




TAPOVAN INTERNATIONAL SCHOOL

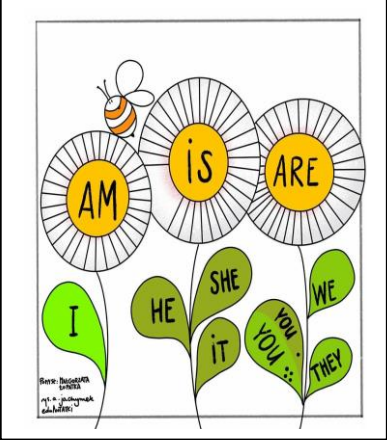

YEARLY SYLLABUS 2026-27

SUBJECT: English

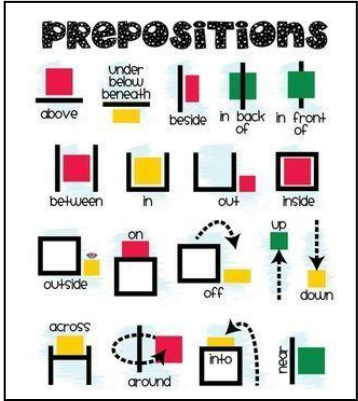
Class: II

| Sr. No. | Month | No. of Working Days | No. & Name of the Chapter / Sub topics | Learning Outcomes | Skill / Competency focused | Pedagogical Strategies with integration of Art/ Sports/ Value Education. |
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| 1 | APRIL | 20 | English Bridge Course Handwriting Book GRAMMAR & WRITING 1. The Sentences 2. Questions and Statements 3. Jumbled Sentences 4. Naming Words 5. Special Names | Students will be able to: <ul style="list-style-type: none"> • Learn cursive writing. • Students will be able to form meaningful sentences and questions. • They will rearrange jumbled words to make correct sentences. • They will identify common and proper nouns. | <ul style="list-style-type: none"> • Listening and speaking skills, • Early reading skills, • Sentence construction • Basic grammar understanding • Vocabulary development • Writing skills | <ul style="list-style-type: none"> • Work on letter formation and improve cursive handwriting. • Use picture cards and ask students to make sentences about the picture. • Teacher asks simple questions and students identify them as question or statement. • Conduct group activities to rearrange jumbled sentences. |
| 2. | JUNE | 21 | LITERATURE Unit 1 Fun with Friends My Bicycle (Poem) OUT ! OUT ! (Lesson) | <ul style="list-style-type: none"> • Students will be able to recite the poem with proper rhythm and expression. • They will | <ul style="list-style-type: none"> • Reading and recitation skills • Listening comprehension • Descriptive speaking | <ul style="list-style-type: none"> • Draw and colour a bicycle and describe it. |

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| | | | <p>GRAMMAR & WRITING</p> <p>6. One and More than One</p> <p>7. Use of 's</p> <p>8. Describing Words</p> <p>9. Comparisons</p> | <p>understand the story and answer simple questions.</p> <ul style="list-style-type: none"> • They will describe objects (like bicycle) using simple words. • Students will use singular and plural forms correctly. • They will understand possessive form ('s). • They will use describing words and make comparisons. | <ul style="list-style-type: none"> • Grammar usage • Descriptive language • Observation skills |  |
| 3. | JULY | 23 | <p>LITERATURE</p> <p>UNIT- 2 Welcome to My World</p> <p>It is Fun (Poem)</p> <p>Seeing without seeing (Lesson)</p> <p>GRAMMAR & WRITING</p> <p>10. My, Our, Your, His, Her, Its, Their</p> <p>11. A, An, The</p> <p>12. I, We, You , She, He , It, They</p> | <ul style="list-style-type: none"> • Students will understand the importance of different senses. • They will use simple sentences to express feelings and experiences. • They will listen carefully and respond to questions • Students will replace nouns with correct | <ul style="list-style-type: none"> • Speaking and listening skills • Sensory awareness • Comprehension skills • Sentence formation • Grammar accuracy • Speaking skills | <ul style="list-style-type: none"> • Blindfold drawing activity. • Or • Guessing objects using touch/sound. |

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| | | | | <p>pronouns.</p> <ul style="list-style-type: none"> • They will use articles correctly in sentences. <p>REVISION FOR PT – 1</p> | | |
| 4. | AUGUST | 19 | <p>LITERATURE UNIT- 3 Going Places Come Back Soon (Poem) Between Home and School (Lesson)</p> <p>GRAMMAR & WRITING</p> <p>13. Me, Us, You, Him, Her, It, Them 14. Doing Words 15. Is, Are, Am 16. Was, Were</p> | <ul style="list-style-type: none"> • Students will describe their daily journey. • They will understand the theme of travel and surroundings. • They will answer questions based on the lesson. • Students will identify and use action words. • They will use helping verbs correctly in sentences. | <ul style="list-style-type: none"> • Observation skills • Sentence formation • Oral expression • Verb usage • Sentence building • Understanding tenses (basic) | <ul style="list-style-type: none"> • Draw route from home to school. And discussion on Road Safety  |
| 5. | SEPTEMBER | 17 | REVISION FOR HALF YEARLY EXAM | | | |
| 6. | OCTOBER | 20 | <p>LITERATURE UNIT - 4 Life Around Us This is My Town (Poem) A Show of Clouds (Poem) My Name (Lesson)</p> <p>GRAMMAR & WRITING</p> | <ul style="list-style-type: none"> • Students will identify features of their town. • They will recite the poem confidently. | <ul style="list-style-type: none"> • Vocabulary development • Speaking confidence • Creative thinking • Self-expression | <ul style="list-style-type: none"> • Action-based poem recitation. • Draw your favorite bird and write about it.  |

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| | | | <p>17. Have, Has 18. Had</p> | <ul style="list-style-type: none"> • Students will appreciate nature and identify different elements. • They will express ideas about themselves (name/identity). • They will understand simple moral messages. • Students will use “have/has/had” correctly in sentences. | <ul style="list-style-type: none"> • Reading skills • Grammar accuracy • Writing skills | |
| 7. | NOVEMBER | 11 | <p>LITERATURE UNIT- 4 (Cont....) The Crow (Poem) The Smart Monkey (lesson)</p> <p>GRAMMAR & WRITING</p> <p>19. Eat, Eats, Go, Goes 20. Is, Are , Am with –ing form of the Doing words</p> | <ul style="list-style-type: none"> • Students will understand the moral of the story. • They will retell the story in their own words. • Students will use verbs correctly with subjects. • They will form present continuous sentences. | <ul style="list-style-type: none"> • Critical thinking • Story comprehension • Speaking skills • Sentence formation | <ul style="list-style-type: none"> • Draw any three things that we use to clean the house. |

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| 8. | DECEMBER | 22 | <p>LITERATURE UNIT- 5 Harmony Little Drops of Water (Poem)</p> <p>GRAMMAR & WRITING</p> <p>21. It happened yesterday 22. Short Forms 23. In, On, Behind, Under</p> <p>REVISION FOR PT-2</p> | <ul style="list-style-type: none"> Students will understand the importance of water. They will recite the poem with actions. Students will form simple past tense sentences. They will use prepositions correctly. They will understand short forms (don't, can't). | <ul style="list-style-type: none"> Environmental awareness Recitation skills Writing skills Grammar usage Spatial understanding | <ul style="list-style-type: none"> Poster on "Save Water". Draw objects and show position (under, on).  |
| 9. | JANUARY | 16 | <p>LITERATURE UNIT 5 Harmony (Continue...) We are all Indians (lesson)</p> <p>GRAMMAR & WRITING</p> <p>24. Joining Words- And, But, Or 26. Understanding Words 25. Who, What, Where, Which, When</p> | <ul style="list-style-type: none"> Students will understand unity in diversity. They will express ideas about their country. Students will join sentences using conjunctions. They will ask and answer questions using WH words. | <ul style="list-style-type: none"> Speaking confidence General awareness Communication skills Question formation Comprehension | <ul style="list-style-type: none"> Draw national symbols Story completion with joining words. |

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| 10. | FEBRUARY | 20 | REVISION FOR FINAL EXAM | | | |
| 11. | MARCH | 10 | FINAL EXAM | | | |

Name of the Teachers: Ms. Sonam Singh



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YEARLY SYLLABUS 2026-27

SUBJECT: HINDI

Class: II

| Sr. No. | Month | No. of Working Days | No. & Name of the Chapter / Sub topics | Learning Outcomes | Skill / Competency focused | Pedagogical Strategies with integration of Art/ Sports/ Value Education. |
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| 1 | APRIL | 23 | सेतुबंध-पाठ्यक्रम: वर्णमाला, मात्राएँ, बारहखड़ी अनुस्वार, अनुनासिक, आँ की मात्रा, संयुक्त व्यंजन, दवित्व व्यंजन, र का प्रयोग, में और मैं, ओ और औ, हैं ओर हैं, | वर्ण की परिभाषा बताकर वर्ण के प्रकार बताना उच्चारण द्वारा अनुस्वार, अनुनासिक, आँ की मात्रा, संयुक्त व्यंजन, दवित्व व्यंजन, में और मैं, ओ और औ, हैं ओर हैं, र का प्रयोग, व्याख्या का प्रयोग कब कहाँ कैसे किया जाता है, वह सिखाना। | पठन, लेखन, उच्चारण कौशल होगा। | वर्णमाला कंठस्थ कर सुनाएँगे। |
| | | | व्याकरण- शब्द और वाक्य | छात्र वर्णों को जोड़कर शब्द बनाना, शब्दों को जोड़कर वाक्य बनाना सीखेंगे। सही शब्दों और सही वाक्यों को पहचान की परख बढ़ेगी। | पठन, लेखन, उच्चारण कौशल होगा। | शब्द सीढ़ी बनाएँगे। |
| | | | पठन - अपठित गद्यांश | अपठित गद्यांश पर आधारित प्रश्नों तथा उत्तरों के अभ्यास से पढ़ने- लिखने और समझने की शक्ति का विकास करना। | पठन, चिंतन, विश्र्लेषण कौशल का विकास होगा। | गद्यांश पर आधारित प्रश्नोत्तर हल करना। |
| | | | लेखन - वाक्य बनाओ | शब्दों को सही क्रम में रखकर वाक्य बनाना सीखेंगे। | भाषाई कौशल तार्किक कौशल | चित्र देखकर वाक्य बनाएँगे। |

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| | | | इकाई-१ परिवार पाठ-१ नीमा की दादी | परिवार के सदस्यों के प्रति प्रेम एवं सम्मान की भावना विकसित करेंगे। पाठ के माध्यम से छात्र दादा-दादी, नाना-नानी के भावनाओं को समझने में सक्षम होंगे। | पठन कौशल, भावनात्मक विकास होगा। | दादी / नानी किसी भी एक का चित्र चिपकाकर उनकी दस मनपसंद रुचियों की सूची बनाएँगे। |
| | | | पाठ-२ घर (कविता) | कविता को हाव-भाव, आरोह-अवरोह के साथ काव्यगान करेंगे। कविता को गाकर व सुनकर उसके अर्थ को समझेंगे। (केवल पढ़ने के लिए) | वाचन, अभिव्यक्ति कौशल का विकास होगा। | कविता को याद करें। 'घर' का चित्र बनाएँगे। |
| | | | व्याकरण-संज्ञा | संज्ञा की परिभाषा को समझाकर उसका सही प्रयोग करना सीखेंगे। | वर्गीकरण, पठन, लेखन कौशल विकास होगा। | चित्रों के माध्यम से संज्ञा की पहचान करेंगे। |
| 2. | JUNE | 23 | पाठ-३ माला की चाँदी की पायल | पाठ के माध्यम से बच्चों को उनके आस-पास की ध्वनियों से अवगत कराया गया है। यह पाठ बच्चों की सुनने संबंधित कुशलताओं विकसित करने में सहायता करता है। | श्रवण कौशल, एकाग्रता विकसित होगी। | वभिन्न ध्वनियों वाले वस्तुओं के चित्र बनाकर ध्वनियों के नाम लिखेंगे। |
| | | | पाठ- ४ माँ (कविता) | छात्रों अपनी भावनाओं को स्पष्ट रूप से व्यक्त करते हुए माँ के प्रति सम्मान एवं प्रेम की भावना विकसित करेंगे। (केवल पढ़ने के लिए) | बोलने का कौशल भावनात्मक अभिव्यक्ति का विकास होगा। | माँ के बारे में कक्षा में पाँच वाक्य बोलेंगे। |
| | | | पाठ-५ थायू और मैं | कहानी के माध्यम से दादा-पोती के प्रेम व स्नेह को दर्शाया गया है। | पठन-बोध, अभिव्यक्ति, सामाजिक कौशल विकास होगा। | अपना और दादा का एक का चित्र चिपकाएँगे। |

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| | | | लेखन-चित्र वर्णन। | चित्र वर्णन ने नियम को समझकर चित्र को ध्यान से देखकर उससे संबंधित अपने विचारों को लिखकर प्रकट करना। | अवलोकन कौशल, अभिव्यक्ति, पठन कौशल लेखन कौशल | मनपसंद चित्र का उससे संबंधित वर्णन करवाना। |
| | | | पाठ-६ चींटा (कविता) | कहानी के माध्यम से चींटी के परिश्रम , अनुशासन व सहयोग की भावना को समझना। | अवलोकन अभिव्यक्ति, सामाजिक कौशल विकास होगा। | चींटी का चित्र बनाकर या चिपकाकर उसके बारे में पाँच वाक्य लिखेंगे। |
| | | | व्याकरण- विराम चिह्न (। / ? और) | छात्र विराम चिहनों के बारे में जानेंगे। उनका प्रयोग वे पढ़ने व लिखने में सीखेंगे। | शुद्ध लेखन कौशल, भाषा शुद्धता कौशल | छात्र विराम चिह्न बनकर अपना परिचय देंगे। |
| | | | व्याकरण- वचन, लिंग | छात्र लिंग शब्दों की पहचान कर सकेंगे। लिंग के भेदों को समझेंगे और उनकी पहचान करेंगे। वचन से परिचय कराना। वचन के प्रकारों की पहचान कर सकेंगे। छात्र वचन बदलने का प्रयास करेंगे। | वर्गीकरण, भाषा शुद्धता, अभिव्यक्ति विकास होगा। | "शब्द पेड़" पेड़ का चित्र बनाकर एक तरफ एकवचन-पुल्लिंग और दूसरी तरफ बहुवचन-स्त्रीलिंग शब्द लिखेंगे। |
| | | | पाठ-७ टिल्लू जी (कविता) | काव्य द्वारा नटखट और भोलेपन वाले बालपन को महसूस करेंगे। | पठन-बोध, चिंतन, अभिव्यक्ति कौशल विकास होगा। | मौखिक प्रश्नोंत्तरी। |
| 3. | JULY | 26 | इकाई-२ रंग ही रंग पाठ-८ तीन दोस्त | कहानी के माध्यम से मित्रता, सहयोग व एकता का महत्व समझना। रंगों का बहुत ही बेहतरीन ढंग से चित्रण किया गया है। प्राथमिक रंगों के मिलने से किस प्रकार द्वितीयक रंग बनते हैं, यह पाठ के माध्यम से दर्शाया गया है। | सहयोग कौशल, पठन-बोध, सामाजिक कौशल विकास होगा। | रंगों को मिलाकर नया रंग बनाना और उस रंग का नाम लिखेंगे। |
| | | | व्याकरण-सर्वनाम | छात्र सज्ञा और सर्वनाम में अंतर समझकर सही रूप में प्रयोग करेंगे। | भाषा कौशल विकास होगा। | छात्र मैं, तुम, वह, और हम जैसे समूहों में खड़े होंगे और वाक्य बोलेंगे। |

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| | | | लेखन-अनुच्छेद | अनुच्छेद के नियमों को समझते हुए अपने विचारों को क्रमबद्ध वाक्यों में सरल अनुच्छेद के रूप में व्यक्त करेंगे। | लेखन कौशल रचनात्मक कौशल, विचार संगठन कौशल विकास होगा। | विषय के आधार अनुच्छेद लेखन करेंगे। |
| | | | पाठ-९ दुनिया रंग-बिरंगी (कविता) | प्रकृति में मौजूद विभिन्न रंगों और उनके महत्व को पहचान सकेंगे। पर्यावरण के प्रति संवेदनशीलता विकसित करेंगे। | रचनात्मक अवलोकन कौशल | " खोजो और बताओ" जैसे खेल जहाँ बच्चे कक्षा में किसी विशिष्ट रंग की वस्तु ढूँढेंगे। |
| | | | पाठ- १० कौन (कविता) | जो चीज़ें हमें अपने आस-पास दिखाई देती हैं, जिनको प्रकृति ने बनाया है। अगर वो नहीं होती तो क्या होता? कविता के माध्यम से छात्र कल्पना शक्ति का उपयोग करते हुए अपने विचार व्यक्त कर सकेगा। | भाषाई कौशल रचनात्मकता आत्म अभिव्यक्ति | इंद्रधनुष का चित्र बनाकर रंग भरेंगे और रंगों के नाम लिखेंगे। |
| | | | पाठ-११ बैंगनी जो-जो | छात्र रंगों की पहचान कर सकेगा और उनका प्रयोग कर सकेगा। कहानी के मुख्य पात्रों और घटनाओं को समझकर क्रम में बता सकेगा। सरल वाक्यों में अपने विचार व्यक्त कर सकेगा। | अभिव्यक्ति रचनात्मकता भाषाई कौशल | कहानी के क्रम को सही क्रम में लिखेंगे और चित्र बनाएंगे। |
| 4. | AUGUST | 22 | पाठ-१२ तोसिया का सपना | अपने सपनों के बारे में कक्षा में साझा करना। प्रकृति में पाए जाने वाले वस्तुओं और उनके रंगों की जानकारी। शब्द भंडार में वृद्धि। | भाषाई कौशल रचनात्मकता अभिव्यक्ति | पेपर क्राफ्ट द्वारा सुंदर-सी कंदील बनाएंगे। |

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| | | इकाई- 3 हरी-भरी धरती पाठ-१३ तालाब | पाठ के माध्यम से छात्र अपने पास पाए जाने वाले जीव-जंतुओं की जानकारी। (रेंगने वाले, उछलने वाले, पेड़-पौधों पर रहने वाले, पानी में रहने वाले आदि।) सारस एक प्रवासी पक्षी है इसकी जानकारी प्राप्त कर सकेगा। (केवल पढ़ने के लिए) | भाषाई कौशल रचनात्मकता | तालाब के पास पाए जाने वाले जीव-जंतुओं के नाम जानेंगे व लिखेंगे। |
| | | पाठ-१४ बीज | पाठ के माध्यम से छात्र बीज से पौधे बनने की प्रक्रिया का सामान्य ज्ञान प्राप्त करेगा। | भाषाई कौशल अवलोकन जीवन कौशल | बीज अंकुरण की प्रक्रिया को करेंगे और समझेंगे। |
| | | पाठ-१५ किसान (कविता) | लय और ताल के साथ कविता का वाचन करना और अर्थ ग्रहण करना। किसान की जीवनी की जानकारी। खेतों में उगने वाले अनाज और सब्जियों की जानकारी समझ सकेंगे। | भाषाई कौशल सामाजिक जागरूकता | फसल (गेहूँ, धान आदि) का चार्ट बनाएंगे। |
| | | व्याकरण-विलोम शब्द | विपरीतार्थक शब्दों से परिचय। छात्र विलोम शब्दों की पहचान व प्रयोग सीखेंगे। | भाषाई कौशल रचनात्मकता तार्किक सोच | निर्देशानुसार चित्र चिपकाएंगे। |
| | | पाठ- १६ मूली | पाठ को सही उच्चारण और भाव के साथ पढ़ सकेगा। एकता में बल है-मूल्य का विकास। नए शब्दों की जानकारी और वाक्यों में प्रयोग सीखेंगे। | भाषाई कौशल अवलोकन | "फल और सब्जी अलग करो" |

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| 5. | SEPTEMBER | 20 | पुनरावर्तन | पाठ्यक्रम का पुनरावलोकन करते हुए अपने ज्ञान को सुदृढ़ करेंगे | स्मरण शक्ति का विकास। | कार्य पत्रक, प्रश्नोत्तरी द्वारा पुनरावर्तन |
| 6. | OCTOBER | 24 | अनुच्छेद लेखन | अनुच्छेद लेखन के नियमों की जानकारी प्राप्त करेंगे विभिन्न विषयों पर अनुच्छेद लिखेंगे। | भाषाई कौशल रचनात्मकता अभिव्यक्ति | अनुच्छेद लेखन का अभ्यास। |
| | | | व्याकरण-विशेषण, आकार | विशेषण से परिचय करवाना। विशेषण को समझकर खूबी बताने वाले शब्दों की पहचान कर सकेंगे। इस पाठ के माध्यम से छात्र विभिन्न आकारों के नाम जानेंगे। | भाषाई कौशल रचनात्मकता तार्किक सोच अवलोकन | अलग- अलग आकारों का चित्र बनाना और रंग भरना। |
| | | | पाठ- १७ बरसात और मेंढक | शुद्ध उच्चारण के साथ पाठ पढ़ना। बरसात क्यों आवश्यक है। इस पर चर्चा करेंगे। | भाषाई कौशल रचनात्मकता | वर्षा का चित्र बनाकर वर्षा ऋतु के बारे में लिखेंगे। कार्य-श्रुत लेखन परीक्षण। |
| 7. | NOVEMBER | 13 | इकाई -४ मित्रता पाठ- १८ शेर और चूहे की दोस्ती | पाठ को सही उच्चारण और भाव के साथ पढ़ सकेगा। कहानी से मिलने वाली नैतिक संदेश को समझ सकेगा। | रचनात्मक कौशल | कहानी को अपने शब्दों में कक्षा में सुनाना। |
| | | | पाठ- १९ आउट | शुद्ध उच्चारण के साथ पाठ पढ़ना। नए शब्दों की जानकारी। विभिन्न खेलों की जानकारी एवं विभिन्न क्षेत्रीय भाषा में खेलों के नामों की जानकारी। | शारीरिक खेल कौशल | "मेरा पसंदीदा खेल " का चित्र बनवाना। |

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| | | | व्याकरण- क्रिया | क्रिया से परिचय करवाना। क्रिया की पहचान कर उसका प्रयोग सीखेंगे। भाषा के शुद्ध ज्ञान व प्रयोग पर बल। | रचनात्मक कौशल अभिव्यक्ती | किन्हीं पाँच क्रिया के चित्र बनाकर उनके नाम लिखेंगे। |
| 8. | DECEMBER | 25 | पाठ- 20 छुपन-छुपाई | शुद्ध उच्चारण के साथ पाठ का पठन करना। शब्द भंडार में वृद्धि। घर के अंदर खेले जाने वाले खेलों के नामों की जानकारी। | रचनात्मक कौशल | घर में खेले जाने वाले खेलों की सूची बनाएँगे। |
| | | | व्याकरण- गिनती | हिन्दी अंकों का सही-सही उच्चारण करना तथा उन्हें लिखना सीखेंगे। | भाषाई कौशल तार्किक कौशल | "गिनो और बताओ" |
| | | | पाठ- 21 हाथी साइकिल चला रहा था (कविता) | लय और ताल के साथ कविता का वाचन करना और अर्थ ग्रहण करना। कविता के आधार पर कहानी पूरी करने में सक्षम। | भाषाई कौशल अभिव्यक्ती कौशल | चित्र देखकर वर्णन करना। |
| | | | लेखन- कहानी लेखन | कहानी लेखन के नियम को जानकर सरल और छोटी कहानी लिख सकेंगे। | रचनात्मक कौशल | कहानी लिखेंगे। |
| | | | इकाई-5 आकाश पाठ- 22 चार दिशाएँ (कविता) | कविता में दी गई जानकारी को समझना। कविता को लय और तालक के साथ वाचन करना। मुख्य दिशाओं की जानकारी। (केवल पढ़ने के लिए) | अवलोकन कौशल जीवन कौशल | दिशाओं के नाम लिखे हुए कार्डस बनाएँगे और सही दिशा में चिपकाएँगे। |

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| | | | पाठ- २४ गिरे ताल में चंदा मामा (कविता) | कविता को लय और ताल के साथ वाचन करना। दी गई जानकारी को समझना। नए शब्द और उनके अर्थों की जानकारी प्राप्त करेंगे। | भाषाई कौशल अभिव्यक्ति कौशल | चाँद की कोई कविता कक्षा में सुनाएँगे। |
| 9. | JANUARY | 20 | पाठ- २५ सबसे बड़ा छाता | पाठ को शुद्ध उच्चारण के साथ वाचन करना। बरसात में प्रयोग की जाने वाली वस्तुओं की जानकारी। सृजनात्मक लेखन का विकास। | अभिव्यक्ति कौशल | छाता का चित्र बनाकर उसके उपयोग लिखेंगे। |
| 10. | FEBRUARY | 23 | पाठ- २६ बादल | कविता को लय और ताल के साथ वाचन करना। दी गई जानकारी को समझना। नए शब्द और उनके अर्थों की जानकारी प्राप्त करेंगे। | अभिव्यक्ति कौशल | बादल की कोई कविता कक्षा में सुनाएँगे। |
| | | | व्याकरण- दिनों के नाम , महिनों के नाम | सप्ताह के दिनों के नाम और महिनों के नाम जानेंगे व लिखेंगे। | भाषाई कौशल तार्किक कौशल | सप्ताह और महीनों के नाम का चार्ट बनाएँगे। |
| 11. | MARCH | 10 | पुनरावर्तन | पाठ्यक्रम का पुनरावलोकन करते हुए अपने ज्ञान को सुदृढ़ करेंगे | स्मरण शक्ति का विकास। | कार्य पत्रक, प्रश्नोत्तरी द्वारा पुनरावर्तन |

Name of the Teacher : Chetna Pandya



TAQOVANI INTERNATIONAL SCHOOL
YEARLY SYLLABUS 2026-27

SUBJECT: MATHEMATICS

CLASS: II

| Sr. No. | Month | No. of Working Days | No. & Name of the Chapter / Lesson | Learning Outcomes (NEP / CBSE Style) | Skill / Competency Focused | Pedagogical Strategies |
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| 1 | April | 20 | <u>1. Numbers up to 200</u> <ul style="list-style-type: none">❖ Spike Abacus❖ Place Value❖ Numbers up to 200❖ Expanded Form❖ Place value of the digits of a 3-Digit Number❖ Comparing Numbers❖ Ordering of Numbers❖ Even and Odd Numbers❖ Ordinal Numbers | <ul style="list-style-type: none">❖ Read and write numbers up to 200 in numerals and words.❖ Count forward and backward within 200.❖ Understand place value (hundreds, tens, ones).❖ Compare and order numbers up to 200 using greater than, less than, equal to.❖ Identify even and odd numbers within the range.❖ Form numbers using place value blocks or expanded form. | <ul style="list-style-type: none">• Develop number sense by reading, writing, and representing numbers up to 200.• Apply place value understanding to identify hundreds, tens, and ones.• Use comparison and ordering skills to arrange numbers.• Practice counting and skip counting within 200.• Identify even and odd numbers. | <ul style="list-style-type: none">▪ Number card sorting▪ Counting objects (Base ten blocks) up to 200▪ Arranging numbers in ascending and descending order. |

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| | | | <p><u>5. Numbers up to 1000</u></p> <ul style="list-style-type: none"> ❖ Numbers and Numbers Names ❖ Expanded Form of Numbers ❖ Place Value ❖ Comparison of Numbers | <ul style="list-style-type: none"> ❖ Read and write numbers up to 1000. ❖ Understand place value up to thousands. ❖ Compare and arrange numbers up to 1000. ❖ Write numbers in expanded form. ❖ Skip count by 2s, 5s, and 10s. | <ul style="list-style-type: none"> • Build extended number sense up to 1000. • Apply place value concepts (hundreds, tens, ones). • Develop the skill to compare, order, and represent larger numbers. • Practice skip counting and number patterns. | <ul style="list-style-type: none"> ▪ Build numbers using base-ten blocks. ▪ |
| 2 | June | 21 | <p><u>2. Addition</u></p> <ul style="list-style-type: none"> ❖ Addition Using the Hundreds Grid ❖ Adding 2-digit Numbers ❖ Regrouping of Numbers from Ones to Tens ❖ Addition with Regrouping ❖ Adding Three Numbers ❖ Story Problems | <ul style="list-style-type: none"> ❖ Add 2-digit numbers with and without carrying. ❖ Use different strategies like number line, counting on, and column addition. ❖ Solve simple word problems involving addition. ❖ Understand the concept of addition as combining or putting together. | <ul style="list-style-type: none"> • Develop calculation skills for adding two-digit numbers. • Use different strategies such as counting on, number lines, and column addition. • Apply addition in real-life problem solving situations. • Strengthen mental math | <ul style="list-style-type: none"> ▪ Adding with counters, number line jumps ▪ solving simple addition word problems. |

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| | | | | | and estimation skills. | |
| | | | <p><u>3. Subtraction</u></p> <ul style="list-style-type: none"> ❖ Subtraction Using the Hundreds Grid ❖ Subtracting 2-digit Numbers ❖ Regrouping of Numbers from Tens to Ones ❖ Subtraction with Regrouping ❖ Checking Subtraction ❖ Story Problems | <ul style="list-style-type: none"> ❖ Subtract 2-digit numbers with and without borrowing. ❖ Understand subtraction as taking away, comparing, or finding the difference. ❖ Use number lines or objects to perform subtraction. ❖ Solve word problems involving subtraction. | <ul style="list-style-type: none"> • Develop the ability to subtract numbers accurately. • Apply subtraction to compare quantities and find differences. • Use visual models and number lines to solve problems. • Solve real-life situations involving subtraction. | <ul style="list-style-type: none"> ▪ Removing objects from groups ▪ subtraction using number lines ▪ subtraction word problem activity. |
| 3 | July | 23 | <p><u>6. Addition and Subtraction of Bigger Numbers</u></p> <ul style="list-style-type: none"> ❖ Regrouping of Numbers from Tens to Hundreds ❖ Addition of 2-digit Numbers | <ul style="list-style-type: none"> ❖ Perform operations with larger numbers. | <ul style="list-style-type: none"> • Perform addition and subtraction of larger numbers accurately. • Use column method and regrouping strategies. | <ul style="list-style-type: none"> ▪ Solving larger number problems ▪ Real-life word problems. |

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| | | | <p>(Regrouping Tens only)</p> <ul style="list-style-type: none"> ❖ Addition of 2-digit Numbers (Regrouping Tens and ones) ❖ Addition of 3-digit Numbers (without Regrouping) ❖ Subtracting 3-digit Numbers (without Regrouping) ❖ Story Problems | | <ul style="list-style-type: none"> • Apply operations to multi-step word problems. • Develop problem-solving and logical thinking skills. | |
| | | | <p><u>4. Multiplication</u></p> <ul style="list-style-type: none"> ❖ Multiplication Tables ❖ Multiplication Using Number Line ❖ Multiplication Tables of 2, 5, 10 ❖ Properties of Multiplication ❖ Multiplying in Another Way ❖ Story Problems | <ul style="list-style-type: none"> ❖ Understand multiplication as repeated addition. ❖ Use equal groups, arrays, and number lines to represent multiplication. ❖ Learn and apply basic multiplication facts. ❖ Solve simple multiplication word problems. ❖ Understand properties of multiplication such as commutative property (changing | <ul style="list-style-type: none"> • Understand multiplication as repeated addition and grouping. • Develop the ability to represent multiplication using arrays and equal groups. • Apply multiplication in simple real-life contexts. • Strengthen basic | <ul style="list-style-type: none"> ▪ Making equal groups with objects |

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| | | | | order gives same result). | multiplication fact recall. | |
| 4 | August | 19 | <u>7. More about Multiplication</u> <ul style="list-style-type: none"> ❖ Multiplication Tables of 3, 4, 6, 7, 8, and 9 ❖ Multiplying 2-Digit Numbers (Without Regrouping) ❖ Multiplying 2-Digit Numbers (With Regrouping) ❖ Story Problems | <ul style="list-style-type: none"> ❖ Multiply larger numbers using simple methods. ❖ Solve word problems using multiplication. | <ul style="list-style-type: none"> • Apply multiplication in larger number calculations. • Understand multiplication patterns and properties. • Use multiplication to solve real-life grouping and repeated addition problems. • Develop strategic thinking in multiplication methods. | <ul style="list-style-type: none"> ▪ Multiplication table practice games, ▪ Solving multiplication puzzles. |
| 5 | September | 17 | REVISION | Learners revise all mathematical concepts learned during these months. | Recall, Reinforcement | Worksheets, quizzes, math games. |
| 6 | October | 20 | <u>8. Division</u> <ul style="list-style-type: none"> ❖ Division as Equal Sharing | <ul style="list-style-type: none"> ❖ Understand division as equal sharing and grouping. | <ul style="list-style-type: none"> • Understand division as equal sharing and grouping. | <ul style="list-style-type: none"> ▪ Sharing objects equally among groups. |

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| | | | | | <ul style="list-style-type: none"> • Apply division in everyday situations. | |
| | | | <p><u>9. Patterns</u></p> <ul style="list-style-type: none"> ❖ Patterns in Shapes ❖ Number Patterns | <ul style="list-style-type: none"> ❖ Identify and extend repeating and growing patterns. ❖ Create patterns using numbers, shapes, and objects. ❖ Recognize patterns in daily life and mathematics. ❖ Predict the next term in a pattern. | <ul style="list-style-type: none"> • Identify and extend number and shape patterns. • Develop logical reasoning and observation skills. • Create patterns using numbers, colours, and objects. • Predict future elements in a sequence. | <ul style="list-style-type: none"> ▪ Complete pattern sequences; create patterns with shapes. |
| 7 | November | 11 | <p><u>11. Geometry</u></p> <ul style="list-style-type: none"> ❖ Straight and Curved Lines ❖ Kinds of Straight Lines ❖ Plane Figures ❖ Solid Shapes | <ul style="list-style-type: none"> ❖ Identify 2D shapes such as circle, square, rectangle, and triangle. ❖ Recognize basic 3D shapes like cube, sphere, and cylinder. ❖ Describe shapes using sides, corners, and faces. ❖ Identify shapes in real-life objects. | <ul style="list-style-type: none"> • Recognize and classify basic 2D and 3D shapes. • Develop spatial awareness and visualization skills. • Describe shapes using sides, corners, and faces. • Relate shapes to objects found in the environment. | <ul style="list-style-type: none"> ▪ Shape sorting 2D and 3D and drawing activity. ▪ Shape identification game |

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| 8 | December | 22 | <p><u>10.Measurement</u></p> <ul style="list-style-type: none"> ❖ Standard unit of Length ❖ Measurement of Weight (Mass) ❖ Measurement of Capacity | <ul style="list-style-type: none"> ❖ Measure length using standard and non-standard units. ❖ Compare and estimate length, weight, and capacity. ❖ Use units like centimetre, metre, kilogram, and litre in simple contexts. | <ul style="list-style-type: none"> • Develop the skill of measuring and comparing length, weight, and capacity. • Use standard measurement units correctly. • Apply measurement skills in daily life situations. • Estimate and verify measurements using appropriate tools. | <ul style="list-style-type: none"> ▪ Measuring classroom objects with ruler ▪ Comparing weights using simple balance ▪ Capacity activity with containers. |
| | | | <p><u>12. Time</u></p> <ul style="list-style-type: none"> ❖ Clock ❖ Time in Hours ❖ Time in Half-Hours ❖ The Calendar ❖ Seasons ❖ Directions | <ul style="list-style-type: none"> ❖ Read time to the hour and half hour. ❖ Identify days of the week and months of the year. ❖ Identify and name the four main seasons (summer, winter, rainy, spring). ❖ Sequence seasons in correct order. ❖ Relate seasons to daily life (clothes, food, activities). ❖ Identify basic directions: left, right, forward, backward. | <ul style="list-style-type: none"> • Develop the ability to read and interpret time on a clock. • Understand sequence and duration of events. • Relate time concepts to daily routines. • Identify days, weeks, and months. | <ul style="list-style-type: none"> ▪ Reading time on a model clock ▪ Time matching activity. ▪ Provide picture cards (umbrella, sweater, ice cream). ▪ Students sort into |

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| | | | | <ul style="list-style-type: none"> ❖ Recognize cardinal directions: North, South, East, West (basic exposure). | <ul style="list-style-type: none"> • Observation and identification | <ul style="list-style-type: none"> season categories. |
| 9 | January | 16 | <p style="text-align: center;"><u>13. Money</u></p> <ul style="list-style-type: none"> ❖ Conversion of Money ❖ Addition and Subtraction of Money | <ul style="list-style-type: none"> ❖ Recognize Indian coins and currency notes. ❖ Count and compare amounts of money. ❖ Perform simple addition and subtraction using money. ❖ Solve real-life money transactions. | <ul style="list-style-type: none"> • Recognize Indian currency (coins and notes). • Develop skills to count and compare money values. • Perform basic calculations with money. • Apply money concepts to real-life buying and selling situations. | <ul style="list-style-type: none"> ▪ Role-play buying and selling, ▪ counting coins activity ▪ Solving simple money problems. |
| | | | <p style="text-align: center;"><u>14. Data Handling</u></p> | <ul style="list-style-type: none"> ❖ Collect and organize simple data. ❖ Represent data using pictographs or simple charts. ❖ Read and interpret information from charts. ❖ Answer questions based on data presented. | <ul style="list-style-type: none"> • Develop the ability to collect and organize data. • Interpret data and answer questions based on information given. • Build analytical and | <ul style="list-style-type: none"> ▪ Class survey activity, ▪ creating pictographs, ▪ interpreting simple charts. |

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| | | | | | observation skills. | |
| 10 | February | 20 | REVISION | ➤ Learners revise all mathematical concepts learned during the year. | Recall, Reinforcement | Revision sheets, quizzes, math games. |

YEARLY SYLLABUS 2026-27

Subject: Science

Class: II

| Sr. No | Month | No. of Working Days | No. & Name of Chapter / Subtopics | Learning Outcomes | Skill / Competency Focused | Pedagogical Strategies with Integration of Art / Sports / Value Education |
|--------|-------|---------------------|--|--|--|---|
| 1 | April | 23 | Chapter 1: Types of Plants – Trees, shrubs, herbs, climbers, creepers, parts of plants, importance of plants | Identify different kinds of plants; recognize parts of plants and their functions; understand how plants differ in size and shape; develop awareness about importance of plants. | Observation, identification, classification, environmental awareness | Nature walk, observing plants in school garden, leaf collection activity, drawing different plants, making plant charts, discussion on protecting plants. |
| 2 | June | 23 | Chapter 2: Plants – Our Friends – Uses of plants (food, medicine, wood, oxygen), plants give shelter to | Explain how plants help humans and animals; identify common plant products used in daily life; develop respect for | Awareness, appreciation of nature, responsibility | Storytelling on importance of trees, poster making on Save Trees, planting saplings, colouring fruits and vegetables worksheet. |

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| | | | animals | plants. | | |
| 3 | July | 26 | Chapter 3: Wild Animals – Types of wild animals, their homes, food habits, importance of protecting animals | Identify wild animals and their habitats; understand basic needs of animals; recognize importance of wildlife protection. | Curiosity, observation, knowledge of biodiversity | Flashcards, animal mask making, role play of animals, drawing favourite wild animal, watching short educational videos. |
| 4 | August | 22 | Chapter 4: Animals – Our Friends – Pet animals, domestic animals, uses of animals, caring for animals | Differentiate between pet and domestic animals; explain how animals help humans; develop empathy for animals. | Empathy, observation, responsibility | Picture charts, matching animals with their uses activity, role play on caring for animals, drawing favourite pet animal. |
| 5 | September | 20 | Chapter 5: Human Body – Body parts, sense organs, functions of body parts, personal hygiene | Identify body parts and sense organs; understand functions of sense organs; practice cleanliness and healthy habits. | Self- awareness, health awareness, observation | Body chart activity, action song on body parts, mirror observation activity, discussion on hygiene and cleanliness. |
| 6 | October | 24 | Chapter 6: Food and Health – Healthy | Understand importance of healthy food; | Healthy lifestyle habits, decision | Healthy tiffin activity, food group chart, sorting pictures |

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| | | | food, junk food, balanced diet, good eating habits, cleanliness | differentiate healthy and junk food; adopt good eating habits. | making | of healthy and junk food, preparing food collage. |
| 7 | November | 13 | Chapter 7: Housing and Clothing – Types of houses, materials used to build houses, clothes for different seasons | Recognize different types of houses; understand need for shelter; identify clothes suitable for various seasons. | Observation, reasoning | Model making of houses using cardboard/clay , dress-up activity for seasons, picture discussion. |
| 8 | December | 25 | Chapter 8: Safety Rules – Safety at home, school, playground , road safety rules, traffic symbols | Understand safety rules in daily life; identify common traffic signs; develop responsible behavior. | Safety awareness, discipline | Traffic sign chart, role play of road safety, drawing traffic symbols, safety pledge activity. |
| 9 | January | 20 | Chapter 9: Things Around Us – Natural and man-made things, living and non-living | Differentiate natural and man-made things; classify living and non-living objects around | Classification, observation | Sorting objects activity, classroom object identification game, drawing natural and man-made objects. |

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| | | | things | them. | | |
| 10 | February | 23 | Chapter 10: Rocks and Minerals – Types of rocks, uses of rocks and minerals in daily life | Identify common rocks; understand their uses in construction and daily life. | Observation, curiosity | Showing rock samples, touching and observing texture, drawing rocks, discussion. |
| 11 | February | 23 | Chapter 11: Air – Importance of air, air occupies space, uses of air, clean air | Explain importance of air for living things; observe that air occupies space; develop habit of keeping environment clean. | Scientific thinking, observation | Simple experiment with balloon and bottle to show air occupies space, discussion on pollution, drawing clean environment. |
| 12 | March | 10 | Chapter 12: Water – Sources of water, uses of water, saving water, clean water | Identify sources of water; understand importance of water; develop habit of saving water. | Environmental awareness, responsibility | Water usage chart, discussion on saving water, poster making 'Save Water', observation of water in daily life. |
| 13 | March | 10 | Chapter 13: The Sun, Light and Shadow & The Moon – Sun as source of light, formation | Understand that sun gives light and heat; observe shadows; identify moon as natural | Curiosity, observation, scientific thinking | Torch and shadow activity, outdoor shadow observation, drawing sun and moon, storytelling |

of shadows, satellite.
day and
night, basic
idea of
moon

about moon.



TAPOVAN INTERNATIONAL SCHOOL

YEARLY SYLLABUS 2026-27

SUBJECT: GUJARATI

Class: II

| Sr. No. | Month | No.of Working Days | No. & Name of the Chapter / Sub topics | Learning Outcomes | Skill / Competency focused | Pedagogical Strategies with integration of Art/Sports/Value Education. |
|---------|-------|--------------------|---|---|--|--|
| 1 | APRIL | 23 | શરીરના અંગોના નામ 1. એક બિલાડી જાડી.... | બાળકો શરીરના અંગો બતાવી તેના નામ બોલી શકશે. તેને ઓળખી શકશે. ગીત ગાતા શીખે. | વાંચન કૌશલ્ય, શ્રવણ કૌશલ્ય, લેખન કૌશલ્ય, અવલોકન કૌશલ્યનો વિકાસ | બાળકો શરીરના અંગો બતાવી તેના નામ બોલે. અને તેનું મહત્વ સમજે અંગો બતાવવાની રમતમાં ભાગ લેશે. બાળકો સમૂહમાં કવિતા ગાન કરે. |
| 2. | JUNE | 23 | ફળોના નામ અને શાકભાજીના નામ જાડો પાડો હાથી.. વળાંકો ૧ થી ૧૦ અંક | ફળોની અને શાકભાજીની ઓળખ કરશે. તેના ઉપયોગ અને ગુણો વિશે જાણશે. અભિનય અને લય સાથે કવિતા ગાન કરશે. વળાંકો ધૂંટવા ૧ થી ૧૦ અંક બોલવા | વાંચન કૌશલ્ય, લેખન કૌશલ્ય, ક્રિયાત્મક કૌશલ્ય, બોલવાનું કૌશલ્ય. | બાળકો ચિત્ર જોઈને ગુજરાતીમાં ફળો અને શાકભાજીના નામ બોલે. બાળકો સમૂહમાં કવિતા ગાન કરે. પાઠ્યપુસ્તકમાં વળાંકો ધૂંટશે. બાળકો હાથની આંગળીઓ બતાવી ગુજરાતી અંક બોલે. |
| 3. | JULY | 26 | સ્વર 'અ' અને 'આ' આવ રે વરસાદ... | સ્વર 'અ' અને 'આ'ની સમજ | વાંચન કૌશલ્ય, લેખન કૌશલ્ય, વિચારશક્તિ, ચર્ચા | બાળકો સ્વર લખતા શીખે. આપેલા અક્ષરમાં રંગ પૂરે. તેમજ અક્ષરોને |

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| | | | ૧ થી ૧૦ અંક | વરસાદનું મહત્વ સમજે. અભિનય અને લય સાથે કવિતા ગાન કરશે. ૧ થી ૧૦ અંક બોલવા | કરવાની ક્ષમતા. સર્જનાત્મક અભિવ્યક્તિ. પ્રકૃતિ પ્રત્યે સંવેદનશીલતા. | ધૂંટશે. બાળકો સમૂહમાં કવિતા ગાન કરે અને તેની ચર્ચા કરે. |
| 4. | AUGUST | 22 | સ્વર 'ઇ' અને 'ઈ' રંગોના નામ જાડો પાડો હાથી.. | સ્વર 'ઇ' અને 'ઈ' નું શુદ્ધ ઉચ્ચારણ કરશે. તેની ઓળખ કરશે. અભિનય અને લય સાથે કવિતા ગાન કરશે. | વાંચન કૌશલ્ય, શ્રવણ કૌશલ્ય, લેખન કૌશલ્ય, અવલોકન કૌશલ્યનો વિકાસ. | બાળકો સ્વર લખતા શીખે. આપેલા અક્ષરમાં રંગ પૂરે. તેમજ અક્ષરોને ધૂંટશે. બાળકો રંગોના નામ ગુજરાતીમાં બોલતા શીખે. બાળકો સમૂહમાં કવિતા ગાન કરે અને તેની ચર્ચા કરે. |
| 5. | SEPTEMBER | 20 | ઉ' અને 'ઊ' પુનરાવર્તન | ઉ' અને 'ઊ'ની સમજ, તેની ઓળખ કરશે. પુનરાવર્તન | વાંચન કૌશલ્ય, શ્રવણ કૌશલ્ય, લેખન કૌશલ્ય, બોલવાનું કૌશલ્ય, અભિવ્યક્તિ કૌશલ્યનો વિકાસ | બાળકો સ્વર લખતા શીખે. આપેલા અક્ષરમાં રંગ પૂરે. તેમજ અક્ષરોને ધૂંટશે. બાળકો વાંચન પદ્ધતિ, ચર્ચા પદ્ધતિ તેમજ પ્રશ્નોત્તરી પદ્ધતિ દ્વારા પુનરાવર્તન કરશે. |
| 6. | OCTOBER | 24 | ૧ થી ૨૦ અંક ફૂલોના નામ સ્વર 'ઋ' અને 'ૠ' વ્યંજન ક થી જ નું ઉચ્ચારણ | ૧ થી ૨૦ અંક બોલવા ફૂલોની ઓળખ કરશે. તેના ઉપયોગ અને ગુણો વિશે જાણશે. 'ઋ' અને 'ૠ' ની સમજ મેળવે. તેને ઓળખે. | વાંચન કૌશલ્ય, શ્રવણ કૌશલ્ય, લેખન કૌશલ્ય, અવલોકન કૌશલ્યનો વિકાસ | બાળકો ગુજરાતી અંક બોલે. બાળકો ચિત્ર જોઈને ગુજરાતીમાં ફૂલોના નામ બોલે. બાળકો સ્વર લખતા શીખે. આપેલા અક્ષરમાં રંગ પૂરે. તેમજ અક્ષરોને ધૂંટશે. |

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| | | | | વ્યંજન ક થી જ નું ઉચ્ચારણ કરશે. ઓળખી બતાવશે. | | બાળકો વ્યંજન સમૂહમાં બોલશે . |
| 7. | NOVEMBER | 13 | ચક્રીબેન.. ચક્રીબેન.. ફૂલોના નામ સ્વર 'ઐ' અને 'ઓ' | અભિનય અને લય સાથે કવિતા ગાન કરશે. ફૂલોની ઓળખ કરશે. બાળકો સ્વર બોલતા અને લખતા શીખશે. | વાંચન કૌશલ્ય, શ્રવણ કૌશલ્ય, બોલવાનું કૌશલ્ય, સર્જનાત્મક અભિવ્યક્તિ. | બાળકો ચિત્ર જોઈને ગુજરાતીમાં ફૂલોના નામ બોલે. બાળકો સ્વર લખતા શીખે. આપેલા અક્ષરમાં રંગ પૂરે. તેમજ અક્ષરોને ધૂંટશે. |
| 8. | DECEMBER | 25 | સ્વર 'ઐ' અને 'અં' ચક્રીબેન.. ચક્રીબેન.. કાગડો અને શિયાળ (વાર્તા) | 'ઐ' અને 'અં'ની સમજ કવિતા ગાન ખુશામતકારનો વિશ્વાસ ન કરવો તેની સમજ. | વાંચન કૌશલ્ય, શ્રવણ કૌશલ્ય, લેખન કૌશલ્ય, અવલોકન કૌશલ્યનો વિકાસ | બાળકો સ્વર બોલતા અને લખતા શીખે. આપેલા અક્ષરમાં રંગ પૂરે. તેમજ અક્ષરોને ધૂંટશે. બાળકો કવિતા ગાન કરે. બાળકો ચિત્ર દ્વારા વાર્તા વિશે પોતાના વિચારો રજૂ કરે. |
| 9. | JANUARY | 20 | પશુ-પક્ષીઓના નામ સ્વર 'અઃ' સ્વરનું ઉચ્ચારણ વ્યંજન ક થી જ નું ઉચ્ચારણ | પશુ અને પક્ષીઓને ઓળખી તેના નામ બોલવા. સ્વરનું ઉચ્ચારણ બાળકો વ્યંજન બોલતા શીખે | વાંચન કૌશલ્ય, શ્રવણ કૌશલ્ય, લેખન કૌશલ્ય, અવલોકન કૌશલ્યનો વિકાસ | બાળકો પશુ-પક્ષીઓને ઓળખી તેના નામ બોલશે. તેમની બોલી બોલવાનો પ્રયત્ન કરશે. બાળકો સ્વર અને વ્યંજન ઉચ્ચારણ સમૂહમાં કરશે. |
| 10. | FEBRUARY | 23 | ઋતુઓના નામ | ચિત્રો જોઈ ઋતુઓના નામ બોલશે અને તેની જાણકારી | વાંચન કૌશલ્ય, લેખન કૌશલ્ય, અભિવ્યક્તિ | બાળકો ચિત્રો જોઈ ઋતુઓના નામ બોલશે. દરેક ઋતુ વિશે બે-ત્રણ |

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| | | | પુનરાવર્તન | મેળવે. ઋતુઓનું મહત્વ સમજે. પુનરાવર્તન કરતાં શીખશે. | કૌશલ્યનો વિકાસ. | વાક્યો બોલશે. બાળકો વાંચન પદ્ધતિ, ચર્ચા પદ્ધતિ તેમજ પ્રશ્નોત્તરી પદ્ધતિ દ્વારા પુનરાવર્તન કરશે. |
| 11. | MARCH | 10 | | | | |

Name of the Teacher: Ms. Dhruvi Vyas



TAPOVAN INTERNATIONAL SCHOOL
YEARLY SYLLABUS 2026-27

SUBJECT: Artificial Intelligence

Class: II

| Sr. No | Month | No. of Working Days | Chapter No. & Name | Learning Outcomes (NEP / CBSE Style) | Skill / Competency Focused | Pedagogical Strategies |
|--------|--------|---------------------|--------------------------------------|--|--------------------------------|---|
| 1 | April | 23 | Ch 1: Computer: An Electronic Device | List characteristics of a computer and differentiate between humans and computers and different parts of computer. | Analytical Thinking | Activity: "Human vs. Machine" – Comparison chart of speed, memory, and feelings. |
| 2 | June | 23 | Ch 2: Know More Keys | Identify special, punctuation, and combination keys on the keyboard. | Keyboard Fluency & Accuracy | Hands-on: Practice typing symbols and using the Shift key in a text editor. |
| 3 | July | 26 | Ch 3: How to Use Me | Learn to correctly start and shut down a computer; perform basic file operations. | Operational Discipline | Demo: Guided step-by-step walkthrough of switching a laptop ON and OFF. |
| 4 | August | 22 | Ch 4: MS Paint: An Introduction | Use brushes, shapes, and color palettes to create | Creativity & Fine Motor Skills | Project: Draw and color a "National Flag" or "Scenery" using the Fill tool. |

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| | | | | and save digital drawings. | | |
| 10 | September | 20 | Revision & Term I Assessment | Review parts of a computer, keyboard keys, and Paint tools. | Recall & Practical Mastery | Lab-based exam and completion of Worksheet 1 . |
| 11 | October | 24 | Ch 5: WordPad: An Introduction | Enter, save, and print text documents; identify parts of the WordPad window. | Digital Documentation | Activity: Type a 5-sentence paragraph about "My School" and save the file. |
| 13 | November | 13 | Ch 6: AI Makes Smart Homes | Define "Smart Homes" and identify AI devices used in a home environment. | AI Awareness | Discussion: "My Future House" – List devices that could be controlled by AI. |
| 15 | December | 25 | Ch 7: Coding through Stepwise Thinking | Understand the importance of steps in completing daily tasks and coding. | Logical & Computational Thinking | Gamification: Arrange jumbled picture cards of daily routines (like brushing teeth) in order. |
| 16 | January | 20 | Computer Ergonomics & Tux Typing | Learn the correct sitting posture and improve typing speed through games. | Health & Skill Development | Practical: Play Tux Typing games while maintaining correct ergonomics. |
| | | | Project Work & Shortcut Keys | Apply year-long learning to a project and learn basic Windows 10 shortcuts. | Synthesis & Efficiency | Lab Session: Complete the year-end project and practice shortcut keys. |

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| 19 | February | 23 | Final Assessment | Demonstrate proficiency in WordPad, Stepwise thinking, and AI concepts. | Mastery Evaluation | Solving the ICSO Sample Paper and Worksheet 2 . |
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Teacher's Name: - Ms.Harini Parmar