I2n0</p>


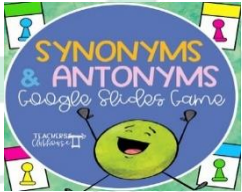


	<p>16th – 31st May 2nd Fortnight</p>	<p>MRIDANG Unit -2 Ch -1 It is Fun</p>	<p>Compound Words Understanding words</p> 	<p>Composition- Describe your favourite toy</p>	<p>AI- Compound Words Collage Create a collage on compound words.</p> <p>MI- Linguistic Intelligence, Bodily-Kinesthetic Intelligence</p> <p>ID- Art and Craft</p>	<p>EL- Cut and paste the compound words. In this activity, kids cut out simple words and form compound words</p>  <p>BL-https://youtu.be/-qbaY9BhC6w</p>
<p>JULY (22 Days)</p>	<p>1st – 15th July</p>	<p>COMMUNICATE IN ENGLISH Ch-3 The Fly</p>  <p>MRIDANG Unit-2 Ch-2 Seeing without Seeing</p> 	<p>Genders Masculine, Feminine, Common, Neuter</p> <p>Pronouns He, She, It, I, Me, My, Him, Her, You, We, Us, They, Them, Our</p>	<p>Write Well Look at the picture and complete the sentences.</p> <p>Comprehension</p>	<p>AI- Puppet Making Ask students to make puppets for he, she, it using craft material. Use these puppets while reading a story.</p> <p>MI- Visual- Spatial Intelligence, Linguistic Intelligence</p> <p>ID- Art and Craft, Social Science</p>	<p>EL- Gender Art Give students a sheet with divided sections. Ask them to draw or paste pictures of masculine and feminine nouns.</p>  <p>EL- Sensitize children to the challenges faced by the differently abled.</p> <p>BL-https://youtu.be/3MWVh1ooKIO</p>

	<p>16th – 31st July</p>	<p>COMMUNICATE IN ENGLISH Ch-4 A Christmas Song</p>  <p>MRIDANG Unit-3 Ch-1 Come Back Soon</p>	<p>Articles A, An, The</p> <p>Doing Words- Verbs Verbs in continuous time- is, am, are with -ing form</p>	<p>Picture Writing Look at the picture and write a few sentences about it.</p>	<p>AI- Story Dramatization Students will enact a story using props, costumes or masks related to the story.</p> <p>MI- Linguistic Intelligence, Logical Intelligence, Bodily-Kinesthetic Intelligence</p> <p>ID- Art and Craft, Sports</p>	<p>EL- Children will make a word chain using the last letter of the given word and so on.</p>  <p>EL- Game- Simon Says.... The students will be taken out in the garden to play the game 'Simon Says'.</p> <p>BL- https://youtu.be/FLkVY3GJC3E</p>
<p>AUGUST (19 Days)</p>	<p>1st – 15th August</p>	<p>COMMUNICATE IN ENGLISH Poem-The Squirrel</p>  <p>MRIDANG Unit-3 Ch-2 Between Home and School</p>	<p>Helping Verbs am, is, are, was, were, has, have, had</p>	<p>Composition- My Pet</p> <p>Comprehension</p>	<p>AI- Recitation Students will recite a poem using masks, props or puppets.</p> <p>MI- Interpersonal Intelligence, Naturalistic Intelligence</p> <p>ID- Environmental Science, Moral Science, Art and Craft</p>	<p>EL- Group Discussion Ways of caring and protecting animals. EL- Make a face mask of your favourite animal.</p>  <p>BL-https://youtu.be/z_-K0qfLFnE</p>

	16th – 31st August	MRIDANG Unit-3 Ch-3 This is my Town 	Helping Verbs-continued	Composition-My School Comprehension	AI- N/A MI- Linguistic Intelligence, Interpersonal Intelligence ID- Social Science	EL-Group Discussion Children will share any one funny incident that they have experienced at home. BL- https://youtu.be/MiVt9fiNwi0
SEPTEMBER (Exams)	1st - 15th September	REVISION	MID- TERM	MID- TERM		MID- TERM
	15th- 30th September					
OCTOBER (16 Days)	1st -15th October	COMMUNICATE IN ENGLISH Ch-5 The Golden Bucket  MRIDANG Unit-4 Ch-1 A Show of Cloud	Describing words-Adjectives More about action words- Adverbs	Write appropriate adjectives for the list of nouns given. Comprehension	AI- Roleplay Students act out the story using proper voice modulation, facial expressions and body language. MI- Naturalistic Intelligence, Visual-Spatial Intelligence, Linguistic Intelligence ID-Moral Education	EL- Outdoor Activity In this fun and engaging activity, the students explore outdoors, find something interesting, draw it, and come up with descriptive adjectives.  BL- https://youtu.be/yFPS8yTS_Gw

	<p>16th – 31st October</p>	<p>COMMUNICATE IN ENGLISH Ch-6 Pit pat's Journey</p>  <p>MRIDANG Unit-4 Ch-2 My Name</p>	<p>Asking Questions What, When, Who, Where, Why, Whose, Which</p>	<p>Composition- Diwali</p> 	<p>AI- Paper Plate Water Cycle Craft Draw lines and divide the plate into four sections showing: Evaporation Condensation Precipitation Collection</p> <p>MI-Bodily- Kinesthetic Intelligence, Naturalistic Intelligence, Linguistic Intelligence</p> <p>ID- Science, Moral Science</p>	<p>EL- Become the Water Cycle The students will act out the water cycle to understand its stages- evaporation, condensation, precipitation and collection in an interactive way.</p> <p>EL- Question Ball Toss Students practice asking and answering questions in a fun way.</p> <p>BL- https://www.youtube.com/watch?v=ACpMCzzHHYg</p>
<p>NOVEMBER (18 Days)</p>	<p>1st – 15th November</p>	<p>COMMUNICATE IN ENGLISH Poem- If I Find a Fairy</p> <p>If I Find A Fairy</p>  <p>MRIDANG Unit-4 Ch-3 The Crow</p>	<p>Prepositions in, on, under, near, between, behind</p> <p>Conjunctions Use of and, but, or</p>	<p>Fun to do Read and draw what is missing. Then, colour the picture.</p> <p>Rearrange the pictures in sequence and then write the story based on the pictures.</p>	<p>AI- Fairy Wand and Crown Craft Students will create a magic wand and a fairy crown by decorating the cut-outs using coloured papers, glitter, stars etc.</p> <p>MI- Bodily- Kinesthetic Intelligence, Linguistic Intelligence</p> <p>ID- Physical Education</p>	<p>EL- Preposition- Simon Says Students will physically act out prepositions to understand their meanings.</p> <p>BL- https://www.youtube.com/watch?v=iyjny2WAKcg</p>

	<p>16th – 30th November</p>	<p>COMMUNICATE IN ENGLISH Ch-7 Let's Make Friends</p>  <p>MRIDANG Unit- 4 Ch-4 The Smart Monkey</p> 	<p>Tenses Verbs in Present Tense, Past Tense, Future Tense</p>	<p>Write Well Look at the picture and answer the questions.</p> <p>Composition- My Garden</p> 	<p>AI- Friendship Day Card Students will create cards for their friends and can exchange cards with their classmates.</p> <p>MI- Interpersonal Intelligence, Linguistic Intelligence</p> <p>ID- Social Science, Moral Science</p>	<p>EL- Group Discussion Have you seen people throwing packets or bottles in the park or on the road? Talk about it.</p> <p>EL- Tell a story from a picture Provide your children with a picture, ask them to study it and make a story out of what they saw. Let them set the story in the past, present and future tense.</p> <p>BL- https://www.youtube.com/watch?v=9NdSJ0Kc1iY</p>
<p>DECEMBER (15 Days)</p>	<p>1st – 15th December</p>	<p>COMMUNICATE IN ENGLISH Ch- 8 The Four Friends</p>  <p>MRIDANG Unit-5 Ch-1 Little Drops of Water</p>	<p>Apostrophe Adding 's Contractions</p>	<p>Write Well Read the riddle about a rabbit. Now, make similar riddles about other animals using word clues.</p>	<p>AI- N/A</p> <p>MI- Interpersonal Intelligence, Linguistic Intelligence</p> <p>ID- Moral Science</p>	<p>EL- Friendship Chain Each student gets a paper strip and writes one quality of his/her friend.</p> <p>BL- https://www.youtube.com/watch?v=xUhfRnCFNsc</p>

	16th – 31st December	COMMUNICATE IN ENGLISH Poem- A House 	Vocabulary Antonyms Synonyms Homophones 	Composition- My House  Comprehension	AI- Recitation Students will recite a poem using props or puppets. MI- Bodily- Kinesthetic Intelligence, Linguistic Intelligence ID- Environmental Science	EL- Scavenger Hunt Search for synonyms and antonyms in real life objects and images. BL- https://www.youtube.com/watch?v=GkkrIlYZtyg
JANUARY (13 Days)	1st - 15th January	MRIDANG Unit-5 Ch-2 We are all Indians	Vocabulary- continued	Composition- My Family 	AI- N/A MI Bodily- Kinesthetic Intelligence, Linguistic Intelligence, Interpersonal Intelligence ID- Social Studies, Art and Craft	EL- Incredible India- Role Play Students will dress up in traditional attire, carry a prop and introduce their assigned Indian state by mentioning its specialities. BL- https://youtu.be/f9fy4NREF-E
	16th – 31st January	REVISION				
FEBRUARY (Exams)	REVISION FOR ANNUAL EXAM					

MARCH (Exams)	ANNUAL EXAM
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EXAM SYLLABUS

S.No	Term Division	Content
1	CT 1	Literature- Communicate in English Ch-1 Sports Day, Ch-2 Mary and the Mouse Grammar- The English Alphabet, The Sentence, Punctuation, Naming Words- Nouns Writing Skills- Rearrange the statements to form a complete story.
2	CT 2	Literature- Communicate in English- Ch-3 The Fly Poem- The Swing Mridang- Ch-2 Seeing without Seeing Grammar- Singular and Plural Nouns, Compound Words, Genders, Pronouns Writing Skills- Picture Writing, Composition, Comprehension
3	Mid Term	Literature- Communicate in English- Ch-1 Sports Day, Ch-2 Mary and the Mouse, Ch-3 The Fly, Ch-4 A Christmas Song Poem- The Swing, The Squirrel Mridang- Ch-2 Seeing without Seeing Grammar- The English Alphabet, The Sentence, Punctuation, Naming Words- Nouns, Singular and Plural Nouns, Compound Words, Genders, Pronouns, Articles, Doing Words- Verbs, Helping Verbs Writing Skills- Picture Writing, Composition, Comprehension
4	CT3	Literature- Communicate in English- Ch-5 The Golden Bucket, Ch-6 Pitpat's Journey Grammar- Adjectives, Adverbs, Asking Questions Writing Skills- Picture Writing, Composition, Comprehension
5	CT4	Literature- Communicate in English- Ch-7 Let's Make Friends Poem- If I Find a Fairy Mridang- Ch-4 The Smart Monkey Grammar- Prepositions, Conjunctions, Tenses Writing Skills- Picture Writing, Composition, Comprehension

6	Final Term	<p>Literature-</p> <p>Communicate in English- Ch-5 The Golden Bucket, Ch-6 Pitpat's Journey, Ch-7 Let's Make Friends, Ch-8 The Four Friends</p> <p>Poem- If I Find a Fairy, A House</p> <p>Mridang- Ch-4 The Smart Monkey</p> <p>Grammar- The Sentence, Punctuation, Naming Words- Nouns, Singular and Plural Nouns, Genders, Pronouns, Articles, Doing Words- Verbs, Helping Verbs, Adjectives, Adverbs, Asking Questions, Prepositions, Conjunctions, Tenses, Apostrophe, Vocabulary- Antonyms, Synonyms, Homophones</p> <p>Writing Skills- Picture Writing, Composition, Comprehension</p>
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दिल्ली पब्लिक स्कूल देहरादून

पाठ्यक्रम विभाजन – सत्र 2026-27

कक्षा : **II** विषय – **हिंदी**

माह	पाक्षिक	प्रकरण	सामग्री	समन्वित दृष्टिकोण	अनुभवात्मक एवं मिश्रित शिक्षण
अप्रैल (19 Days) 	1 st -15 th अप्रैल	साहित्य पाठ - नीमा की दादी कविता - माँ (पठन हेतू) व्याकरण -भाषा और उसके रूप -गिनती (१-१०) लेखन कौशल -अनुच्छेद लेखन 	काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति , किसने किससे कहा -परिभाषा, भेद, स्पष्टीकरण एवं पाठांत अभ्यास कार्य -गिनती लिखना तथा पढ़ना - दिए गए विषय पर पंक्तियाँ लिखें (मेरी माँ)	AI- कार्ड बनाना- अपने दादा- दादी / नाना-नानी के लिए एक सुन्दर धन्यवाद कार्ड बनाकर उसमें उनके लिए एक सन्देश लिखिए। MI- अंतःस्वैयक्तिक नैतिक तार्किक ID- खेल, कला व शिल्प	अनुभवात्मक शिक्षण कक्षा-चर्चा - आप घर पर अपना समय सबसे अधिक किसके साथ व्यतीत करते हैं ? प्रायोगिक ज्ञान - कक्षा में Treasure hunt और dumb charades खेल खिलवाया जाएगा ।  मिश्रित शिक्षण ऑनलाइन वीडियो और एनिमेशन के माध्यम से भाषा के उदाहरण दिखाना । कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना । https://youtu.be/zaxV9Fa4CBw https://youtu.be/wcZXmq1Rm9M
	16 th -30 अप्रैल	साहित्य पाठ - तीन दोस्त व्याकरण -वर्ण और वर्णमाला	काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति	AI- चित्र बनाना- अलग-अलग रंगों को मिलाकर नए रंग बनाइए। इन रंगों की वस्तुओं के चित्र अपनी पुस्तिका में बनाइए या चिपकाइए। MI- भाषाई	अनुभवात्मक शिक्षण प्रायोगिक ज्ञान - वर्णमाला चिड़िया उड़ खेल - शिक्षक कोई अक्षर बोलेंगे और बच्चे अगर वह स्वर है तो खड़े होंगे, व्यंजन है तो बैठे रहेंगे। 



दिल्ली पब्लिक स्कूल देहरादून

पाठ्यक्रम विभाजन – सत्र 2026-27

		<p>-मात्राएँ</p> <p>लेखन कौशल -छात्रों द्वारा शब्द लड़ी बनाई जाएगी</p> 	<p>-वर्ण के भेद - स्वर एवं व्यंजन -दी गई मात्राओं से शब्द बनाना स्पष्टीकरण एवं पाठांत अभ्यास कार्य</p>	<p>सांगीतिक नैतिक</p> <p>ID- खेल , कला व शिल्प</p>	<p>मिश्रित शिक्षण</p> <p>ऑनलाइन वीडियो और एनिमेशन के माध्यम से मात्रा के उदाहरण दिखाना।</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/sjF_IWItsIQ</p> <p>https://youtu.be/rAkWRDz04u4</p> 
मई (15 Days)	1 st -15 मई	<p>साहित्य कविता- घर</p> <p>कविता-किसान</p>  <p>व्याकरण</p> <p>- शब्द और वाक्य</p> <p>-दिनों, महीनों और ऋतुओं के नाम</p> <p>लेखन कौशल -दिए गए शब्दों से वाक्य बनाओ</p>  <p>-चित्र लेखन</p>	<p>काठिन्य निवारण, मात्रा का उच्चारण, आदर्श-अनुकरण वाचन, अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, कविता की पंक्तियाँ पूरी करें</p> <p>-वर्णों को सही क्रम में लगाकर शब्द बनाइए -शब्दों को सही क्रम में लगाकर वाक्य बनाइए - दिए गए वाक्यों को सही क्रम में लगाकर उचित कहानी बनाए। -दिए गए चित्र को देखकर पंक्तियाँ लिखिए</p>	<p>AI- चित्र / बिजूका बनाना- अपनी रचनात्मकता का प्रयोग करके एक बिजूका (scarecrow) बनाइए।</p> <p>MI- नैतिक भाषाई सांगीतिक</p> <p>ID- खेल , कला व शिल्प</p>	<p>अनुभवात्मक शिक्षण</p> <p>प्रायोगिक ज्ञान - महीनों की रेलगाड़ी</p> <ul style="list-style-type: none"> • एक चार्ट पेपर पर रेलगाड़ी बनाएं और हर डिब्बे में एक महीने का नाम लिखें। • बच्चे सही क्रम में महीनों को जोड़ने का प्रयास करें। <p>रचनात्मक गतिविधि- छात्र अपने घर का सुन्दर चित्र बनाकर उसमें रंग भरेंगे।</p> <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/FoDW9j6iQTK</p> <p>https://youtu.be/Y1zaswVUclM</p> 



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पाठ्यक्रम विभाजन – सत्र 2026-27

<p>जुलाई (22 Days)</p>	<p>1st -15 जुलाई</p>	<p>साहित्य पाठ-शेर और चूहे की दोस्ती कविता- कौन व्याकरण -गिनती (११-२०) -संज्ञा (नाम वाले शब्द) लेखन कौशल -अनुच्छेद लेखन</p> 	<p>काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति गिनती लिखना तथा पढ़ना परिभाषा, भेद व अभ्यास कार्य स्पष्टीकरण एवं पाठांत अभ्यास कार्य दिए गए विषय पर पंक्तियाँ लिखें (मेरा प्रिय मित्र)</p>	<p>AI- मुखौटा बनाना -अपने मनपसंद पशु या पक्षी का मुखौटा बनाइए। MI- प्राकृतिक नैतिक भाषाई ID- कला व शिल्प</p>	<p>अनुभवात्मक शिक्षण कक्षा-चर्चा - सच्ची मित्रता के ऊपर कक्षा में चर्चा की जाएगी। छात्रों को मित्रता से सम्बंधित एक कहानी सुनाई जाएगी। प्रायोगिक ज्ञान- संज्ञा पासिंग बॉल गेम 🏀 • बच्चे गोल में बैठें और एक गेंद पास करें। • जिस बच्चे के पास गेंद होगी, वह एक संज्ञा शब्द बोलेगा। मिश्रित शिक्षण कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना। https://youtu.be/1FMq8Kx_5K0 https://youtu.be/68JOgtt15Zs</p> 
	<p>16th-31 जुलाई</p>	<p>साहित्य पाठ- मूली कविता -गिरे ताल में चंदा मामा (पठन हेतू) व्याकरण -वचन - गिनती (२१-३०)</p>	<p>काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति परिभाषा, प्रकार व अभ्यास कार्य गिनती लिखना तथा पढ़ना</p>	<p>AI- रचनात्मक गतिविधि-फॉयल पेपर के प्रयोग से चाँद का चित्र / मॉडल बनाइए। MI- अंतःवैयक्तिक नैतिक भाषाई ID- विज्ञान , खेल , कला व शिल्प</p>	<p>अनुभवात्मक शिक्षण कक्षा-चर्चा - छात्र अपनी प्रिय सब्जी के विषय में आपस में चर्चा करेंगे। उन्हें सब्जी खाने के फायदे बताए जाएँगे। - अपने आस-पास की वस्तुओं को गिनकर एक- अनेक की पहचान करें। -वचन का पुल)Bridge Game) 🌉 • बोर्ड पर दो कॉलम बनाकर एकवचन और बहुवचन लिखें।</p> 



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		<p>लेखन कौशल</p>  <p>चित्र लेखन</p> <p>अपठित गद्यांश</p>	<p>स्पष्टीकरण एवं पाठांत अभ्यास कार्य दिए गए चित्र को देखकर पंक्तियाँ लिखिए -गद्यांश पढ़कर प्रश्नों के उत्तर दीजिए</p>	<p>• बच्चों को कार्ड्स दिए जाएँ जिनमें शब्द लिखे हों। • वे सही कॉलम में चिपकाएँ।</p> <p>प्रायोगिक ज्ञान- विभिन्न सब्जियों के चित्र एकत्र करके पुस्तिका में कोलाज बनाइए।</p> <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/P-vI70vVc_k</p> <p>https://youtu.be/MbFs8EOrVMc</p>	
अगस्त (19 Days)	1 st -15 अगस्त	<p>साहित्य पाठ- आउट</p> <p>कविता - टिल्लू जी (पठन हेतु)</p> <p>व्याकरण-लिंग</p> <p>लेखन कौशल</p> <p>अपठित गद्यांश</p> 	<p>काठिन्य निवारण, मात्रा का उच्चारण, आदर्श-अनुकरण वाचन, अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति</p> <p>परिभाषा, प्रकार व अभ्यास कार्य</p> <p>गद्यांश पढ़कर प्रश्नों के उत्तर दीजिए</p>	<p>AI- चित्र बनाओ और नाम लिखो ■■■</p> <ul style="list-style-type: none"> • बच्चे किसी पुल्लिंग और स्त्रीलिंग शब्द से जुड़ी चीजों के चित्र बनाएं और उनके नाम लिखें। <p>MI- नैतिक भाषाई सांगीतिक</p> <p>ID- खेल, कला व शिल्प</p>	<p>अनुभवात्मक शिक्षण</p> <p>क्रिकेट खेलना - बच्चों को स्कूल में क्रिकेट खेलवाया जाएगा।</p> <p>-बच्चों को दो टीमों में बाँटें।</p> <ul style="list-style-type: none"> • एक टीम पुल्लिंग बोलेगी, दूसरी टीम स्त्रीलिंग। • जो टीम ज्यादा सही उत्तर देगी, वह जीतेगी। <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/ONt-H-pmoy0</p> <p>https://youtu.be/SISAxchHoIQ</p> 



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	<p>16th -30 अगस्त</p>	<p>साहित्य कविता- बादल</p>  <p>व्याकरण -सर्वनाम</p> <p>लेखन कौशल -अनुच्छेद लेखन</p> 	<p>काठिन्य निवारण, मात्रा का उच्चारण, आदर्श-अनुकरण वाचन, अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति परिभाषा, प्रयोग व अभ्यास कार्य</p> <p>स्पष्टीकरण एवं पाठांत अभ्यास कार्य</p> <p>दिए गए विषय पर पंक्तियाँ लिखें (वर्षा ऋतु)</p>	<p>AI- फूल का चित्र बनाना- फूल बनाकर उसकी पंखुड़ियों में सर्वनाम शब्द लिखें।</p> <p>MI- नैतिक भाषाई प्राकृतिक</p> <p>ID- अंग्रेजी, कला व शिल्प</p>	<p>अनुभवात्मक शिक्षण</p> <p>प्रायोगिक ज्ञान- -सर्वनाम की पहचान कर उसमें गोला लगाए। -अनुच्छेद में सर्वनाम रेखांकित करना।</p> <p>मिश्रित शिक्षण कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना। https://youtu.be/hhMBTmaYM60 https://youtu.be/FZH_uoraOU0</p> 
<p>सितंबर (परीक्षा)</p>		<p>-पुनरावृत्ति</p> <p style="text-align: center;">अर्द्धवार्षिक परीक्षा</p>			
<p>अक्टूबर (16 Days)</p>	<p>1st -15th अक्टूबर</p>	<p>साहित्य पाठ-बैंगनी जोजो</p> <p>कविता- चींटा</p> <p>व्याकरण - गिनती(३१-४०)</p>	<p>काठिन्य निवारण, मात्रा का उच्चारण, आदर्श-अनुकरण वाचन, अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति, किसने किससे कहा</p>	<p>AI- रचनात्मक गतिविधि - जिन बादल में विशेषण शब्द लिखे हैं उनमें रंग भरे।</p> <p>MI- नैतिक भाषाई सांगीतिक</p>	<p>अनुभवात्मक शिक्षण</p> <p>कक्षा-चर्चा - अपने आस पास की चीजों की विशेषता बच्चों से पूछें। गलत विशेषण सुधारो ✓</p> <ul style="list-style-type: none"> कुछ वाक्य लिखें जिनमें विशेषण गलत हो और बच्चों से सही करने को कहें। उदाहरण: <ul style="list-style-type: none"> गलत: मैंने खट्टा चीनी खाया। सही: मैंने मीठी चीनी खाई। 



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		<p>-विशेषण</p> <p>लेखन कौशल</p> <p>चित्र लेखन</p> 	<p>गिनती लिखना तथा पढ़ना</p> <p>परिभाषा, प्रयोग व अभ्यास कार्य</p> <p>स्पष्टीकरण एवं पाठांत अभ्यास कार्य</p> <p>दिए गए चित्र को देखकर पंक्तियाँ लिखिए</p>	<p>ID- अंग्रेजी , कला व शिल्प</p>	<p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/AvakIFgvDPQ</p> <p>https://youtu.be/1E_FX8qvrM0</p>
	<p>16th -30th अक्टूबर</p>	<p>साहित्य</p> <p>पाठ-छुपन-छुपाई</p> <p>कविता - दुनिया रंग-बिरंगी(पठन हेतु)</p> <p>व्याकरण</p> <p>-क्रिया</p> <p>लेखन कौशल</p> <p>अनुच्छेद लेखन</p> 	<p>काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति</p> <p>परिभाषा, प्रयोग व अभ्यास कार्य</p> <p>स्पष्टीकरण एवं पाठांत अभ्यास कार्य</p> <p>दिए गए विषय पर पंक्तियाँ लिखें (दिवाली)</p>	<p>AI- मेरा पसंदीदा रंग </p> <ul style="list-style-type: none"> • बच्चों से पूछें कि उनका पसंदीदा रंग कौनसा है और क्यों।- • उस रंग से जुड़ी चीजों के चित्र बनाइए । <p>MI- अंतःवैयक्तिक नैतिक भाषाई</p> <p>ID- खेल , कला व शिल्प</p>	<p>अनुभवात्मक शिक्षण</p> <p>बूझो तो जानो - छात्र एक-एक कर कोई एक क्रिया शब्द को कक्षा में इशारों से समझाएंगे व दूसरे छात्र पहचान कर नाम बातएंगे।</p> <p>प्रायोगिक ज्ञान- आप स्कूल में क्या -क्या काम करते हो ? किन्हीं पाँच क्रिया शब्दों के नाम अपनी पुस्तिका में लिखिए।</p>  <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/gFxYHVpluvY</p> <p>https://youtu.be/rVXioRR0f30</p>
<p>नवंबर (18 Days)</p>	<p>1st -15th नवंबर</p>	<p>साहित्य</p> <p>पाठ-बरसात और मेंढक</p>	<p>काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण</p>	<p>AI- इंद्रधनुष बनाना- इंद्रधनुष बनाकर उसके सात रंग भरें व उनके नाम भी लिखें।</p>	<p>अनुभवात्मक शिक्षण</p>



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	<p>पाठ- तालाब (चित्र लेखन के लिए)</p> <p>व्याकरण</p> <p>-समानार्थी / पर्यायवाची शब्द</p> <p>-विलोम शब्द (उलटे अर्थ वाले शब्द)</p> <p>लेखन कौशल</p> <p>चित्र लेखन</p> 	<p>वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति</p> <p>परिभाषा, प्रयोग व अभ्यास कार्य स्पष्टीकरण एवं पाठांत अभ्यास कार्य</p> <p>दिए गए चित्र को देखकर पंक्तियाँ लिखिए</p>	<p>MI- सांगीतिक भाषाई नैतिक</p> <p>ID- विज्ञान, कला व शिल्प लेखन कौशल का विकास</p>	<p>प्रायोगिक ज्ञान- वाक्य में पर्यायवाची भरो</p> <ul style="list-style-type: none"> कुछ वाक्य दिए जाएँ जिनमें पर्यायवाची की जगह खाली हो और बच्चों से सही शब्द भरने को कहें। <p>रचनात्मक गतिविधि- बरसात में निकल आने वाले जीवों के चित्र एकत्र कर पुस्तिका में सुंदर कोलाज बनाइए।</p> <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/yHCbBNi69eI</p> <p>https://youtu.be/V2-j4zgAyj4</p> 
<p>16th -30 नवंबर</p>	<p>साहित्य</p> <p>पाठ- माला की चाँदी की पायल</p> <p>कविता-हाथी साइकिल चला रहा था</p> <p>व्याकरण</p> <p>-शुद्ध-अशुद्ध शब्द</p> <p>लेखन कौशल</p> <p>अपठित गद्यांश</p> 	<p>काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति</p> <p>परिभाषा, प्रयोग व अभ्यास कार्य स्पष्टीकरण एवं पाठांत अभ्यास कार्य</p>	<p>AI- कहानी/रचनात्मक गतिविधि वर्ली शैली पर आधारित चित्र बनाये तथा उसपर कहानी लिखे ।</p> <p>MI- नैतिक सांगीतिक प्राकृतिक</p> <p>ID- मूल्य शिक्षा , संगीत , कला व शिल्प</p>	<p>अनुभवात्मक शिक्षण</p> <p>टीम वर्ड चैलेंज</p> <ul style="list-style-type: none"> बच्चों को दो टीमों में बाँटें। एक टीम अशुद्ध शब्द बोलेगी, दूसरी टीम उसे शुद्ध शब्द में बदलेगी। सही उत्तर देने वाली टीम को अंक मिलेंगे। <p>- छात्रों को पंचतंत्र की शिक्षाप्रद कहानी स्मार्ट कक्षा में दिखाई जाएगी।</p> <p>-विभिन्न वस्तुओं की ध्वनियाँ छात्रों को सुनाई जाएँगी।</p> <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/S2GHVvzvp9g</p> 



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			गद्यांश पढ़कर प्रश्नों के उत्तर दीजिए		https://youtu.be/KVeCJSRtY7Q
दिसंबर (15 Days)	1 st -15 दिसंबर	<p>साहित्य पाठ- थाथू और मैं</p> <p>कविता-बीज (पठन हेतु)</p> <p>व्याकरण -अनेक शब्दों के लिए एक शब्द</p> <p>लेखन कौशल अपठित गद्यांश</p> 	<p>काठिन्य निवारण, मात्रा का उच्चारण, आदर्श-अनुकरण वाचन, अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति, किसने किससे कहा</p> <p>परिभाषा, प्रयोग व अभ्यास कार्य स्पष्टीकरण एवं अभ्यास कार्य</p> <p>गद्यांश पढ़कर प्रश्नों के उत्तर दीजिए</p>	<p>AI- भूमिका निभाना- छात्र ' थाथू और मैं ' पाठ का भूमिका निर्वाह करेंगे।</p> <p>MI- नैतिक भाषाई सांगीतिक</p> <p>ID- विज्ञान</p>	<p>अनुभवात्मक शिक्षण</p> <p>अनेक शब्दों के लिए एक शब्द पहेली (Crossword/Word Search) </p> <ul style="list-style-type: none"> • बच्चों को दो टीमों में बाँटें। • एक टीम अनेक शब्द बोलेगी, दूसरी टीम उनका एक शब्द बताएगी। जो टीम ज्यादा सही उत्तर देगी, वह जीतेगी। <p>योगिक ज्ञान- छात्रों को बीज से पौधा बनने की प्रक्रिया स्मार्ट कक्षा में दिखाई जाएगी। अब वे अपने घर पर एक पौधा लगाएँगे और उसके उगने की प्रक्रिया के बारे में सभी जानकारी इक्कट्टी करेंगे।</p>  <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/4vP96uPNO_Y</p> <p>https://youtu.be/I6FnIb_UA7c</p>
	16 th -31 st दिसंबर	<p>साहित्य पाठ - चंदा मामा (चित्र लेखन हेतु)</p>	<p>काठिन्य निवारण, मात्रा का उच्चारण, आदर्श-अनुकरण वाचन, अनुवाद व्याख्या, अर्थबोध</p>	<p>AI- चाँद का चित्र बनाये</p> <p>MI- सांगीतिक</p>	<p>अनुभवात्मक शिक्षण</p> <p>कक्षा-चर्चा - रोज रात में चाँद को देखकर उसके घटते- बढ़ते आकार के बारे में जानकारी ले और कक्षा में चर्चा करें।</p>



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		<p>पाठ- सबसे बड़ा छाता</p> <p>व्याकरण</p> <p>- गिनती(४१ -५०)</p> <p>लेखन कौशल</p> <p>चित्र लेखन</p> 	<p>पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति गिनती लिखना तथा पढ़ना</p> <p>दिए गए चित्र को देखकर पंक्तियाँ लिखिए</p>	<p>नैतिक</p> <p>प्राकृतिक</p> <p>ID- विज्ञान , कला व शिल्प</p>	<p>-१ से ५० तक की गिनती के लिए फ्लैश कार्ड बनाये</p> <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/jFYiT3_65kE</p> 
जनवरी (13 Days)	1 st -15 th जनवरी	<p>साहित्य</p> <p>पाठ-तोंसिया का सपना</p> <p>व्याकरण</p> <p>पुनरावृत्ति एवं अभ्यास कार्य</p> <p>लेखन कौशल</p> <p>अनुच्छेद लेखन</p>	<p>काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ, प्रश्नोत्तर, रिक्त स्थान पूर्ति</p> <p>दिए गए विषय पर पंक्तियाँ लिखें (गणतंत्र दिवस)</p>	<p>AI- भूमिका निभाना</p> <p>छात्र ' तोंसिया का सपना ' पाठ का भूमिका निर्वाह करेंगे।</p> <p>MI- भाषाई</p> <p>सांगीतिक</p> <p>नैतिक</p> <p>ID- कला व शिल्प</p>	<p>अनुभवात्मक शिक्षण</p> <p>प्रायोगिक ज्ञान- छात्रों द्वारा नाटक प्रस्तुत किया जाएगा</p>  <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/kwZK4Wq4cYQ</p>
	16 th -31 st जनवरी	<p>साहित्य</p> <p>कविता-चार दिशाएँ (पठन हेतु)</p> <p>पुनरावृत्ति एवं अभ्यास कार्य</p>	<p>काठिन्य निवारण, मात्रा का उच्चारण , आदर्श-अनुकरण वाचन , अनुवाद व्याख्या, अर्थबोध पुस्तिका कार्य - शब्दार्थ,</p>	<p>AI- कहानी - देश भक्ति से संबंधित कहानी व कविता सुनाई जाएगी</p> <p>MI-</p>	<p>अनुभवात्मक शिक्षण</p> <p>प्रायोगिक ज्ञान - चारों दिशाओं के नाम के कार्ड बनाकर दीवारों पर सही जगह लगाइए। अब छात्रों से सूरज के उगने, छिपने, उनके घर व स्कूल की दिशा समझाई जाएगी।</p>



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		<p>व्याकरण</p> <p>पुनरावृत्ति एवं अभ्यास कार्य</p> <p>लेखन कौशल</p> <p>*कहानी बनाना सिखायें। (Jumbled Sentences)</p>	<p>प्रश्नोत्तर, रिक्त स्थान पूर्ति (पुनरावृत्ति)</p> <p>कहानी लेखन / उच्चारण</p> <p>कहानी पठन / श्रवण,</p>	<p>तार्किक</p> <p>शारीरिक</p> <p>अंतःवैयक्तिक</p> <p>ID- विज्ञान</p>	 <p>मिश्रित शिक्षण</p> <p>कक्षा में पुस्तकों और डिजिटल सामग्री दोनों का उपयोग करके अभ्यास करवाना।</p> <p>https://youtu.be/qaqr5o3xi00</p> <p>https://youtu.be/PKYjUOwAk38</p>
फरवरी (परीक्षा)		पुनरावृत्ति कार्य एवं वार्षिक परीक्षा			
मार्च (परीक्षा)		वार्षिक परीक्षा			

इकाई परीक्षा, अर्द्धवार्षिक एवं वार्षिक परीक्षा पाठ्यक्रम

TEST	SYLLABUS	DATE
प्रथम इकाई	<p>साहित्य - पाठ- नीमा की दादी, पाठ - तीन दोस्त</p> <p>व्याकरण - भाषा और उसके रूप, गिनती (१-१०), वर्ण और वर्णमाला, मात्राएँ</p> <p>लेखन कौशल- अनुच्छेद लेखन, चित्र लेखन</p>	DD.MM.YY
द्वितीय इकाई	<p>साहित्य - कविता- किसान, कविता- घर</p> <p>व्याकरण- शब्द और वाक्य, दिनों और महीनों के नाम, गिनती (११-२०)</p> <p>लेखन कौशल- चित्र लेखन, अपठित गद्यांश</p>	DD.MM.YY



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अर्द्धवार्षिक परीक्षा	<p>साहित्य - कविता- कौन, बादल, किसान</p> <p>पाठ-शेर और चूहे की दोस्ती , मूली , आउट, नीमा की दादी</p> <p>व्याकरण- भाषा और उसके रूप, गिनती (१-३०), वर्ण और वर्णमाला , मात्राएँ , शब्द और वाक्य, दिनों, महीनों और ऋतुओं के नाम, संज्ञा, लिंग, वचन , सर्वनाम</p> <p>लेखन कौशल- चित्र लेखन , अपठित गद्यांश , अनुच्छेद लेखन</p>	DD.MM.YY
तृतीय इकाई	<p>साहित्य - पाठ- बैंगनी जोजो , कविता- चींटा</p> <p>व्याकरण- विशेषण , गिनती (३१-४०)</p> <p>लेखन कौशल - चित्र लेखन , अपठित गद्यांश , अनुच्छेद लेखन</p>	DD.MM.YY
चतुर्थ इकाई	<p>साहित्य - कविता - हाथी साइकिल चला रहा था पाठ - बरसात और मेंढक , छुपन-छुपाई</p> <p>व्याकरण- क्रिया, समानार्थी / पर्यायवाची शब्द , विलोम शब्द</p> <p>लेखन कौशल- चित्र लेखन, अपठित गद्यांश , अनुच्छेद लेखन</p>	DD.MM.YY
वार्षिक परीक्षा	<p>साहित्य - कविता – चींटा , हाथी साइकिल चला रहा था</p> <p>पाठ- बरसात और मेंढक , थाथू और मैं , सबसे बड़ा छाता , तोसिया का सपना , माला की चाँदी की पायल</p> <p>व्याकरण - भाषा और उसके रूप, गिनती (१-५०), वर्ण और वर्णमाला , मात्राएँ , शब्द और वाक्य, दिनों, महीनों और ऋतुओं , संज्ञा, लिंग, वचन , सर्वनाम, विशेषण , क्रिया, समानार्थी / पर्यायवाची शब्द , विलोम शब्द , शुद्ध-अशुद्ध शब्द, अनेक शब्दों के लिए एक शब्द</p> <p>लेखन कौशल- चित्र लेखन , अपठित गद्यांश , अनुच्छेद लेखन</p>	DD.MM.YY



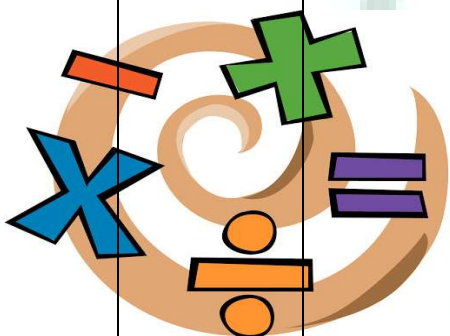
DELHI PUBLIC SCHOOL DEHRADUN


SYLLABUS BIFURCATION - SESSION 2026-27


CLASS II



SUBJECT: MATHEMATICS

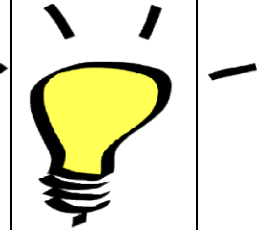

MONTHS	FORTNIGHT	LESSON/UNIT	TOPICS	SUBTOPIC	INTEGRATED APPROACH	EXPERIENTIAL LEARNING
APRIL (19 days)	1 ST -15 TH	<p><u>New learning composite mathematics</u> Ch-1 Numbers</p> <p>NCERT Ch- 3 Fun with Numbers</p>	<p>Revision of Number and Numeration</p>	<p>Ordinal Numbers (1-10)</p> <p>Counting (5001-9999) Read and write numbers</p> <p>Identification – Biggest and smallest (5001-9999)</p> <p>Roman Numbers (I – XX)</p> <p>Skip counting by 2</p> <p>Ascending and descending(5001-9999)</p>	<p>MI</p> <p>logical</p> <p>Interpersonal</p> <p>Bodily kinesthetic</p> <p>Moral</p>	<p>EL-</p> <p>Children will make flashcards of 3 and 4 digit numbers, exchange them with partners, and tell the number before and after.</p> <div style="display: flex; flex-wrap: wrap; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">1</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">2</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">3</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">4</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">5</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">6</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">7</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">8</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">9</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">10</div> </div> <ul style="list-style-type: none"> Skip counting work mats- Mats will be placed on the floor with numbers and students will be asked to skip by 2's. <p>BL- https://www.youtube.com/watch?v=sij9aF6kwWY</p>





		<p><u>New learning composite mathematics</u> Ch-2 Even and odd numbers</p>		<p>Ascending and Descending order</p> <p>What comes after, before, between</p> <p>Even and odd numbers</p>	<p>Logical</p> <p>Interpersonal</p> <p>Kinesthetic</p> <p>Moral</p>	<p>(NCERT) Activity on pg. no. 12</p> <p>EL- Even and Odd Tic-Tac-Toe Game</p>  <p>(NCERT) Activity on pg. no. 54</p>
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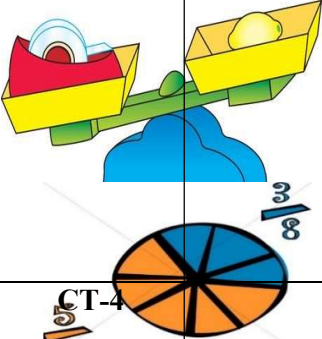

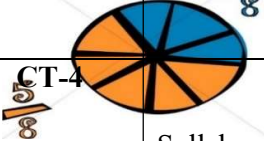

	<p>16th – 24th</p>	<p><u>New learning composite mathematics</u> <u>Ch-3</u> Addition</p> <p><u>NCERT</u> Ch- (Decoration for festival) Addition</p>	<p>ADDITION</p> <p>Table of 7</p> <p>Dodging tables 2 to 6</p>	<p>Concept of Addition on a number line.</p> <p>Heads and tails of a coin</p> <p>Addition on a number board</p> <p>Simple Addition of 3-digit number (without carry over)</p> <p>Addition of 4-digit number with carrying</p> <p>Count forward and Add</p> <p>Find the Sum</p> <p>Adding numbers with statement sums</p>	<p>MI</p> <p>Logical</p> <p>Intrapersonal</p>	<p>(NCERT) Activity on pg. no. 50, 51, 52,53</p> <p>EL- Children will complete the number pyramid by adding the given numbers.</p>  <p>(NCERT) Activity on pg. no.57, 58</p> <p>BL- https://www.youtube.com/watch?v=J6L5H3Nfe5s</p>
<p>CT 1</p>	<p>SYLLABUS</p> <ul style="list-style-type: none"> • Number and Numeration (Number names, grouping and counting, ascending, descending, greatest and smallest number, skip counting 2 and 3, comparison of numbers) • Tables of 2 to 6 					


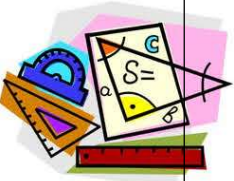
<p>JULY (22days)</p>	<p>1ST-15TH</p>	<p><u>New learning composite mathematics</u> CH-4 Subtraction</p> <p><u>NCERT</u> CH-6 (Decoration for festival) Subtraction</p>	<p>Subtraction Table of 8</p> <p>Dodging tables 2 to 7</p>	<p>Subtraction through number line Borrowing Subtraction Subtraction with statement sums</p> <p>Number line</p>	<p>MI logical</p> <p>Intrapersonal</p> <p>Moral</p>	<p>EL- <i>Take away game</i> – Children will use small objects (like buttons or beans) to understand subtraction by taking away the given number.</p>  <p>BL- https://www.youtube.com/watch?v=NgXm1kaxnII</p>
	<p>16TH-31ST</p>	<p><u>New learning composite mathematics</u> Ch-5 Multiplication</p> <p>Ch-6 Multiplication by 1 digit number</p>	<p>Multiplication Dodging tables 2 to 8</p> <p>Tables of 9</p>	<p>Multiplication Regrouping.</p> <p>Counting in 2's, 3's, 4's, 5's and 6's Grouping and multiplication facts</p> <p>Multiplying 2 by 1 digit number</p> <p>Multiplying 3 by 1 digit number</p>	<p>MI- Logical</p> <p>Intrapersonal</p> <p>Bodily kinesthetic</p> <p>Moral Logical</p> <p>Intrapersonal</p>	<p>EL</p> <p>Children will be given small objects like beads, buttons, or erasers. They will make equal groups (for example, 3 groups of 4 objects). Then they will count the total objects and write the multiplication sentence ($3 \times 4 = 12$) in their notebook. This activity helps students understand multiplication as repeated addition.</p> <p>(NCERT) Activity on pg. no. 85, 86</p> 

		<p><u>NCERT</u></p> <p>CH-8 Grouping and sharing - Multiplication</p>				<p><u>EL-</u> Skip counting on the floor activity (NCERT) Activity on pg. no.89 to 92</p> <p>(Multiplication Activity) NCERT) Activity on pg. no.93 to 97</p> <p>https://www.youtube.com/watch?v=Ipy29sAoxA</p>
<p>AUGUST (19 days)</p> 	<p>1st- 15th</p>	<p><u>New learning composite mathematics</u> Ch- 7 Division</p> <p><u>NCERT</u> CH-8 Grouping and sharing (Division)</p>	<p>Division</p> <p>Table of 10 Dodging tables 2 to 10</p>	<p>Introduction of Equal sharing</p> <p>Equal Grouping</p> <p>Dividend, Divisor Quotient and Remainder</p> <p>Simple Division</p>	<p>MI-</p> <p>Logical</p> <p>Intrapersonal</p> <p>Bodily kinesthetic</p> <p>Moral</p>	<p>EL--</p> <p>Activity: Equal Sharing</p> <p>Students will work in groups and share objects like beads or candies equally among members. Then they will count how many each student gets and write the division sentence.</p>  <p>https://www.youtube.com/watch?v=B PF6SNjYFI</p>

	16th – 31st	New learning composite mathematics Ch- 7 Division NCERT CH-8 Grouping and sharing (Division)	Division (cont.)	2 digit by 1 digit With and without Remainder Division-Statement sums	MI- Logical and mathematical Interpersonal Moral	EL-- Sharing Equally activity- 
CT-2	SYLLABUS <ul style="list-style-type: none"> • Addition • Subtraction • Multiplication • Tables of 2 to 8 					
SEPTEMBER	1ST - 30th	Revision (For Mid Term) Mid Term Examination		Revision of all the topics for Mid Term Exam	MI- Logical and mathematical Intrapersonal	EL-- Rapid fire Activity for tables
MID TERM	SYLLABUS <ul style="list-style-type: none"> • Number and Numeration • Even and odd numbers • Addition • Subtraction • Multiplication • Roman Numbers I – XX • Ordinal Numbers 1- 10 • Tables of 2 to 10 					

CT-3	Syllabus <ul style="list-style-type: none"> • Division • Fractions • Measurement of Length • Tables from 2 to 12 					
DECEMBER (15 days)	1st- 15th	<u>New learning composite mathematics</u> Ch-11 Geometry Lines	Money (CONT.) Lines Multiplication	Addition and Subtraction of Rupees and Paisa Statement Sums Types of lines Geometry Introduction of Line Segment using a ruler Multiplying 3-digit numbers with carry Over by 2 digit numbers	MI- Logical and mathematical Interpersonal Kinesthetic Spatial linguistic	BL- Link-(Counting Money) https://youtu.be/DfJtZMM0HvA EL- Trace coins in notebook  BL-- Link-(Using money) https://youtu.be/GtL_5Ct5rU Link-(Types of Lines) https://youtu.be/TQ2qttvbknQ (NCERT) Activity on pg. no. 88, 89

	<p>16th December- 24th December</p>	<p>New learning composite mathematics Ch-10 TIME AND CALENDAR</p> <p>NCERT CH-10 Fun At The Fair</p>	<p>Time</p> 	<p>Months, Seasons, Days of the week Time (Half past, Quarter)</p> <p>CHALLENGE! (In Notebook) If a clock shows 5:30 now and it is three hours fast, then what is the correct time?</p>	<p>MI-</p> <p>Logical and mathematical</p> <p>Intrapersonal</p> <p>Kinesthetic</p> <p>spatial</p>	<p>EL--</p> <p>Working Model of a clock activity</p> <p>BL-</p> <p>Link-(Reading O'clock and Half past) https://youtu.be/zSfAU9W7nP0</p> <p>(NCERT) Activity on pg.no.69,70,75</p> <p>BL-</p> <p>Link-(Quarter to and past) https://youtu.be/2MrBeudavKc</p>
	<p>Syllabus</p> <ul style="list-style-type: none"> • Geometry (Lines) • Measurement (Length, Mass, Capacity) • Money (in words and figure) • Table from 2 to 12 					
<p>JANUARY (13 days)</p>	<p>1st - 15th</p>	<p>New learning composite mathematics</p> <p>Ch-11 Geometry Shapes</p> <p>NCERT Ch- 4 Shadow Story (2D shapes)</p> <p>Ch- 2 Shapes Around Us</p>	<p>Shapes</p>	<p>Plane Figures Solid Figures. 2-D and 3-D Shapes</p> <p>The identification of Sides, faces, corners, edges</p>	<p>MI-</p> <p>Logical and mathematical</p> <p>Interpersonal</p> <p>Bodily Kinesthetic</p> <p>spatial</p>	<p>EL--</p> <p>Activity on tracing Shapes.</p>  <p>(NCERT) Activity on pg.no.17,18,19,20</p> <p>BL- https://www.youtube.com/watch?v=wfAyddSr9_w&t=13s</p>

		<p><u>New learning composite mathematics</u></p> <p>Ch-12 Patterns</p>	<p>Patterns</p>	<p>Concept of Patterns.</p> <p>Number and shape patterns</p> <p>Tracing shapes</p>		<p>EI-- Own Pattern design activity</p>  <p>(NCERT) Activity on pg.no. 113 to 116</p>
	<p>16th – 31st</p>	<p><u>New learning composite mathematics</u></p> <p>CH- 13 Data Handling</p> <p>NCERT Data Handling</p>	<p>Data Handling</p>	<p>Putting information in groups</p> <ul style="list-style-type: none"> • Pictograph • Tally marks 	<p>MI-- Bodily Kinesthetic Logical</p> <p>Interpersonal linguistic</p>	<p>EL-- Group Discussion- Children will sit in groups and will try to find out the number of names ending with the same letter. (NCERT) Activity on pg. No.123 to 127 BL- https://www.youtube.com/watch?v=hKHgqqk4NbE</p>
<p>FEBRUARY</p>	<p>ANNUAL EXAMS</p>	<p>Revision of all the topics</p>				




MARCH	ANNUAL EXAMS					
FINAL TERM	SYLLABUS Written Exam Number and Numeration (including all the topics), Addition, Subtraction, Multiplication, Division, Money, Shapes (2-d and 3-d) Patterns, Time, Measurement (Length, Mass and Capacity), Fractions, Data handling Tables-2 to 12					



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SYLLABUS BIFURCATION - SESSION 2026-27




CLASS: II SUBJECT-EVS

MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING 
APRIL (19)	1 st -15 th APRIL	Ch. – My Body	<ul style="list-style-type: none"> - External Organs - Sense Organs - Internal Organs - Taking care of our body parts. 	<p>AI- Creative activities like drawing, chart-making, and craft to understand body parts and healthy habits.</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal intelligences through stories, games, rhymes, and discussions.</p> <p>ID- English, Art and Physical Education.</p>	<p>EL-: - Identify and write the correct sense organ for each activity. Explain the differences between internal and external organs through examples.</p> <ul style="list-style-type: none"> - Mask Making Activity- Panda Mask <p>BL- https://youtu.be/RcTiqnGoBAU?si=wxvtZnAPf5vNPOGZ</p> 
	16 th -30 APRIL	Ch. – My Family	<ul style="list-style-type: none"> -Types of Families - Family Tree - Sharing work in a family - Fun with family - Care for pets 	<p>AI-- Creating a “My Family Wheel” (paper rotating wheel) where each section shows a family member with their role, illustrated with drawings and colours.</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal intelligences through storytelling, role play, rhymes, and discussions on family.</p> <p>ID- English, Maths (counting family members), Art, and Moral Education.</p>	<p>EL-: - Family Tree: Paste the pictures of your family members in the family tree.</p> <ul style="list-style-type: none"> - Write about your family members in the table (Name of the family member, How is she/he related to you?, Her/ His age, What does she/he do?) <p>BL- https://youtu.be/Pxjv1nZlmsI?si=FcmC3WmqF3BvDqpU</p> 



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MAY (15 Days)	1st-15 MAY	<p>Ch. – Different Types of Houses</p> 	<ul style="list-style-type: none"> - Temporary House - Permanent House - People who help us build our houses - Ideal house - Taking care of a house 	<p>AI- 3D model or collage of different types of houses using waste materials.</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, sorting activities, model making, and group discussions.</p> <p>ID- English (naming/describing houses), Maths (shapes in houses), Art</p>	<p>EL- My Room: Make a list of the things that you want to keep in your room. Also collect pictures of those things and paste them in the scrapbook.</p> <ul style="list-style-type: none"> - Ice Cream Stick House <p>BL- https://youtu.be/N091tzgGxbY?si=F5Nmj_H399cKiqM8</p>
		<p>Ch. – Food We Eat</p> 	<ul style="list-style-type: none"> - Sources of Food - Vegetarians and Non- vegetarians - Food Groups - Good Food Habits 	<p>AI- Creative activity of making a “Healthy Plate/Thali” collage using pictures or drawings of different food items.</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, food sorting (healthy/unhealthy), role play, and discussions.</p> <p>ID- English (naming/describing food), Maths (counting/grouping food items), Art, and Health Education.</p>	<p>EL- Budding Artists: Draw one food item each from the three main food groups (Energy giving food, Body building food, Protective food)</p> <ul style="list-style-type: none"> - Recording Activity: Make a list of all the food items you eat in one day and also write the categories. <p>BL- https://youtu.be/XgYW_eEBT2E?si=l8GRlZruggluP9g</p> 
JUNE	REVISION and Activities				
				(if any class)	
JULY (22 Days)	1st-15 JULY	Ch. Clothes We Wear	<ul style="list-style-type: none"> - Clothes in Summer - Clothes in 	<p>AI- Designing and decorating seasonal clothes using paper, fabric, or collage.</p>	<p>EL- Album Making: Find & paste your photographs in cotton, woollen and fancy clothes. Also, write the name of clothes you are wearing in each picture.</p>



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SYLLABUS BIFURCATION - SESSION 2026-27

		 <p>Ch. Keeping Healthy and Safe</p>	<p>Winter</p> <ul style="list-style-type: none"> - Clothes during Rain - Clothes on special occasions - Uniforms - Clothes worn in India - Natural and Man-made Fibres - Taking care of clothes <ul style="list-style-type: none"> - Healthy living - Safety rules in school, on the road, at home - First Aid - Safe touch & Unsafe touch 	<p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, sorting clothes (season-wise), role play, and discussions.</p> <p>ID- English (naming/describing clothes), Art, and Environmental Awareness.</p> <p>AI- Making a poster/chart on healthy habits and safety rules (cleanliness, exercise, road safety).</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, role play (safety rules), games, and discussions.</p> <p>ID- English (speaking/writing on good habits), Maths (daily routine/time), Art, and Physical Education.</p>	<ul style="list-style-type: none"> - Scrapbook Making: Make groups of four and collect pictures of clothes worn in different parts of India. Paste them on a chart paper. Write the names of the states in which they are worn. <p>BL- https://youtu.be/k63rNMqtj_8?si=wbVzyb0yP-UmHgRk</p>  <p>EL- Budding Artists: Make a First Aid Box, Traffic Lights</p> <p>BL- https://youtu.be/jBEVDM0BEeI?si=it5BkW2RJiRLQpSe</p> 
<p>16th-31 JULY</p>	<p>Ch. – My Neighbourhood</p>	<ul style="list-style-type: none"> - Places in our neighbourhood - Places of Worship - Recreational Places 	<ul style="list-style-type: none"> - Places in our neighbourhood - Places of Worship - Recreational Places 	<p>AI- Make a model/map of the neighbourhood showing important places.</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal</p>	<p>EL- Making and Posting a card</p> <ul style="list-style-type: none"> - Discuss the different ways of keeping your neighbourhood clean in the class. <p>BL- https://youtu.be/oc72HNAtDHs?si=TVTDga-q2zocO_e</p>



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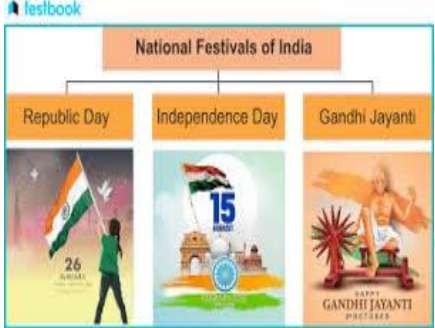

SYLLABUS BIFURCATION - SESSION 2026-27

				<p>intelligences through storytelling, map activities, role play, and group discussions.</p> <p>ID- English (naming/describing places), Art, and Social Awareness.</p>	
AUG (19 Days)	1st -15 AUG	<p>Ch. – People Who Help Us</p> 	<ul style="list-style-type: none"> - People who help us at home/ in school/ in the market - Other helpers - People who entertain us 	<p>AI- “Thank You Card/Badge” for helpers (doctor, teacher, police, etc.).</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, role play (community helpers), sorting activities, and discussions.</p> <p>ID- English (speaking/writing about helpers), Art, and Moral Education.</p>	<p>EL- Thank you card making with spray painting.</p> <p>BL- https://youtu.be/iuJE36d2eS0?si=0uaIbduSb6BJnox</p>
	16th -30 AUG	<p>Ch.- Festivals We Celebrate</p> <ul style="list-style-type: none"> - Revision 	<ul style="list-style-type: none"> - Religious festivals 	<p>AI- Make festival-related crafts (like diya, card, or decoration items) using different materials.</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Musical, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, role play, songs, and discussions on festivals.</p> <p>ID- English (speaking about festivals), Art, Music, and Moral Education (values of unity and respect).</p>	<p>EL- Rakhi making activity</p> <p>BL- https://youtu.be/omcGccw6c58?si=8whwiqz9NzrpJH3t</p> 



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SYLLABUS BIFURCATION - SESSION 2026-27

SEPT (05)	1 st	MID- TERM EXAMINATION			
	2 nd				
OCT (16 Days)	1 st -15 th OCT	Ch.- National Festivals 	<ul style="list-style-type: none"> - Independence Day - Republic Day - Gandhi Jayanti 	AI- Make tricolour crafts or posters related to national festivals. MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Musical, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, patriotic songs, role play, and discussions. ID- English (speaking about festivals), Art, Music, and Moral Education (patriotism and unity).	EL- Collect pictures of the current President and the Prime Minister of India from newspapers or Magazines and paste them in your notebook. <ul style="list-style-type: none"> - Collect the pictures of the folk dances and other performances during the Republic Day Parade and paste them in your notebook. BL- https://youtu.be/FQy-K9t-M5g?si=c6BQ-KyGmADgWKzc
	16 th -30 th OCT	Ch. – Our Country Ch. – Means of Communication	<ul style="list-style-type: none"> - What is Diversity? - States and their capitals - Union Territories and their capitals 	AI- Collect pictures of ant two famous dishes of your state or union territory. Paste the pictures in your notebook. MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Musical, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, map activities, patriotic songs, and discussions. ID- English (speaking about the country), Maths (map-based counting/shapes), Art, Music, and Moral Education (patriotism and unity).	EL- Which state/ union territory do you live in? Prepare a chart on it. Write about the following points: Name of the state/ union territory, its capital, its language, famous dishes and famous places to visit. <ul style="list-style-type: none"> - Name and colour the state/ union territory you live in (in the map). BL- https://youtu.be/gTObWZF-uxI?si=GOcRQwIR3lhVL75N 
			<ul style="list-style-type: none"> - Letter - Telephone - Newspaper and Magazine 	AI- Make a model/craft of communication tools (like telephone, mobile, letter, etc.) using waste materials. MI- Use of Linguistic,	EL- Stamp Pasting: Collect five different used/ fresh post stamps and paste them in your notebook. BL- https://youtu.be/bMR4nDoXwSk?si=BTkfgYc2QNyrb8XR



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SYLLABUS BIFURCATION - SESSION 2026-27

		<p>Ch. – Means of Transport</p>	<ul style="list-style-type: none"> - Radio and Television - Internet - Social Networking - Uses of communication devices <ul style="list-style-type: none"> - The story of wheel - Types of transport - Pollution caused by vehicles - Road safety 	<p>Logical, Bodily- Kinesthetic, Visual- Spatial, Interpersonal, and Intrapersonal intelligences through role play (phone call/postman), sorting activities, storytelling, and discussions.</p> <p>ID- English (writing simple messages), Art, and Technology awareness.</p> <p>AI- Make a model/collage of different means of transport using waste materials.</p> <p>MI- Use of Linguistic, Logical, Bodily- Kinesthetic, Musical, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, sorting (land/air/water), role play, rhymes, and discussions.</p> <p>ID- English (naming/describing transport), Art, and Environmental Awareness.</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> letters</div> <div style="text-align: center;"> telephone</div> <div style="text-align: center;"> radio</div> <div style="text-align: center;"> television</div> <div style="text-align: center;"> mobile</div> <div style="text-align: center;"> newspaper</div> </div> <p>EL- Collect pictures of different means of transport from old magazines and newspapers. Paste the pictures in your textbook.</p> <p>BL- https://youtu.be/biX7NNxw_w8?si=C1vSiQ6mHbpstJzU</p> 
<p>NOV (18 Days)</p>	<p>1st -15th NOV</p>	<p>Ch. – Plant World</p>	<ul style="list-style-type: none"> - Parts of a plant - How does a plant grow? - Types of plant - Uses of plants 	<p>AI- Leaf printing or making a plant collage using real leaves and materials.</p> <p>MI- Use of Linguistic, Logical, Bodily-</p>	<p>EL- Observe different types of plants and their parts. Discuss their functions and the useful things we get from plants.</p> <p>BL- https://youtu.be/1naxR-k1kFg?si=O0659X14LPv3Vtce</p>



Ch. – Animal World

- Animal homes
- Home of Aquatic animals and Amphibians
- Animals are useful

Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, observation of plants, sorting (types of plants), and discussions.

ID- English (naming/describing plants), Art, and Environmental Awareness.

AI- Make animal masks or a collage showing different animals and their habitats.

MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Musical, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, animal sound games, role play, sorting (domestic/wild), and discussions.

ID- English (naming/describing animals), Art, and Environmental Awareness.



EL- Share the knowledge about various animals they have seen or heard of. Discuss about pet, wild and domestic animals, their habitat and eating habits in the class.

BL- <https://youtu.be/DO6AGRJPOic?si=YztYJlvLNevpiUyw>



16th -30 NOV

Ch. – Air and Water

- Importance of air
- Other uses of air
- Causes of air pollution
- Water – Clean

AI- Making a collage or simple experiment-based chart showing uses of air and water.

MI- Use of Linguistic, Logical, Bodily-





EL- Wind Chime making activity

BL- https://youtu.be/h7rhOM2dXtE?si=uEic5ge5rr_VvrM



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SYLLABUS BIFURCATION - SESSION 2026-27

			<p>water and dirty water</p> <ul style="list-style-type: none"> - Saving water 	<p>Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, simple experiments, observation activities, and discussions.</p> <p>ID- English (speaking/describing uses), Art, and Environmental Awareness.</p>	
DEC (15 Days)	1 st -15 DEC	<p>Ch. – Weather and Seasons</p> 	<ul style="list-style-type: none"> - Summer season - Rainy season - Winter season - Spring season 	<p>AI- Making a season wheel or collage showing different weather and seasons.</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Musical, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through storytelling, role play (seasonal dress), songs, observation, and discussions.</p> <p>ID- English (speaking about seasons), Maths (calendar/days), Art, and Environmental Awareness.</p>	<p>EL- Weather Record activity</p> <p>BL- https://youtu.be/Nptzw5ToBlk?si=BHcypXgDtCiKu_h1</p> 
	16 th -31 st DEC	<p>Ch. – Directions</p> 	<ul style="list-style-type: none"> - Cardinal directions - Finding directions - Use of compass 	<p>AI- Making a compass rose or direction map using colors and symbols.</p> <p>MI- Use of Linguistic, Logical, Bodily-</p>	<p>EL- Class discussion: Importance of directions, understanding of four directions and different ways to locate them.</p> <p>BL- https://youtu.be/-BHVRiE2hIU?si=_SO-texlqfozVqQx</p>



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			<ul style="list-style-type: none"> - Direction on Maps 	<p>Kinesthetic, Visual-Spatial, Interpersonal, and Intrapersonal intelligences through direction games, map activities, role play, and discussions.</p> <p>ID- English (giving directions), Art, and Physical Education (movement activities).</p>	
<p>JAN (13 Days)</p> 	<p>1st -15th JAN</p>	<p>Ch. – The Earth and the Sky</p>	<ul style="list-style-type: none"> - The Earth - The Sky - The Sun - Day and Night - The Moon - Phases of the Moon 	<p>AI- Making a model/chart showing Earth, Sun, Moon and phases of the moon.</p> <p>MI- Use of Linguistic, Logical, Bodily-Kinesthetic, Visual-Spatial, Musical, Interpersonal, and Intrapersonal intelligences through storytelling, role play (day-night), observation, rhymes, and discussions.</p> <p>ID- English (speaking/describing), Maths (patterns/phases), Art, and Environmental Awareness.</p>	<p>EL- Moon flip book</p> <p>BL- https://youtu.be/gkOdb5br1pE?si=YzTT9wGqO7d_vXsB</p> 
	<p>16th -31st JAN</p>	<p>Ch. –The Earth and the Sky</p>	<ul style="list-style-type: none"> - The Stars - Our Solar System - Saving the Earth 	<p>AI- Making a chart of the solar system and a poster on saving the Earth.</p> <p>MI- Use of Linguistic, Logical, Bodily-</p>	<p>EL- Our Solar System (model)</p>



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			<p>Kinesthetic, Visual-Spatial, Musical, Interpersonal, and Intrapersonal intelligences through storytelling, model making, rhymes, role play, and discussions.</p> <p>ID- English (speaking/describing), Maths (counting planets/patterns), Art, and Environmental Awareness.</p>	<p>BL- https://youtu.be/HYf3meLNH5U?si=oCXRoWwKNMEFMnTd</p> 
FEB	1 st	REVISION, Final Practical Exam & PROJECT WORK		
	2 nd			
MAR	1 st	TERM EXAMINATION		
	2 nd			

Cycle Test and Term Exams Syllabus Details

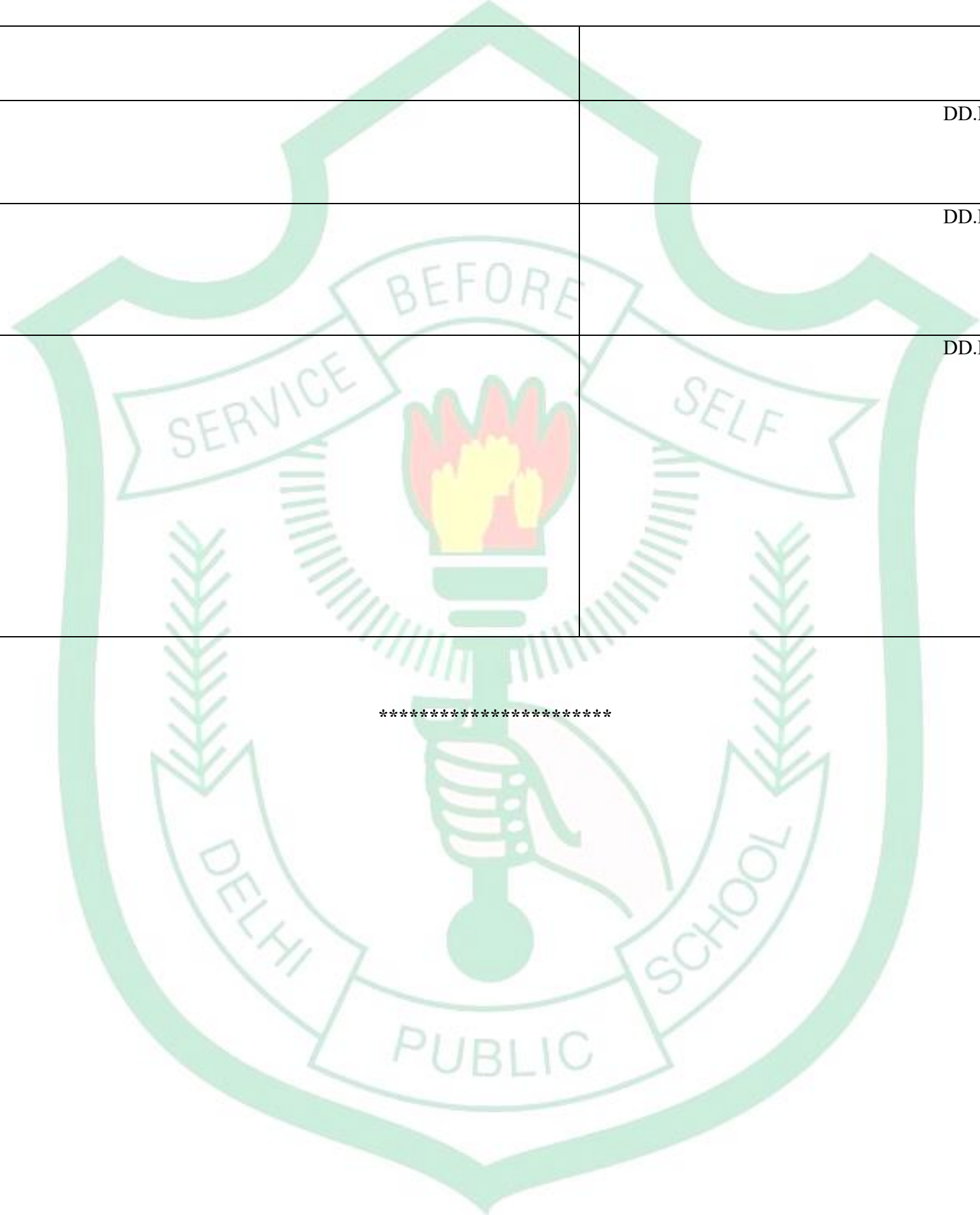
TEST	SYLLABUS	DATE
CT1	<ul style="list-style-type: none"> • My Body • My Family • Different types of houses 	DD.MM.YY
CT2	<ul style="list-style-type: none"> • Food we eat • Clothes we wear • Keeping healthy and safe 	DD.MM.YY
Mid Term	<ul style="list-style-type: none"> • My Body • My Family • Different types of houses • Food we eat • Clothes we wear • Keeping healthy and safe • My Neighbourhood 	DD.MM.YY



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SYLLABUS BIFURCATION - SESSION 2026-27

	<ul style="list-style-type: none">• People who help us• Festivals we celebrate	
CT3	<ul style="list-style-type: none">• National Festivals• Our Country• Means of Communication	DD.MM.YY
CT4	<ul style="list-style-type: none">• Means of Transport• Plant World• Animal World• Air and Water	DD.MM.YY
Final Term	<ul style="list-style-type: none">• National Festivals• Our Country• Means of Communication• Means of Transport• Plant World• Animal World• Air and Water• Weather and Seasons• Directions• The Earth and the Sky	DD.MM.YY





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SYLLABUS BIFURCATION - SESSION 2026-27

CLASS: **II** SUBJECT-**COMPUTER SCIENCE**



MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19)	6 th -15 th APRIL	Ch. 1: Introduction to Artificial Intelligence	Intelligence, What is Artificial Intelligence, Development of AI, AI in present time	AI- Children will draw a smart machine (AI) and write 2–3 lines: <ul style="list-style-type: none"> • It helps me _____ • It can _____ MI- Verbal Linguistic, Spatial & Intrapersonal ID- ENGLISH, EVS & ART	EL- One child acts as an AI Friend and the other gives simple commands: <ul style="list-style-type: none"> • “Clap your hands” • “Jump” • “Say hello” The “AI Friend” follows instructions exactly. BL- https://www.youtube.com/watch?v=cOIdYc_ver4
	16 th -30 APRIL	Ch. 2: AI in my Daily Life	AI in my daily life (In School, At Home, In Hospitals, In Banks, In Travel, In Agriculture), Good Habits while using AI Tools	AI-- Where Do I See AI? Children will draw places where they see AI: <ul style="list-style-type: none"> • School • Home • Hospital • Bank • Travel • Farm Write 2–3 lines: <ul style="list-style-type: none"> • I see AI in _____. • It helps me _____. MI- Verbal-Linguistic, Spatial and Interpersonal ID- ENGLISH, ART and EVS	EL- Role Play – AI Around Us Children act: <ul style="list-style-type: none"> • Teacher using smart board • Doctor using machine • Traveller using maps BL- https://www.youtube.com/watch?v=kQPC4_DsJ8I
MAY (15 Days)	1 st -20 th MAY	Ch. 3: Be a Junior AI Thinker	Sorting (By Colour, By Shape, By Size, By Numbers), Matching, How AI Matches Things (Voices, Faces and Words)	AI- Sorting Fun Children sort objects/cards: <ul style="list-style-type: none"> • By colour (red/blue) • By shape (circle/square) • By size (big/small) • By numbers (1–5, 6–10) MI- Mathematical, Kinesthetic and Spatial ID- MATHS, EVS & PHYSICAL EDUCATION	EL- Shadow Art Game Activity: Show shadows of objects/animals Children guess or match with the correct picture BL- https://www.youtube.com/watch?v=sX1eHEvYwTo



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SYLLABUS BIFURCATION - SESSION 2026-27

JUNE					
JULY (22 Days)	1 st -15 JULY	Ch. 4: Working of a Computer	Input-Process-Output (IPO) Cycle, IPO Cycle for Computers	<p>AI- Look at the Machines given below. Fill in the missing boxes to complete the IPO cycle. Use the hints given (Book Pg. No. 38)</p> <p>MI- Spatial, Kinesthetic and Logical</p> <p>ID- ENGLISH & EVS</p>	<p>EL- Human IPO Game</p> <p>Teacher gives:</p> <ul style="list-style-type: none"> ● Input: “Clap” Children think and respond ● Output: Clap <p>BL- https://www.youtube.com/watch?v=caFF1aaT_6Y</p>
	16 th -31 JULY	Ch. 4: Working of a Computer (Cont..)	Revision Through Practice Quick Recall of IPO cycle and how it works in computer	<p>AI- Create paper cards of the below words. Make three boxes, label them as Input, Process and Output. Take turns to put the cards into the correct boxes. (Book Pg. No. 39)</p> <p>MI- Kinesthetic, Spatial and Logical</p> <p>ID- EVS & ENGLISH</p>	<p>EL- Action Relay Game</p> <p>Activity: Teacher whispers a command to first child (Input) Child thinks and passes it → last child performs (Output)</p> <p>BL- https://www.youtube.com/watch?v=nRotPIv_rCk</p>
AUG (19 Days)	1 st -15 AUG	Ch. 5: Computer Devices	Input Devices, Processing Device, Output Devices and Storage Devices	<p>AI- Draw all the types of devices in the notebook, label and colour them</p> <p>MI- Spatial, Kinesthetic and Logical</p> <p>ID- ENGLISH, ART</p>	<p>EL- Children will be taken to the lab and they will be identifying and use all the types of devices that they have learnt in the class.</p> <p>BL- https://www.youtube.com/watch?v=AeLipyWp4bk</p>
	16 th -30 AUG	Ch. 5: Computer Devices (Cont..)	Revision through Practice (Input Devices, Processing Device, Output Devices and Storage Devices)	<p>AI- Device Sorting Game</p> <p>Give picture/flash cards:</p> <ul style="list-style-type: none"> ● Keyboard, Mouse, CPU, Monitor, Speaker, Pen Drive <p>Children sort into:</p> <p>👉 Input / Process / Output / Storage</p> <p>MI- Spatial, Linguistic and Logical</p> <p>ID- ENGLISH, ICT & EVS</p>	<p>EL- Children will open the WordPad program and type the sentences guessing all the computer devices (Book Activity Pg. No. 50)</p> <p>BL- https://www.youtube.com/watch?v=T9u3DSjN2Jk</p>
SEPT				MID- TERM EXAMINATION	



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SYLLABUS BIFURCATION - SESSION 2026-27

OCT (16 Days)	1 st - 15 th OCT	Ch. 6: Fun with Paint	Starting Paint, Tools in Paint, Shapes tool (Polygon tool, Curve tool)	<p>AI- Draw the given picture using various Paint tools in Paint program. Also, draw the same picture in your notebook. Now, compare the two pictures. (Book Pg. No. 58)</p> <p>MI- Spatial, Kinesthetic and Intrapersonal</p> <p>ID- ENGLISH & ART</p>	<p>EL- Draw a scenery in the Paint program.</p> <p>BL- https://www.youtube.com/watch?v=dnPNjMoRIX8</p>
	16 th -30 th OCT	Ch. 6: Fun with Paint (Cont...)	Using Other Paint Options, Select tool, Crop image, Select colour using Color Picker tool, Saving a Drawing	<p>AI- Select and Move</p> <p>Children:</p> <ul style="list-style-type: none"> ● Open Paint ● Use Select tool to select a shape ● Move it to another place <p>MI- Verbal Linguistic, Kinesthetic, Spatial and Logical</p> <p>ID- ENGLISH, ICT & ART</p>	<p>EL- Draw the drawings given on Book Pg. No. 82 in the Paint program.</p> <p>BL- https://www.youtube.com/watch?v=CaS4bi2vk0k</p>
NOV (18 Days)	1 st -15 th NOV	Ch. 7: Introduction to Word 2019	Introduction to Word 2019, Starting Word 2019, Parts of the Word 2019 Window	<p>AI- Label the components of Word 2019 window (Book Pg. No. 63)</p> <p>MI- Intrapersonal, Spatial and Logical</p> <p>ID- ENGLISH & ICT</p>	<p>EL- Typing in MS Word Start the Word 2019 program. Wherever the cursor is placed, type in the given data (Book Pg. No. 69)</p> <p>BL- https://www.youtube.com/watch?v=3O1vp5xU2gU</p>
	16 th -30 NOV	Ch. 7: Introduction to Word 2019 (Cont...)	Entering Text, Selecting text, Saving a Document, Closing Word 2019	<p>AI- Which is your favourite sport? Using Word 2019, create a document and type a few lines about your favourite sport and why you like playing or watching it? (Book Pg. No. 68)</p> <p>MI- Spatial, Kinesthetic and Creative</p> <p>ID- ENGLISH</p>	<p>EL- Write a letter to your best friend inviting him to your birthday party in Word 2019 program.</p> <p>BL- https://www.youtube.com/watch?v=3uQTjsw0ABE</p>
DEC (15 Days)	1 st -15 DEC	Ch. 8: Animation in ScratchJr	ScratchJr, Starting ScratchJr, Using Blocks (Motion Block, Looks Block, Sound Block, Control Block)	<p>AI- Choose the correct block to make the script run (Book Pg. No. 78)</p> <p>MI- Spatial, Kinesthetic and Logical</p>	<p>EL- Open ScratchJr</p> <p>Teacher will help the children and students will also practice:</p> <ul style="list-style-type: none"> ● Tap ScratchJr



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SYLLABUS BIFURCATION - SESSION 2026-27

				ID- ICT & ART	<ul style="list-style-type: none"> • Open new project
	16 th -31 st DEC	Ch. 8: Animation in ScratchJr (Cont...)	Sample Projects	AI- Children will be asked to add two characters on the stage and also add a background to make an animated scene. MI- Spatial, Kinesthetic, Logical & Creative ID- ART & EVS	BL- https://www.youtube.com/watch?v=5ZJCxQIDm1Y EL- Animation Creation Children will be creating a simple animation in ScratchJr: <ul style="list-style-type: none"> • Cat in park • Cycle Race BL- https://www.youtube.com/watch?v=xVrfl1eB5oU
JAN (13 Days)	REVISION, Final Practical Exam & PROJECT WORK				
FEB	Final Term Exams				

Cycle Test and Term Exams Syllabus Details


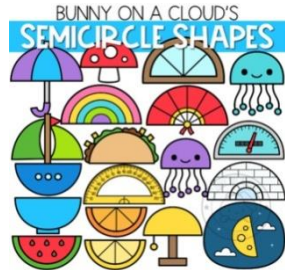





TEST	SYLLABUS	DATE
CT1	Ch-1 & 2	DD.MM.YY
CT2	Ch-3 & 4	DD.MM.YY
Mid Term	Ch-1,2,3, 4 & 5	DD.MM.YY
CT3	Ch-6	DD.MM.YY
CT4	Ch-7	DD.MM.YY
Final Term	Ch-1,2,3,4,5,6 & 7 (Theory), Ch-6, 7 & 8 (Practical)	DD.MM.YY



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SYLLABUS BIFURCATION - SESSION 2026-27






CLASS: **II -ART**

MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (22)	1 st -15 th APRIL	<ul style="list-style-type: none"> Curves and Shapes 	<ul style="list-style-type: none"> Clouds – fluffy curves River / Stream – wavy lines Shape in Objects 	<ul style="list-style-type: none"> To introduce basic geometric shapes and their applications in art.s 	<ul style="list-style-type: none"> Exploring Curves through Nature- Students could take pictures or sketch these observations and later relate them to different types of curves. https://youtu.be/PpeqwZYnGVk?si=njosty7H77vuBYyI 
	16 th -30 APRIL	<ul style="list-style-type: none"> Elements of Art Origami 	<ul style="list-style-type: none"> Color Mixing Fun Dog & Fish 	<ul style="list-style-type: none"> Students will understand the concept of shape recognition and symmetry, while also gaining an appreciation for nature through a fun and educational craft activity. 	<ul style="list-style-type: none"> Primary-colored paint- Students will understand how colors mix and how different colors can evoke different feelings or moods. https://youtu.be/btxMOUyAKhU?si=3TJTL7PjuLb9G-SB 
MAY (25Days)	1 st -15 MAY	<ul style="list-style-type: none"> Experiment with string art painting Origami 	<ul style="list-style-type: none"> Flower Tie Card (Craft)  	<ul style="list-style-type: none"> This activity also ties into real-world applications of science (patterns in nature), all while developing their hands-on skills. The integrated approach of tie card craft combines creativity and fine motor skills by guiding students to design, cut, and decorate the card while learning about shapes, colors, and patterns. It also connects art with occasions like Father's Day, encouraging expression and practical application. 	<ul style="list-style-type: none"> Link to Real-World Art-it focuses on engaging the students through sensory, hands-on activities, creativity, and reflection https://youtu.be/MymSJ7IYn_k?si=3aJ0JLmiN6F8wkgg
JUNE	REVISION and Activities				
	(if any class)				
JULY (26 Days)	1 st -15 JULY	<ul style="list-style-type: none"> Imagination of Tiny Wonders 	<ul style="list-style-type: none"> Portrait of Rainy day 	<ul style="list-style-type: none"> It allows students to engage in artistic expression, but also integrates learning from Environmental Studies (EVS), 	<ul style="list-style-type: none"> Students make the activity hands-on, engaging, and accessible. It will also be encouraging creativity and self-expression. https://youtube.com/shorts/mG0GQdRaqPI?si=1dVQOn-JBcCANdn4



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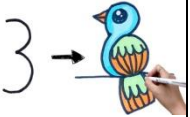

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		<ul style="list-style-type: none"> Stone Artistry 	<ul style="list-style-type: none"> Pebble painting 	<p>social-emotional development, and language skills. This approach helps students understand their own identity, self-awareness, and the environment around them, fostering a connection between the individual and their world.</p>	<ul style="list-style-type: none"> Student will be encouraged to paint on a smooth surface and encourage students to get creative. https://youtu.be/XX50qu7_UZ0?si=NO_8WZ7ATY1O1ek1 	
	16 th -31 JULY	<ul style="list-style-type: none"> Paper plate Origami 	<ul style="list-style-type: none"> Captain's Craft Bunny Pencil stand 	<ul style="list-style-type: none"> To connect the activity with Social Science concepts such as transportation, communities, and family traditions. 	<ul style="list-style-type: none"> Students will feel the texture of the paper plate, students explore their own designs, trying different techniques as they go, such as experimenting with layering colors, cutting, or folding. https://youtu.be/DMtrZAnhkb0?si=K3FxyWjBp-7VuK2U 	
AUG (23 Days)	1 st -15 AUG	<ul style="list-style-type: none"> Tri-Color Fun Craft 	<ul style="list-style-type: none"> Independence day drawing and craft Gift Envelop 	<ul style="list-style-type: none"> The idea is to use three distinct colors to guide the students through different art activities, making learning both structured and enjoyable. 	<ul style="list-style-type: none"> Students will create a collage using only three colors and also explore different textures, patterns, and tri-color blending techniques. https://youtu.be/ILBm9BGsdsQ?si=nK_Cg2dna7UTDLTg https://youtube.com/shorts/JSGaIDtusKo?si=VOBVoesTPiCHyQQI 	
	16 th -30 AUG	<ul style="list-style-type: none"> Rakhi Craft Fiesta 	<ul style="list-style-type: none"> Rakhi Decoration Activity 	<ul style="list-style-type: none"> The objective is to combine creativity with learning, using math concepts like shapes, patterns, counting, symmetry, and measurements. 	<ul style="list-style-type: none"> Student will learn the significance of Rakhi and explore different traditional and modern designs and also get the chance to craft their own Rakhis, keeping the cultural insights in mind. https://youtube.com/shorts/3uE108nFOes?si=hzsJNNy-ZXOSB2zF 	
SEPT (23)	1 st 2 nd	MID-TERM EXAMINATION				
OCT (20 Days)	1 st -15th OCT	<ul style="list-style-type: none"> The Power of Poster Rolling Hills 	<ul style="list-style-type: none"> Poster Making Activity – Gandhi Jayanti The beauty of land 	<ul style="list-style-type: none"> To highlight Gandhi's belief in cleanliness and its connection to health through simple and meaningful art. These activities allow children to express their creativity 	<ul style="list-style-type: none"> Students will create a poster that includes one of Gandhi Ji's values that they like most, such as peace, truth, unity, or non-violence. They can use simple drawings, colors, and symbols. Each student will draw the poster and represents that value. https://youtu.be/nmqchHJOHzE?si=fe5DuYSDd_FED19W 	



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		<p>and Mountain Thrills</p> <ul style="list-style-type: none"> • Craft 	<ul style="list-style-type: none"> • Flower Card 	<p>while learning about different geographical concepts such as landforms, climates, vegetation, and natural landmarks.</p>  	<ul style="list-style-type: none"> • Students will understand what serenity is and how nature plays a role in creating peaceful environments and also involve actively, exploration, and reflection in a fun and engaging way. • https://youtu.be/CkbHq3W5bzg?si=WhzgePTIxQhfV3bl
	16 th -30 th OCT	<ul style="list-style-type: none"> • Crafting for Victory 	<ul style="list-style-type: none"> • Ravan Craft 	<ul style="list-style-type: none"> • By integrating this with Environmental Studies, students can also learn about the impact of such practices on the environment and explore eco-friendly alternatives. 	<ul style="list-style-type: none"> • The focus would be on hands-on learning that encourages creativity while introducing them to the cultural significance of Dussehra. • https://youtu.be/EH3r6V5GJKM?si=6qAdlR-uZWGDSi-Q
NOV (22 Days)	1 st -15 th NOV	<ul style="list-style-type: none"> • Light of Diwali • Fun with numbers 	<ul style="list-style-type: none"> • Diya Making • Diwali card • Birds (no.2 and no. 3, and 4) 	<ul style="list-style-type: none"> • Diya Making and Diwali Card Art Activity Integrated with English is a fantastic way to engage students in both creative expression and language development. • By combining birds and numbers, students not only improve their math skills but also have the opportunity to practice their artistic creativity. 	<ul style="list-style-type: none"> • Understanding the significance of the festival and learning basic concepts of art, patterns, and cultural traditions. • https://youtube.com/shorts/b70H0Fs98lo?si=BCKufKUg2TFGK1mY • Students will design and make their own Diwali cards, using a combination of art, culture, and math (patterns and symmetry). • https://youtube.com/shorts/HxeyHQvBffl?si=sPRexPB5VXQZriwc • Students will create a bird using numbers, fostering both artistic expression and math skills. • https://youtube.com/shorts/x6GcllRyKUA?si=HPeTtOnVWg8x60QL 



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	16 th -30 NOV	<ul style="list-style-type: none"> Tear and Create 	<ul style="list-style-type: none"> Vegetables- Brinjal and pumpkin. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> To integrate art (vegetable drawing) with English and Hindi language learning by teaching the names of vegetables in Hindi and encouraging students to form sentences in Hindi. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> Vegetables Drawing can be a fun and creative way to help students learn about healthy eating, art techniques, and the importance of nutrition. https://youtu.be/SQEsrnY4AwI?si=0mMKng6Xlb0Oo3J <div style="text-align: right;">  </div>
DEC (25 Days)	1 st -15 DEC	<ul style="list-style-type: none"> Winter Wonderland 	<ul style="list-style-type: none"> Paper plate snowman 	<ul style="list-style-type: none"> By combining math with art, students are able to engage in a hands-on activity that reinforces math concepts in a fun and interactive way. 	<ul style="list-style-type: none"> Creating a Paper Plate Snowman is a hands-on, creative activity that helps children develop fine motor skills, understand the concept of winter and snow, and foster creativity. https://youtu.be/85SUVtpL-k4?si=9khByhjSz6gws5-k <div style="text-align: right;">  </div>
	16 th -31 st DEC	<ul style="list-style-type: none"> Sparkling Fir Fun <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> Christmas tree 	<ul style="list-style-type: none"> Integrates arts, holiday traditions, and fine motor skills development, all while encouraging imagination. 	<ul style="list-style-type: none"> Students will be encouraged to reflect on their creative process and the meaning of the Christmas by sharing, and self-expression through a fun and interactive activity. https://youtube.com/shorts/lnhnC0DrwJI?si=FA7R7CcJUrwAPGJD
JAN (17 Days)	1 st -15 th JAN		WINTER	BREAK	
	16 th -31 st JAN	<ul style="list-style-type: none"> Icy Inspirations 	<ul style="list-style-type: none"> Winter scene with ear buds 	<ul style="list-style-type: none"> Integrating a Winter Scene Art in an (EVS) activity, students can be a creative way to explore the winter season, weather patterns, and the role of sound in our environment, while also incorporating art. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> This activity gives students the opportunity to learn about winter, express their creativity, and reflect on their learning process. They will explore the beauty of winter and its elements, all while gaining a deeper appreciation for nature and the environment. https://youtu.be/DTBh65Bj5Q0?si=v1v2p09bjfK3pKmW
		<ul style="list-style-type: none"> Wings and Whiskers Art 	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> Butterfly 	<ul style="list-style-type: none"> The goal is to engage students in hands-on learning, allowing them to explore both the scientific and artistic aspects of butterflies. 	<ul style="list-style-type: none"> Students will develop an understanding of the natural world through art. https://youtube.com/shorts/YkrUfoQTOoI?si=x1RTujqwwAT5xHYv
FEB (23 Days)	1 st 2 nd	REVISION, Final Practical Exam & PROJECT WORK			
MAR (17)	1 st 2 nd	TERM EXAMINATION			



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SYLLABUS BIFURCATION - SESSION 2026-27

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Ch-1,2	DD.MM.YY
CT2	Ch-3,4	DD.MM.YY
Mid Term	Ch-1,2,3,4,5	DD.MM.YY
CT3	Ch-3,4	DD.MM.YY
CT4	Ch-3,4	DD.MM.YY
Final Term	Ch-1,2,4,5,7,8,9,10 (Theory), Ch-3,4,6(Practical)	DD.MM.YY






DELHI PUBLIC SCHOOL DEHRADUN

SYLLABUS BIFURCATION - SESSION 2026-2027

CLASS: **II**

SUBJECT - **MUSIC**

MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19 Days)	1 st -15 th APRIL	Introduction to Sounds & Instruments Devotional Song	<ul style="list-style-type: none"> Introducing various voices & sounds of different instruments and making them identify the sound <p>Class : 2</p> <ul style="list-style-type: none"> Welcome Song GAYATRI MANTRA 	<p>MI- Interpersonal Intelligence ID- science</p>  	<p>EL- Sounds of Birds, animals, musical instruments</p>  <p>BL- https://youtu.be/Nun6XG2NFMY BL https://youtu.be/3hnp7mBci98</p>
	16 th -30 APRIL	Introduction Raag	<ul style="list-style-type: none"> Introduction of Swar, Taal, Lay, Raag and 5 Alankars 	<p>MI- Verbal-Linguistic Intelligence</p>	<p>EL- Identify seven swar from the octave.</p>




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SYLLABUS BIFURCATION - SESSION 2026-2027

CLASS: **II**

SUBJECT - **MUSIC**

		2nd Fortnight	<p>Class : 2</p> <ul style="list-style-type: none"> Revision of the same song. 	ID- Mathematics	
MAY (21 Days)	1st-15 MAY	Vocal Scales	<p>Class : 2</p> <ul style="list-style-type: none"> Revision of Exercise and teaching them scales in ascending and descending order <p>Class : 2</p> <ul style="list-style-type: none"> Rain Rain Go Away Happy Birthday to you Two little words 	<p>MI- Verbal-Linguistic Intelligence</p> <p>ID- science</p>	<p>EL-</p> <p>Write seven note in music .</p> <p>Listening to recorded pieces by classical maestros</p>  <p>Sa sa , Re re , Ga ga.....</p> <p>Sa sasa , Re rere , Ga gaga.....</p> <p>BL- https://youtu.be/SrDTSB5bVS4</p>
JUNE	REVISION and Activities				




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CLASS: **II**

SUBJECT - **MUSIC**

<p>JULY (22 Days)</p>	<p>1st-15 JULY</p>	<p>Rhythms</p>	<ul style="list-style-type: none"> Teaching them various beats and their names <p>Class : 2</p> <ul style="list-style-type: none"> Revision of Exercise and teaching them scales in ascending and descending order <p>Class : 2</p> <ul style="list-style-type: none"> GODS LOVE .BE CAREFUL LITTLE EYES 	<p>MI- Intrapersonal Intelligence</p> <p>ID- Mathematics</p>	<p>EL- There are many types of alankars, including alankars in music and alankars in language</p> <p>Disco, Waltz, Funk etc.</p>  <p>BL- https://youtu.be/pev8I4F-MUE</p>
	<p>16th-31 JULY</p>		<ul style="list-style-type: none"> Teaching them the basic of different musical instruments <p>Class : 2</p> <ul style="list-style-type: none"> ITS A SMALL WORLD 		<p>Learning their sounds, names of their parts etc.</p>
<p>AUG (19 Days)</p>	<p>1st-15 AUG</p>	<p>Independence Day</p>	<ul style="list-style-type: none"> Teaching them National Anthem 	<p>MI- Interpersonal Intelligence</p> <p>ID- science</p>	<p>EL- सा रे गा मा, रे गा मा पा, गा मा पा धा, मा पा धा नि, पा धा नि सा सा नि धा पा, नि धा पा मा, धा पा मा गा, पा मा गा रे, मा गा रे सा</p>



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SYLLABUS BIFURCATION - SESSION 2026-2027

CLASS: **II**

SUBJECT - **MUSIC**

		Patriotic song	<p>Class : 2</p> <ul style="list-style-type: none"> • Hum Bacche Azad Watan • Hum Desh ke Mali • WE SHALL OVER COME 		 <p>BL- https://youtu.be/r-ldWnBOjgM</p>
	16th -31st AUG		<p>Class : 2</p> <ul style="list-style-type: none"> • Revision of the same song. 		
SEPT (EXAM)	1st	MID- TERM EXAMINATION			
	2nd				
OCT (16 Days)	1st -15th OCT	Different moods of songs	<p>Class : 2</p> <ul style="list-style-type: none"> • Ram Dhun • Vaishno janto 	<p>MI- Verbal-Linguistic Intelligence</p> <p>ID- science</p>	<p>EL- Info on Raaga Yaman "BANDISH" introduction of Teentaal.</p> 



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SYLLABUS BIFURCATION - SESSION 2026-2027

CLASS: **II**

SUBJECT - **MUSIC**

					BL- https://youtu.be/1HDOI7_L-uA
	16 th -31 st OCT	Vocal exercise	<p>Class : 2</p> <ul style="list-style-type: none"> Giving them different vocal exercise which would improve their vocal range 	<p>MI- Bodily Kinesthetic Visual Spatial</p> <p>ID-Science</p>	<p>EL- सा रे गा मा पा धा, रे गा मा पा धा नि, गा मा पा धा नि सा सानि धा पा मा गा, नि धा पा मा गा रे, धा पा मा गा रे सा</p>
NOV (18 Days)	1 st -15 th NOV	Diwali Song	<p>Class : 2</p> <ul style="list-style-type: none"> Ayi h Diwali Mere Tumhare sabke liye Happy Diwali 	<p>MI- Verbal-Linguistic Intelligence</p> <p>ID- science</p>	<p>EL-सा रे गा मा पा धा नि, रे गा मा पा धा नि सा सानि धा पा मा गा रे, नि धा पा मा गा रे सा</p>  <p>BL - https://youtu.be/Q1k3Qt3ovd4</p>
	16 th -30 th NOV	Alankar	<ul style="list-style-type: none"> Introduction of Jaati, Shudhhaswa 	<p>MI- Interpersonal Bodily-Kinesthetic</p>	<p>EL:The ten thaats are Bilawal, Kalyan, Khamaj, Bhairav, Poorvi, Marwa, Kafi, Asavari, Bhairavi and Todi; if one were to pick a raga at random, in theory it should be possible to classify it into one of these thaats.</p>



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SYLLABUS BIFURCATION - SESSION 2026-2027

CLASS: **II**

SUBJECT - **MUSIC**

			<p>r,Komalswar and 5 advance level Alankar</p> <p>Class : 2</p> <ul style="list-style-type: none"> • He's Got The Whole World In His Hands • Every thing I'm song 	<p>ID-Science</p>	<p>To sing Alankar in tritaal.</p> <p>BL- https://youtu.be/kDBJNQiugnM</p>
<p>DEC (21 Days)</p>	<p>1st -15 DEC</p>	<p>Christmas Carol</p>	<ul style="list-style-type: none"> • Teaching them a new Christmas Carol with Music <p>Class : 2</p> <ul style="list-style-type: none"> • Go tell it on the mountain • Joy to the world 	<p>MI- Interpersonal Intelligence</p> <p>ID-Science</p> <p>ID- Art</p> <p>ID-Mathematics</p>	<p>BL- https://youtu.be/NsX3tYbai1Q</p> <p>BL - https://youtu.be/nEH7_2c644Q</p>
	<p>16th -31st DEC</p>	<p>Christmas Carol</p>	<p>Class : 2</p> <ul style="list-style-type: none"> • Revision of the same song. 		
<p>JAN (13 Days)</p>	<p>1st -15th JAN</p>	<p>Patriotic song</p>	<ul style="list-style-type: none"> • Teach patriotic song <p>Class : 2</p> <ul style="list-style-type: none"> • Hum Rahi Hain - Hum • INDIAWE LOVE YOU 	<p>MI- Interpersonal Intelligence</p> <p>ID-Science</p>	<p>BL- https://youtu.be/9OJpQMb9S0A</p>





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SYLLABUS BIFURCATION - SESSION 2026-2027

CLASS: **II**





SUBJECT - **MUSIC**

	16 th -31 st JAN	Patriotic song	Write a biography of a classical vocalist. Learn Hindi Patriotic song. Class : 2 • Revision of the same song.	MI- Interpersonal Intelligence ID- Science ID- Art	BL- https://youtu.be/_6BTs3Zjmg0 BL- https://youtu.be/9OJpQMb9S0A
FEB (19 Days)	1 st 2 nd	REVISION, Final Practical Exam			
					
MAR (13 Days)	1 st 2 nd	TERM EXAMINATION			

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SYLLABUS BIFURCATION - SESSION 2026-27

CLASS: 2nd SUBJECT-DANCE

MONTH	 FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & LEARNING  BLENDED
APRIL (19)	1 st -15 th APRIL	Introduction of dance	Western Dance basic steps leg and hand movement	AI- <input type="checkbox"/> Visual Art (Props: Dance costumes, backdrops, stage props, human body pose diagrams) <input type="checkbox"/> Music (Props: Music instruments, metronome for rhythm exercises) MI- <input type="checkbox"/> Musical Intelligence <input type="checkbox"/> Interpersonal Intelligence ID- <input type="checkbox"/> Physical Education <input type="checkbox"/> History <input type="checkbox"/> Health	 EL- BL- https://youtu.be/ujREEgxEP7g?si=XSj-ZCCeDUehoLWv
	16 th -30 APRIL	Introduction of dance	Western Dance basic steps leg and hand movement	AI- Theater/Drama (Props: Costumes, stage props for dance performances) MI: MI- <input type="checkbox"/> Spatial Intelligence <input type="checkbox"/> Logical-Mathematical Intelligence ID- <input type="checkbox"/> Music <input type="checkbox"/> Physical Education	 EL BL-




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SYLLABUS BIFURCATION - SESSION 2026-27

<p>MAY (15 Days)</p>	<p>1st-15 MAY</p>	<p>Introduction of kathak dance</p>	<p>Teen Taal aamad salami</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: Traditional Kathak costumes, stage props, dance performance backdrops)</p> <p><input type="checkbox"/> Music (Props: Tabla, cymbals, or rhythm instruments for Teen Taal)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p style="text-align: center;">Kathak</p>  <p>EL-</p> <p>BL- https://youtu.be/kL_m-AnoC74?si=njMuAn0ldtcav_8i</p>
	<p>2 Fortnight</p>	<p>I introduction of kathak dance</p>	<p>Teen Taal aamad salami</p>	<p>AI- Theater/Drama (Props: Hand gestures or mudras to represent themes, character roles)</p> <p>MI- <input type="checkbox"/> Interpersonal Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	
<p>JUNE</p>					




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<p>JULY (22 Days)</p>	<p>1st-15 JULY</p>	<p>introduction of Tandav</p>	<p>semi classical steps with formation</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: Traditional costumes, stage props, visual backdrops for performance)</p> <p><input type="checkbox"/> Music (Props: Dholak, tabla, or other percussion instruments to accompany the rhythm of Tandav)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<div style="text-align: center;">  </div> <p>BL- https://youtu.be/uaUOPEYvQCc?si=bqDb8SFqirCW839b</p>
	<p>16th-31 JULY</p>	<p>intriduction of Tandav</p>	<p>semmi classical steps</p>	<p>AI- Theater/Drama (Props: Hand gestures, dramatic expressions, or symbolic items to represent the themes of Tandav)</p> <p>MI- <input type="checkbox"/> Interpersonal Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<div style="text-align: center;">  </div> <p>EL-</p> <p>BL-</p>
<p>AUG (19 Days)</p>	<p>1st-15 AUG</p>	<p>introduction of theme based dance. (petriotic)</p>	<p>free style dance steps with props</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: National flags, thematic costumes, stage backdrops symbolizing patriotism)</p> <p><input type="checkbox"/> Music (Props: Patriotic songs, drums, or other instruments to enhance the theme)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<div style="text-align: center;">  </div> <p>EL-</p> <p>BL https://youtu.be/s4SqqQxQ1-w?si=q4x3UyROsD6fABM7</p>




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SYLLABUS BIFURCATION - SESSION 2026-27

	16 th -30 AUG	introduction of theme based dance. (patriotic)	free style dance steps with props	<p>AI- Theater/Drama (Props: Hand-held items such as flags or symbolic objects that represent national pride)</p> <p>MI- <input type="checkbox"/> Interpersonal Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<p>EL-</p> <p>BL- https://youtu.be/s4SqkQxQ1-w?si=q4x3UvROsD6fABM7</p>	
SEPT (23)	1 st	MID- TERM EXAMINATION				
	2 nd					
OCT (16 Days)	1 st -15 th OCT	Folk Dance (rajasthani)	Kalbeliya basic dance steps	<p>AI- <input type="checkbox"/> Visual Art (Props: Traditional Rajasthani costumes, jewelry, stage props such as colorful cloths or mirrors)</p> <p><input type="checkbox"/> Music (Props: Traditional instruments like dholak, sarangi, or khartal for rhythmic accompaniment)</p> <p>MI- Bodily-Kinesthetic Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p>EL-</p> <p>BL- https://youtu.be/hF3NYeX68H0?si=iFZbJHJgDGDyknEA</p>	
	16 th -30 th OCT	Folk Dance (rajasthani)	Kalbeliya basic dance steps	<p>AI- Theater/Drama (Props: Hand gestures or items like scarves used for dance storytelling)</p> <p>MI- <input type="checkbox"/> Musical Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<p>EL-</p> <p>BL- https://youtu.be/hF3NYeX68H0?si=iFZbJHJgDGDyknEA</p>	




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<p>NOV (18 Days)</p>	<p>1st -15th NOV</p>	<p>introduction of folk dance (Kashmir)</p>	<p>Dogri dance steps</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: Traditional Kashmiri costumes, shawls, and colorful stage props)</p> <p><input type="checkbox"/> Music (Props: Traditional Kashmiri instruments like rabab, santoor, or dhol)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p>EL-</p> <p>BL-</p>	 <p>https://youtu.be/enet0gL42u0?si=i-O16qoTIHurtmgZ</p>
	<p>16th -30 NOV</p>	<p>introduction of folk dance (Kashmir)</p>	<p>Dogri dance steps</p>	<p>AI- Theater/Drama (Props: Hand gestures, symbolic items like sticks or scarves for storytelling)</p> <p>MI- Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	<p>EL-</p> <p>BL-</p>	 <p>https://youtu.be/enet0gL42u0?si=i-O16qoTIHurtmgZ</p>
<p>DEC (15 Days)</p>	<p>1st -15 DEC</p>	<p>Western (Christmas dance)</p>	<p>western dance steps (hip hop)</p>	<p>AI- <input type="checkbox"/> Visual Art (Props: Christmas-themed costumes, festive backdrops, lights, and stage props)</p> <p><input type="checkbox"/> Music (Props: Hip-hop music tracks, Christmas remixes, speakers for sound)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	<p>EL-</p> <p>BL-</p>	 <p>https://youtu.be/n5uIahQw9sw?si=3-R218Z-RMIwDwA5</p>

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	16 th -31 st DEC	Western (Christmas dance)	western dance steps (hip hop)	<p>AI- Theater/Drama (Props: Props like hats, scarves, or other festive items for adding flair to the dance)</p> <p>MI- Spatial Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	 <p>Christmas in Public</p> <p>EL-</p> <p>BL- https://youtu.be/n5uIahQw9sw?si=3-R218Z-RMIwDwA5</p>
JAN (13 Days)	1 st -15 th JAN	theme based patriotic dance	free style theme basic dance steps	<p>AI- <input type="checkbox"/> Visual Art (Props: National flags, thematic costumes, stage backdrops symbolizing patriotism)</p> <p><input type="checkbox"/> Music (Props: Patriotic music tracks, drums, or other instruments for rhythm)</p> <p>MI- <input type="checkbox"/> Interpersonal Intelligence</p> <p><input type="checkbox"/> Spatial Intelligence</p> <p>ID- <input type="checkbox"/> Music</p> <p><input type="checkbox"/> Physical Education</p>	 <p>EL-</p> <p>BL- https://youtu.be/CicFmrXNuIE?si=TOTY2GzRw9gBsSje</p>
	16 th -31 st JAN	theme based patriotic dance	free style theme basic dance steps	<p>AI- Theater/Drama (Props: Symbolic items like flags, candles, or other objects representing national pride)</p> <p>MI- <input type="checkbox"/> Bodily-Kinesthetic Intelligence</p> <p><input type="checkbox"/> Musical Intelligence</p> <p>ID- <input type="checkbox"/> History</p> <p><input type="checkbox"/> Dance</p>	 <p>EL-</p> <p>BL- https://youtu.be/CicFmrXNuIE?si=TOTY2GzRw9gBsSje</p>
FEB	1 st				
	2 nd				
MAR	1 st	TERM EXAMINATION			
	2 nd				

DELHI PUBLIC SCHOOL DEHRADUN
SYLLABUS BIFURCATION - SESSION 2026-27


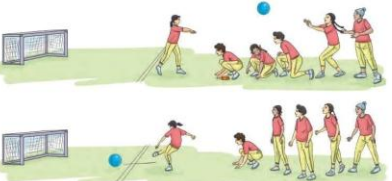
Cycle Test and Term Exams Syllabus Details



DELHI PUBLIC SCHOOL DEHRADUN

SYLLABUS BIFURCATION - SESSION 2026-27

CLASS: II, III
SUBJECT-Physical Education


MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (19)	1 st -15 th APRIL	<ul style="list-style-type: none"> Sweat feast Ball Relay Race 	<ul style="list-style-type: none"> Fitness fun Unity Ball Run 	<p>Fitness Fun uses an integrated approach by combining physical activities with learning. Children improve fitness, coordination, and motor skills through games. Math concepts like counting and sequencing are included during activities. Science concepts such as body movement and health are introduced. Language skills develop as students follow instructions and interact. Overall, it ensures holistic development in a fun and engaging way.</p>  <p>The activity of Ball Relay Race is designed using an integrated approach, where multiple areas of learning are developed together through play. While the main focus is on physical development (running, passing, coordination), it also connects with other subjects. Children learn mathematical concepts like counting, sequencing,</p> 	<p>Children learn through Experiential learning by actively participating in fitness games and activities. They develop skills like coordination, balance, and teamwork through real experiences. They learn from practice, observation, and improving their performance.</p> <p>In Blended learning, the teacher uses demonstrations, videos, or pictures to explain activities. Students then apply this knowledge during actual gameplay. This mix of visual learning and practical experience makes learning fun and effective</p> <p>Experiential Learning: Children learn by doing the activity themselves. Through running, passing the ball, and playing in teams, they gain real-life experiences that improve their coordination, teamwork, and understanding of rules. Learning becomes meaningful as they actively participate and reflect on their performance.</p> <p>Blended Learning: The activity combines physical play with classroom learning. The teacher can explain rules using demonstration, pictures, or videos, and then conduct the game practically. This integration of visual, verbal, and physical methods helps children understand concepts better and stay engaged.</p>



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CLASS: II, III
SUBJECT-Physical Education



				and positions (first, last, next). It enhances language skills as they understand and follow instructions and use simple words related to the game. Through teamwork, they develop social and emotional skills , such as cooperation, patience, and sharing.	
16 th -30 APRIL	<ul style="list-style-type: none"> Happy Wheels Ride 	<ul style="list-style-type: none"> Skating 	<p>Skating training follows an integrated approach where children learn through active participation. It mainly develops physical skills like balance, coordination, and body control. Children also learn basic concepts like direction, speed, and position. It improves language skills as they follow instructions and learn new action words. The activity builds confidence, discipline, and teamwork among children. Overall, it supports holistic development in a fun and engaging way.</p> 	<p>Skating training follows an integrated approach where children learn through active participation. It mainly develops physical skills like balance, coordination, and body control. Children also learn basic concepts like direction, speed, and position. It improves language skills as they follow instructions and learn new action words. The activity builds confidence, discipline, and teamwork among children. Overall, it supports holistic development in a fun and engaging way.</p>	<p>Experiential learning by practicing skating and gaining real-life experience. They improve balance and coordination by learning through doing. Mistakes and practice help them build confidence and skills.</p> <p>Blended learning combines teacher demonstration with actual skating practice. Visual aids or videos can be used along with physical training. This makes learning more engaging, effective, and enjoyable for children.</p>
	<ul style="list-style-type: none"> X's and O's 	<ul style="list-style-type: none"> Tic tac toe 	<p>Tic Tac Toe is a simple game that follows an integrated approach through play-based learning. It develops cognitive skills like thinking, problem-solving, and decision-making. Children learn mathematical concepts such as patterns, counting, and strategy. It enhances language skills as they understand rules and communicate with</p>	<p>Tic Tac Toe is a simple game that follows an integrated approach through play-based learning. It develops cognitive skills like thinking, problem-solving, and decision-making. Children learn mathematical concepts such as patterns, counting, and strategy. It enhances language skills as they understand rules and communicate with</p>	<p>Children learn through Experiential learning by playing the game and gaining hands-on experience. They develop thinking skills by making decisions and strategies during play. They learn from mistakes and practice, improving their performance.</p> <p>Blended learning includes teacher explanation with board or digital version of the game. Visual aids or smart board can be used along with actual gameplay. This makes learning interactive, engaging, and effective for children.</p>



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CLASS: II, III
SUBJECT-Physical Education



				<p>peers. The game builds social skills like turn-taking, patience, and cooperation. Overall, it supports holistic development in a fun and engaging way.</p> 	
MAY (15 Days)	1 st - 15 MAY	<ul style="list-style-type: none"> Fun Rugby 	<ul style="list-style-type: none"> Rugby Rush 	<p>Fun rugby games follow an integrated approach where children learn through play. They develop physical skills like running, passing, and coordination. Children learn basic math concepts such as counting, direction, and position. It improves language skills as they follow instructions and communicate with teammates. The game builds social skills like teamwork, cooperation, and discipline. Overall, it promotes holistic development in an active and enjoyable way.</p> 	<p>Children learn by actively playing fun rugby, which improves their running, passing, and teamwork skills. They gain real experience, learn from mistakes, and build confidence during the game. Experiential learning helps them understand rules through practice and participation.</p> <p>In blended learning, the teacher explains rules using demonstration, pictures, or videos. Students then apply this knowledge during actual gameplay. This combination of visual learning and practice makes learning fun, engaging, and effective.</p>
		<ul style="list-style-type: none"> Zigzag zone 	<ul style="list-style-type: none"> Cone maze 	<p>Cone Maze Game follows an integrated approach by combining physical activity with learning. Children develop coordination, agility, and spatial awareness while moving through cones. Mathematical concepts like direction,</p>	<p>Children learn through Experiential learning by actively navigating the cone maze. They improve coordination and decision-making through real practice. They learn from mistakes and try different ways to move faster and better.</p> <p>In Blended learning, the teacher explains the activity using demonstration or videos. Students then apply this understanding during the game. This combination makes learning interactive, fun, and effective.</p>



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CLASS: II, III
SUBJECT-Physical Education


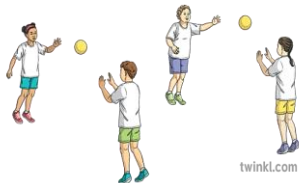
				<p>distance, and patterns are introduced. Science concepts such as balance, speed, and body movement are understood. Language skills improve as students follow instructions and communicate. Overall, it supports holistic development in a fun and engaging way.</p>		
JUNE						
JULY (22 Days)	1 st -15 JULY	<ul style="list-style-type: none"> Happy Wheels Ride 	<ul style="list-style-type: none"> Skating 	<p>Skating training follows an integrated approach where children learn through active participation. It mainly develops physical skills like balance, coordination, and body control. Children also learn basic concepts like direction, speed, and position. It improves language skills as they follow instructions and learn new action words. The activity builds confidence, discipline, and teamwork among children. Overall, it supports holistic development in a fun and engaging way.</p>	<p>Experiential learning by practicing skating and gaining real-life experience. They improve balance and coordination by learning through doing. Mistakes and practice help them build confidence and skills.</p> <p>Blended learning combines teacher demonstration with actual skating practice. Visual aids or videos can be used along with physical training. This makes learning more engaging, effective, and enjoyable for children.</p>	



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		<ul style="list-style-type: none"> • Fun Fit Adventure 	<ul style="list-style-type: none"> • Obstacle course <p>Obstacle Race follows an integrated approach by combining physical activity with learning. Children develop strength, balance, coordination, and agility through different obstacles. Mathematical concepts like sequencing, counting, and timing are included. Science concepts such as body movement, force, and balance are understood. Language skills improve as students follow instructions and communicate with peers. Overall, it promotes holistic development in a fun and engaging way.</p> 	<p>Children learn through Experiential learning by actively participating in the obstacle course. They develop skills like balance, coordination, and problem-solving through real practice. They learn from mistakes and improve their performance with repeated attempts. In Blended learning, the teacher explains the activity using demonstrations, pictures, or videos. Students then apply this knowledge during the actual activity. This combination of practical experience and visual learning makes it engaging and effective.</p>
	16 th -31 JULY	<ul style="list-style-type: none"> • Quick pass 	<ul style="list-style-type: none"> • Handball <p>Handball follows an integrated approach by combining physical activity with academic learning. Children develop coordination, speed, and teamwork through passing and gameplay. Mathematical concepts like counting, scoring, and angles are included. Science concepts such as force, motion, and muscle movement are understood. Language skills improve as students follow instructions and communicate with teammates. Overall, it promotes holistic development in a fun and engaging way.</p> 	<p>Children learn through Experiential learning by actively playing handball and practicing passing, catching, and movement. They develop coordination, teamwork, and decision-making through real game situations. They learn from mistakes and improve their skills with regular practice.</p> <p>In Blended learning, the teacher explains rules using demonstrations, pictures, or videos. Students then apply this knowledge during gameplay and drills. This combination of practical experience and visual learning makes it engaging and effective.</p>



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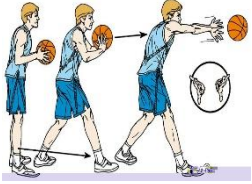
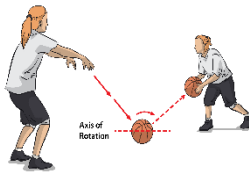

		<ul style="list-style-type: none"> Rhythmic Fitness 	Aerobics <p>Aerobics follows an integrated approach by combining physical activity with learning. Children develop fitness, flexibility, coordination, and rhythm through movements. It connects with music and rhythm, enhancing timing and expression. Mathematical concepts like counting beats and sequencing steps are included. Science concepts such as body movement, muscles, and health awareness are understood. Overall, it promotes holistic development in a fun and engaging way.</p> 	<p>Children learn through Experiential learning by actively performing aerobics movements and routines. They develop coordination, rhythm, and fitness through regular practice. They learn by observing, imitating, and improving their performance.</p> <p>In Blended learning, the teacher uses music, videos, and demonstrations to teach steps. Students then practice these steps during sessions. This combination makes learning fun, engaging, and effective.</p>
AUG (19 Days)	1st -15 AUG	<ul style="list-style-type: none"> Dribble dance 	<ul style="list-style-type: none"> Basketball(dribbling) <p>Basketball dribbling follows an integrated approach by combining physical skills with learning. Children develop coordination, control, and balance while dribbling the ball. Mathematical concepts like counting dribbles, patterns, and timing are included. Science concepts such as force, motion, and body coordination are understood. Language skills improve as students follow instructions and communicate with teammates. Overall, it promotes holistic development in a fun and engaging way.</p> 	<p>Children learn through Experiential learning by actively practicing dribbling in drills and games. They improve control, coordination, and confidence through regular practice. They learn from mistakes and try different techniques to improve performance. In Blended learning, the teacher explains skills using demonstrations, pictures, or videos. Students then apply this knowledge during practice and gameplay. This combination makes learning engaging, effective, and fun.</p>



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	<p>16th -30 AUG</p>	<ul style="list-style-type: none"> • Pass and go 	<ul style="list-style-type: none"> • Basketball(passing) 	<p>Basketball passing is linked with physical education by developing coordination and motor skills. Mathematics is integrated through counting passes, timing, and measuring distance. Language skills are improved as students learn and use terms like chest pass and bounce pass. Social skills are developed through teamwork, cooperation, and communication during activities. Critical thinking is enhanced as students decide when and how to pass the ball.</p>  <p>This integrated approach makes learning holistic, engaging, and meaningful.</p> 	<p>Children learn passing skills through Experiential learning by practicing chest pass, bounce pass, and overhead pass in activities. They develop teamwork, coordination, and accuracy through partner and group drills. They learn by doing, making mistakes, and improving their passing techniques.</p> <p>In Blended learning, the teacher uses demonstrations, videos, or visual aids to explain correct passing methods. Students observe, understand, and then apply these skills during practice and mini-games. This approach makes learning interactive, skill-based, and enjoyable.</p>
<p>SEPT</p>	<p>1st 2nd</p>	<p>MID- TERM EXAMINATION</p>			
<p>OCT (16 Days)</p>	<p>1st -15th OCT</p>	<ul style="list-style-type: none"> • Hoop attack 	<ul style="list-style-type: none"> • Basketball (shooting) 	<p>Basketball shooting helps develop physical fitness, balance, and hand-eye coordination. Mathematics is integrated through counting scores, angles, and measuring distance from the basket. Language skills improve as students learn terms like shooting, aim, and</p> 	<p>Students learn shooting skills through Experiential learning by practicing different types of shots. They improve accuracy, balance, and coordination through repeated practice and games. They learn from trial and error, adjusting their aim and technique.</p> <p>In Blended learning, teachers use demonstrations, images, or videos to show correct shooting form. Students observe, understand, and then apply these techniques during activities. This method makes learning engaging, practical, and skill-oriented.</p>



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				<p>target. Social skills are enhanced through teamwork, encouragement, and fair play during games. Critical thinking develops as students decide the best time and position to shoot. This integrated approach makes learning active, meaningful, and enjoyable.</p>	
	16 th -30 th OCT	<ul style="list-style-type: none"> • Fun cricket 	<ul style="list-style-type: none"> • Leg cricket 	<p>Leg cricket develops physical fitness, balance, and coordination through movement and kicking skills. Mathematics is integrated by counting runs, scores, and understanding turns. Language skills improve as students learn terms like batting, bowling, and scoring. Social skills are enhanced through teamwork, cooperation, and following rules. Critical thinking develops as students plan strategies to score and defend. This integrated approach makes learning active, fun, and meaningful.</p> 	<p>Students learn leg cricket through experiential learning by actively playing and practicing the game. They improve coordination, timing, and accuracy through repeated play. They learn from mistakes and develop better strategies during gameplay.</p> <p>In blended learning, teachers explain rules and techniques using demonstrations or videos. Students observe, understand, and apply skills during the game. This method makes learning engaging, practical, and enjoyable.</p>
NOV (18 Days)	1 st -15 th NOV	<ul style="list-style-type: none"> • Tagging 	<ul style="list-style-type: none"> • Kho-kho (chasing) 	<p>Kho Kho chasing improves speed, agility, and overall physical fitness. Mathematics is integrated through counting turns, timing, and scoring points. Language skills develop as students learn terms like chaser, runner, and kho. Social skills are enhanced through teamwork, coordination, and communication. Critical thinking improves as players plan strategies to catch opponents quickly. This integrated approach makes learning active, engaging, and meaningful.</p>	<p>Students learn chasing skills through experiential learning by actively playing Kho Kho. They improve speed, reflexes, and coordination through regular practice. They learn from real game situations and adapt their strategies.</p> <p>In blended learning, teachers use demonstrations or videos to explain techniques. Students observe, understand, and apply these skills during matches. This approach makes learning fun, practical, and skill-based.</p>



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	16 th -30 NOV	<ul style="list-style-type: none"> • Weaving 	<ul style="list-style-type: none"> • Kho-kho (dodging) 	<p>In Kho-Kho, the integrated approach teaches dodging by combining physical skills like speed, agility, and balance with mental strategies and understanding of game rules. Students practice footwork and coordination while learning how to evade opponents. Drills are connected to real-game situations, linking dodging with chasing, tagging, and team strategies. Small-sided games help students apply these skills in context. Teachers provide feedback to refine techniques. This approach ensures that physical, cognitive, and tactical skills are developed together for better overall performance.</p>	<p>Experiential and Blended learning in Kho-Kho focuses on learning dodging through active participation and reflection. Students practice dodging in real games, experimenting with different movements to see what works best. They observe opponents and adapt their strategies during play. Trial and error helps them learn from mistakes and successes. Reflection after each activity encourages thinking about improvements. Combining hands-on practice with discussions or video analysis makes learning engaging, effective, and meaningful.</p>
DEC (15 Days)	1 st -15 DEC	<ul style="list-style-type: none"> • Formation drills 	<ul style="list-style-type: none"> • Mass drill 	<p>In mass drill, the integrated approach combines physical fitness, coordination, and rhythm with discipline and teamwork. Students learn movements like marching, arm swings, and turns while understanding timing and sequence. Drills are connected to real-life applications such as posture, balance, and endurance. Teachers</p>	<p>Experiential and Blended learning in mass drill emphasizes learning through doing and reflection. Students participate in full drill sequences, experiencing the rhythm, timing, and coordination first hand. They experiment with different movements and observe their peers to improve. Trial and error helps them understand correct posture and synchronization. Reflection and discussion after practice allow them to identify areas for improvement. Combining practice with visual demonstrations or videos makes learning mass drill engaging and effective.</p>







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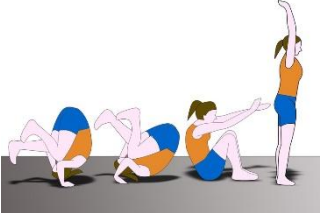

			<p>coordinate activities to develop strength, flexibility, and precision together. Feedback helps refine individual and group performance. This approach ensures students improve physically, mentally, and socially while performing drills.</p> 	
16 th -31 st DEC	<ul style="list-style-type: none"> • Happy Wheels Ride 	<ul style="list-style-type: none"> • Skating 	<p>Skating training follows an integrated approach where children learn through active participation. It mainly develops physical skills like balance, coordination, and body control. Children also learn basic concepts like direction, speed, and position. It improves language skills as they follow instructions and learn new action words. The activity builds confidence, discipline, and teamwork among children.</p> 	<p>Experiential learning by practicing skating and gaining real-life experience. They improve balance and coordination by learning through doing. Mistakes and practice help them build confidence and skills.</p> <p>Blended learning combines teacher demonstration with actual skating practice. Visual aids or videos can be used along with physical training. This makes learning more engaging, effective, and enjoyable for children.</p>
	<ul style="list-style-type: none"> • Spinning 	<ul style="list-style-type: none"> • Rolling 	<p>In gymnastics, the integrated approach combines physical strength, flexibility, balance, and coordination with mental focus and understanding of techniques. Students learn basic movements like rolls, jumps, and balances while following proper form and safety rules. Drills are linked to performance routines, linking skills together smoothly. Teachers provide guidance to improve posture, timing, and precision. Group activities encourage teamwork and peer</p>	<p>Experiential and Blended learning in gymnastics focuses on learning through active participation and reflection. Students practice skills like handstands, forward rolls, and jumps, experimenting with different techniques. They observe themselves and peer to understand what works best. Trial and error helps them learn safely while building confidence. Reflection after each session allows students to adjust movements and improve. Combining hands-on practice with video demonstrations or discussions makes learning gymnastics effective, engaging, and meaningful.</p>



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				<p>learning. This approach develops physical, cognitive, and social skills together for overall performance improvement.</p> 	
<p>JAN (13 Days)</p>	<p>1st -15th JAN</p>	<ul style="list-style-type: none">• Soccer	<ul style="list-style-type: none">• Football	<p>In football, the integrated approach combines physical skills like running, kicking, dribbling, and passing with tactical understanding and decision-making. Students practice ball control, teamwork, and positioning while learning game rules. Drills link individual skills with real-game situations such as attacking and defending. Teachers provide feedback to improve coordination, strategy, and communication. Small-sided games help students apply skills in context. This approach develops physical, cognitive, and social abilities together for effective gameplay.</p> 	<p>Experiential and Blended learning in football emphasizes learning by playing and reflecting on performance. Students practice dribbling, passing, shooting, and defending in real-game situations. They experiment with different techniques and observe teammates and opponents to improve. Trial and error helps them understand strategies and refine skills. Reflection after practice sessions encourages thinking about strengths and areas to improve. Combining on-field practice with video analysis or discussions makes learning football engaging, practical, and effective.</p>



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	16 th -31 st JAN	<ul style="list-style-type: none">Wickets and runs	<ul style="list-style-type: none">Cricket	<p>In cricket, the integrated approach combines physical skills like batting, bowling, and fielding with mental skills such as strategy, focus, and decision-making. Students practice hand-eye coordination, timing, and teamwork while understanding game rules. Drills connect individual skills with match situations, like running between wickets or catching under pressure. Teachers provide feedback to improve technique, accuracy, and game awareness. Small practice games help students apply skills in realistic contexts. This approach develops physical, cognitive, and social skills together for overall cricket performance.</p> 	<p>Experiential and Blended learning in cricket focuses on learning by playing and reflecting on experiences. Students practice batting, bowling, and fielding in real-game scenarios, experimenting with different techniques. They observe teammates and opponents to adapt strategies. Trial and error helps them understand what works best in various situations. Reflection after each session encourages thinking about improvements and new tactics. Combining hands-on practice with video analysis or group discussions makes learning cricket effective, engaging, and meaningful.</p>
FEB	1 st 2 nd	REVISION			
MAR	1 st 2 nd	TERM EXAMINATION			