

# KENDRIYA VIDYALAYA SANGATHAN

## SPLIT UP SYLLABUS

SESSION: 2019-20

**Class: II**

**Subject: ENGLISH**

Month/ Working days	LESSON	Competencies	ELO	SUGGESTED ACTIVITIES	T.L.M. Used
April-May	UNIT –I  First day at school  [poem].	Listening  Speaking  Reading  Writing	To-  1.develop the skill  of keen listening.  2. recite with voice  modulation .  3. recall his/her  first day in  school .  4. talk about his/	1.Listening to model reading by teacher with correct pronunciation, voice modulation through tape recorder.  2. Speaking out his/her feeling on the first day at school, what they liked about school etc.( CAL presentation )  3.Child talks about their family members, pets etc.  4. Power Point Presentation of Face expressions collection of pictures or pets through	Power point  Presentation  Showing  School building  LCD  Charts of pets  Picture chart of verbs.  (Identification of activities)

			<p>her family members, pets etc.</p> <p>4.Be aware of the daily preparation for school</p> <p>5. Increase vocabulary.</p>	<p>Google images.</p> <p>5. Children will prepare a list of things that they see in School</p> <p>6. Listing the right contents in school bag from a given list of things .</p> <p>7. Dramatization - Act out the first day at School.</p> <p>8. Framing new or various other words given from big word (Kangaroo Game)[watermelon]</p> <p>9. Draw a picture of school and colour it.</p> <p>The children will write the names of school near by their house and will try to visit it.</p>	
	Haldi' Adventure	Listening Speaking	To- 1.listen and	1.Reading of the lesson row wise and individually with expressions of surprise, worry	Model of Giraffe, Face Mask, PP Presentation of wild and domestic

		Reading	comprehend .	and wonder.	animals.
		Writing	<p>2. recite associated poems.</p> <p>3. learn to pronounce similar syllabic and rhyming words.</p> <p>4. Increase vocabulary.</p> <p>5. Punctuate correctly.</p> <p>6. Use Before/After, Days of the week, Months of</p>	<p>2. Dramatization of the lesson with simple sentences.</p> <p>3. Recitation of the related poems given in the text.</p> <p>4. The Children will play a sound game imitating different kinds of sounds.</p> <p>5. Rearranging word cards of days of the week and months of the year.</p> <p>6. Enacting good habits</p> <p>7. Through pictures the children will write its first letter and complete it to make a New letter.</p>	

			the year.		
June –July	UNIT--- 2  I am Lucky  [poem]	Listening  Speaking  Reading  Writing	To—  1.Listen attentively.  2. Recite .  3.Comprehend the poem.  4. Enact the animals movements.  5. Increase vocabulary.  6. Use can/cannot, would and suffix –full.	1. Listening and reciting of poem wearing face masks of animals followed by recording done by the teachers.  2. WHO AM I ?  Children act out the given clues about animal movements while the others identify.  ( TAL –Slides on animal movements)  Play the Silence game by listening to sounds and recognizing it.  Oral comprehension -based on the poem.  Drawing an animal / bird and marking its parts.  Using can/ cannot to frame	P.P. Presentation Image of various animals, Tape recorder, Model, Chart, Face masks of animals.

				<p>sentences about oneself.</p> <p>7. To recite some more poems related to animals.</p> <p>8. Cursive writing.</p> <p>Beyond text book:- The children will observe (near their house) all the birds and animals and they will listen to their sound and will draw them in their scrap book.</p>	
	I want		<p>To—</p> <ol style="list-style-type: none"> <li>1. Develop the skill of listening</li> <li>2. Read and comprehend.</li> <li>3. Develop ability to converse.</li> <li>4. Appreciate others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to story by recording it in tape recorder and children will repeat it.</li> <li>2. To discuss about the various activities of birds.</li> <li>3. Speaking in simple sentences what they like about their friends.  ( e.g I like Ram because he is neat.)</li> <li>4. To speak simple sentences about likes and dislikes of my</li> </ol>	<p>Children magazines</p> <ul style="list-style-type: none"> <li>■ Nandan</li> <li>■ Champak</li> </ul>

			<p>5. Learn new words.</p> <p>6. Use collective nouns, plurals.</p> <p>7. Word building</p>	<p>friend.</p> <p>5. ppt - slides to be prepared on domestic animals as well as wild animals.</p> <p>6. World building:- The children will match the animals to its group- Singular and plural</p> <p>7. The children will write about their favourite birds and animals.</p> <p>Beyond Text Book:- The children will collect the pictures of various wild and domestic animals and prepare an album of animal kingdom.</p>	
--	--	--	---	---	--

	<p>UNIT—3</p> <p>A Smile</p> <p>[poem]</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>To—</p> <ol style="list-style-type: none"> <li>1.Listen attentively.</li> <li>2.Recite with expression.</li> <li>3.Tell jokes .</li> <li>4. Pronounce similar Syllabic words.</li> <li>5. Increase vocabulary</li> </ol>	<p>To listen and to follow the reciting of poem with expression using tape recorder.</p> <p>Action song singing , group wise with each group doing an action in turn.</p> <p>Discussion - on smile , when do we smile? and also discussion on gentle polite behaviors. Showing it practically on face. The Expression will be shown through P.Point Presentation (Pictures and Images taken from Google)</p> <p>Pronunciation of sounds for words with syllables un, in ,wr, wo etc., using word cards.</p> <p>Hanging alphabets in class . Children identify the alphabet that their name starts with and enter on the cards.</p>	<p>Chart Showing Expressions of face.</p> <ol style="list-style-type: none"> <li>2. Tape Recorder</li> <li>3. Block of Alphabets.</li> </ol>
--	--	--	---	--	--

				<p><b><u>Beyond text book:-</u></b></p> <p>The children will observe the facial expression and they will draw it in different colours, shapes and size. They will collect all the pictures of smiling faces and paste it in Scrap book</p>	
August	The Wind and the sun	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>To—</p> <p>1. Discuss about sun, light, warmth, wind seasons etc</p> <p>2. Comprehend story.</p> <p>3. Enact story.</p> <p>4. Use verbs in the past tense, present continuous tense.</p>	<p>1. Model Reading of the lesson with the help of Tape recorder.</p> <p>2. Each child talks about the sun , wind, light, uses of sunlight , seasons etc</p> <p>3. Matching picture cards to word cards and identify seasons Power Point Presentation of sounds of wind and thunder will be made for the children to listen, properly.</p> <p>4. Word cards associated to seasons distributed and each child identifies the apt season and</p>	<p>Tape recorder,</p> <p>Cassettes</p> <p>Face Mask</p> <p>Flash Cards.</p>



				<p>stands at the place earmarked on the blackboard.</p> <p>5. Teacher tells an action and the children do the opposite to understand antonyms.(PPT – opposites) Word cards also used.</p> <p>6. Doing words and rhyming words are matched with picture cards.</p> <p><b><u>Beyond text book:-</u></b></p> <p>The children will be taken outside class-room situation and they will feel the Sun, wind etc.</p>	
	<p>UNIT –4</p> <p>Rain [Poem]</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>To –</p> <p>1. Recite the poem.</p> <p>2. Discuss about rainy days ,</p>	<p>1. Recite the poem using tape recorder with recorded version of the students.</p> <p>2. Talk about the scenes on a rainy day , The clothes , playing in the rain ,what happens on getting wet, things that live in water, why</p>	<p>T.L.M.</p> <p>Tape recorder, Models of things used during rainfall PPT. Computer Model of Water transport</p>

			<p>clothes worn etc</p> <p>3. Guess riddles.</p> <p>4. Frame sentences</p> <p>5. Choose Rhyming words</p> <p>6. Increase vocabulary.</p> <p>7. Use describing words</p>	<p>snakes and earthworms are seen more on rainy days.</p> <p>3. Power Point Presentation of rainy seasons to be shown.</p> <p>4. Discuss the sounds of rain on umbrellas , on leaves, the smell of soil for the first rains ,formation of clouds .</p> <p>5. Pictoral cards associated to rain and water grouped together. Associated vocabulary to be learnt.</p> <p>7. Water transport shown through power point presentation Models observed.</p> <p>8. Cross words done for sources of water.</p> <p><b><u>Beyond text book:-</u></b></p> <p>A small discussion will be followed for the need of</p>	<p>Chart of Sources of Water.</p>
--	--	--	---	--	-----------------------------------

				<p>drinking clean water.  Discussion on uses of water.  Green grass is the word frequently used to involve children in describing the colour of objects in their classes-red, blues.</p>	
	<p>Storm in the Garden</p>		<p>To—</p> <ol style="list-style-type: none"> <li>1. Listen attentively</li> <li>2. Read fluently with voice modulation and expression.</li> <li>3. Use prepositions in sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading lesson with voice modulation with the help of tape-recorder.</li> <li>2. Enacting lesson with group of Children making the sounds.</li> <li>3. Discussion on ants, their movements, their home, their work etc. using finger puppets.</li> <li>4. Children will draw the pictures of ant, snail, frog etc.</li> <li>5. Listening to sounds of various objects produced by shaking tins filled with e.g. pebbles salt, pulses etc, sound of jingle bells,</li> </ol>	.

				<p>clock ticking, horn honking, door banging.</p> <p>6. Discussion on crewing creatures and what are their eating habits?</p> <p>7. Watch the feet of the webbed birds. To name few water birds that have webbed feet.</p> <p><b><u>Beyond the books:-</u></b></p> <p>Children will observe the activities of ant, where they are frequently found. They will try to find their habitat where they live. They will also observe animals the Cockroach Lizard etc.</p>	
September	Unit –5 Zoo Manners  [Poem]		To—  1. Recite with expression, voice modulation.	<p>1. Recite with expression and Group recitation by using tape recorder.</p> <p>2. Talk about animals picture card for which a few sentences are spoken.</p> <p>3. Face mask of all animals mentioned to be shown to the</p>	<p>Face Mask</p> <p>Tape recorder</p> <p>Cassette</p> <p>Model of Zoo,</p> <p>Model of animals</p> <p>Charts of animals</p>

				<p>children with proper sound.</p> <p>4. Discussion on the behavior, food of animals.</p> <p>5. Framing sentences on insects for ex- bee, butterfly etc.</p> <p>6. Singing of animals sound rhyme "Old/Mac Donald PPT observed.</p> <p>7. A visit to the zoo. Listing the animals/Matching animal picture to the name.</p> <p>8. TAL/audio cassette on sounds of animals, using this to recognize animals.</p> <p>9. A concept of Zoo should be created in the classroom situation to make the activity more joyful.</p> <p>10. Word Card with similar syllable sounds in words distributed.</p>	
--	--	--	--	--	--

				<p>Eg - Syllables - um low ies iz</p> <p>own</p> <p><b><u>Beyond Text books:-</u></b></p> <p>To acquaint the children with few important. National parks in our country. Why these parks are made in place of the zoo.</p>	
	Funny Bunny		<p>To—</p> <p>1.Listen and comprehend the answer to questions.</p> <p>2.Choose rhyming words</p> <p>3. Enact story.</p> <p>4. Use opposites</p>	<p>1. Reading the lesson with voice modulation and expression with the help of tape recorder.</p> <p>2. Dramatization of the lesson wearing face mask with simple dialogue.</p> <p>3. Word cards of rhyming words from lesson distributed randomly in class. While the lesson is read, the distributed words are identified and read out.</p>	

			<p>and past tense in sentences. 5. Story narration .</p>	<p>4. Sounds of words with syllables on, low, own, ay repeatedly read and practiced.</p> <p>5. The teacher will show the picture of animals and children will identify the animals.</p> <p>6. Jumbled words of a sentence give out as word cards which are put in order.</p> <p>7. Rewriting sentences by inserting is, an to wherever missing</p> <p>8. Picture composition using pictures related to animals to tell stories.</p> <p><b>Beyond Text book:-</b></p> <p>Stories related to birds and animals to be read in the class.</p>	
--	--	--	--	---	--

October	Unit –6 Mr. Nobody		<p>To—</p> <ol style="list-style-type: none"> <li>1. Recite with expression and clarity.</li> <li>2. Talk about curiosity to find answers.</li> <li>3. Comprehend the poem</li> <li>4. Use Mr./Mrs. Correctly</li> <li>5. Use similes aptly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening and reciting the poem with expression with the help of tape recorder.</li> <li>2. Discussion on pranks/tricks played on someone e.g. April fools day.</li> <li>3. The children will draw Mr Nobody as a funny looking man and colour it.</li> <li>4. Names of family members and eldering friend's written using Mr/Mrs.</li> <li>5. Some related poems to be also sung with music given in the book.</li> <li>6. Similes- word cards matched to pictures PPT shown.</li> </ol> <p><b>Beyond Text Book:-</b></p> <p>To read the family habits of Rabbits.</p>	
---------	--------------------	--	---	---	--



	Curly locks and the Three bears	Listening  Speaking  Reading  Writing	To-  1. Read and enjoy story.  2. Retell the story in short.  3. Discuss about forest, bowls , sweets.  4. Know your family members.  5. Identify describing words.  6. Frame sentences for paragraph/ using with homophones.  7. Use prepositions for picture talk	1. Reading story with expression and voice modulation. TAL –video story cassette  2. Each child tells story in a sentence of two as part of story building.  3. Discuss about things eaten from bowls/tricks and prangs on friends/about forests and things found there.  4. Story telling in first person (mono acting).  5. Stick pictures of family members and write their names using Mr./Mrs.  6. Using more similar sounds words for drilling  7. Frame sentences about – my family/best friend with homophones.  8. Using pictures from	Model of Rabbit, Tape recorder, P.P.T.
--	---------------------------------------	---	--	---	--

				<p>magazines frame sentences with prepositions.</p> <p>Writing things eaten for breakfast,</p> <p>lunch and dinner / matching picture cards on fruits with their word cards/ filling in missing vowels in names of parts of the body.</p> <p>Beyond Text Book:- to tell the children about the family and their members.</p>	
November	<p>UNIT –7</p> <p>On My Blackboard I can Draw</p>		<p>To –</p> <p>1.Recite the poem</p> <p>Stressing on Numbers</p> <p>2.Discuss about rooms in a house and things in a room.</p>	<p>1. Reciting the poem with clarity and expression with the use of tape records.</p> <p>2.Talk about items in the various rooms in their house.</p> <p>3. Distributing word cards with rhyming words, each one is pronounced and recognized to help form a</p>	<p>Crown</p> <p>Dress of King</p> <p>Pencil</p> <p>Model of Cat</p>

			<p>3. Phonic exercises</p> <p>with syllable –dr, br, thr, gr</p> <p>4. Use Similes</p> <p>5. Use opposites/ singular and plural/describing</p>	<p>group of words.</p> <p>4. Comparative sentences of picture with word cards for similes.</p> <p>5. Word card with opposites distributed, their actions done and they accordingly matched. PPT shown</p> <p>6. Boxes with es, ies, ves marked.</p> <p>Word cards with root words distributed.</p> <p>To match, correct suffices to the root words.</p> <p>7. Pick out naming words from given sentences.</p> <p><b>Beyond the Text book:-</b></p> <p>The children will read more stories on the theme of wit and humour. To inculcate their imaginative spirit they can</p>	
--	--	--	--	--	--

				<p>imagine their favourite food draw pictures of dresses of their brother and sisters.</p>	
	<p>Make it Shorter</p>		<p>To</p> <ol style="list-style-type: none"> <li>1. Read with clarity and expression</li> <li>2. To comprehend answers for questions</li> <li>3. Use comparative forms of adjectives in sentences.</li> <li>4. Frame sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading the lesson by the use of tape-recorder.</li> <li>2. Narrating the story the mouse and the pencil.</li> <li>3. Adjectives in comparative form used to frame sentences.</li> <li>4. Dramatizations of the story by putting the crown of king and wearing their dress and cap.</li> <li>5. Writing a few sentences about a cat.</li> <li>6. Make a pencil cap.</li> </ol>	<p>Tape recorders Chart and models of musical instrument Cassette</p>
December	<p>UNIT –8 I Am the Music Man</p>		<p>To</p> <ol style="list-style-type: none"> <li>1. Recite and</li> </ol>	<ol style="list-style-type: none"> <li>1. Reciting the poem with voice modulation with the help of tape recorder.</li> </ol>	

			<p>comprehend the poem</p> <p>2. Talk about musical instruments/fine art.</p> <p>3. Framing sentences.</p> <p>4. Find words in Crossword (puzzle)</p>	<p>2. Listening to the sounds of musical instruments. TAL –audio cassette.</p> <p>3. Differentiating the musical instruments into wind, percussion, string.</p> <p>4. Finding names of musical instruments from a given puzzle.</p> <p>5. Framing sentences from a given table of words.</p> <p>6. Models and charts of different musical instruments to be shown.</p>	
	The Mumbai Musicians		<p>To –</p> <p>1. Read and comprehend the lesson</p>	<p>1. Reading the lesson with expression on tape recorder.</p> <p>2. Narration of a story related to music.</p> <p>3. Children to make their own class orchestra-where they</p>	Family Tree Cards

			<p>2. Differentiate phonic sounds.</p> <p>3. Learn gender.</p> <p>4. Learn compound words.</p>	<p>clap, tap and beat the drum by their Tiffin boxes.</p> <p>4. Match words given in a word basket to phonic sounds</p> <p>e.g. .Short 'e', long 'i'</p> <p>5. Complete blanks in a sentence using right gender.</p> <p>6. Framing compound words and using in sentences.</p> <p>7. Children will observe and write the names of musical instruments which are played in their morning assembly.</p> <p>Beyond Text book:- The children should show there love for old and weak. This can be reflected through various activities or stories from books. grand parents day was celebrated in the school. The children will write down a passage on it. They</p>	
--	--	--	--	---	--

				can write down a passage. They can give small gifts and tell stories. They can invite Grand parents to school for a moral talk.	
January	UNIT –9  Granny please comb my hair	Reading  Writing	To –  1. Recite the poem  2. Talk about Grandparents, other older people  3. Use pronouns in sentences  4. Increase vocabulary  5. List naming words	1. Reciting poem with expression in the tape recorder..  2. Each child recalls names that grandparents are called at home.  3. Dramatization of Grand Parents through the poem.  4. The children can prepare small cards and it can be given to the grand parents or older parents.  5. Talk about their likes and dislikes of grand parents and what makes them good grand parents.  6. Listing things taken on a	

			<p>6. Frame sentences for guided composition</p> <p>7. Word building</p>	<p>holiday or picnic.</p> <p>7. The children will prepare a family tree to have a clear concept of Grand parents.</p> <p>8. Word building children will make new words for grand parents (Kangaroo Games)</p> <p>9. The children will prepare a thank you Card for their Grandparents. Fold the paper and decorate it and write a message on it.</p> <p>Beyond Text Book:- An interview of grand parents can be conducted. They can be invited to school and they can be ask to give a talk of their school days experience.</p>	
	<p>Magic Porridge Pot</p>		<p>To ---</p> <p>1. To read and comprehend</p>	<p>1. Reading the lesson by the use of tape recorder..</p> <p>2. Reading out rhyming words</p> <p>3. To prepare friendship</p>	



			<p>2. Find answers</p> <p>3. Rhyming words</p> <p>4. Use articles A, An, The</p> <p>5. Learn to make a simple recipe</p>	<p>balloons for decoration in party Colour it and present friendship balloons to each other.</p> <p>4. To make a simple recipe of how porridge is being made.</p> <p><b>Beyond text book:-</b></p> <p>The children will learn to make receipt of various other states.</p>	
February	<p>UNIT –10</p> <p>Strange Talk (Poem)</p>		<p>To—</p> <p>1. Recite with clarity, voice modulation and expression</p> <p>2. Listen to sounds of animals (TAL-Audio</p>	<p>1. Reciting with voice modulation</p> <p>2. Listen to sounds of animals</p> <p>3. TAL-Audio cassette</p> <p>4. Discussion on noise in the class, in the playground, in the library, say yes or no</p> <p>5. Picture story P.C. to be shown to the children</p> <p>6. Framing sentences using</p>	

			<p>cassette)</p> <p>3. Differentiate right oblique</p> <p>4. Frame questions using will, can, what, how, where, when Use doing words is, are, have, has, had</p> <p>5. Learn pronouns, Paragraph writing</p>	<p>homophones</p> <p>7. Using classroom situation group children to introduce singular and plural pronouns in association with doing words</p> <p>8. Framing sentences about pets</p>	
--	--	--	--	---	--

	The grasshopper and ant		<p>To –</p> <ol style="list-style-type: none"> <li>1. To listen and comprehend</li> <li>2. Narrate story</li> <li>3. To talk about seasons and storing things</li> <li>4. Word building</li> <li>5. Picture talk</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to story Dramatization with few dialogues can be in the class room.</li> <li>2. (TAL –Audio cassette-story telling)</li> <li>3. Talk about ants and their movements and their habits. These P.P. the student will come to know about the seasons.</li> <li>4. Matching word cards to identify synonyms</li> <li>5. Associated words for seasons</li> <li>6. More sounds of animals things stories and poem will be discussed.</li> <li>7. Framing sentences using sentences instead of nouns</li> <li>8. In the web word action.</li> </ol>	
March				Revision Work.	

\*\*\*\*\*



# KENDRIYA VIDYALAYA SANGATHAN

## SPLIT UP SYLLABUS

SESSION: 2019-20

**Class: II**

**Subject: EVS**

SNo.	Month/No. of working days	Competencies	Unit/Lesson	ELO	Suggested activities	TLM
1	April/ May	Observation Identification D.F.O.  Group Activity	Cleanliness of classroom and our school  Body Parts & Sense organs	Develop awareness and understanding about the personal well being, belongingness and surroundings and ways to keep them clean	1. Rhyme - Bits of paper on C.D. 2. Identify the items used for cleaning purpose (display picture) 3. Observe the [people who clean the school (discussion) 4. Divide class into groups. Each group will be responsible for the cleanliness of different parts of the class room like furniture, black board, display board, window lead group will be selected at the end of a week. 5. prepare colourful posters and slogans on the cleanliness and display in the class.	Flash cards Poster colours slogans Pictures and names of materials used for the cleanliness Pictures of different types of shampoos posters, soaps used Worksheet

					<p>6. Teacher will monitor the use of dustbin, not to spoil food while taking lunch.</p> <p>7. Utilize students power &amp; energy in keeping the surroundings clean</p>	
2.		<p>Observation Identification D.F.O. Group Activity</p>	<p>Body parts &amp; sense organs</p>	<p>To know our body and its care</p>	<p>Dramatization of body parts stories related to cleanliness.</p> <p>Paste picture of comb, brush, soap.</p> <p>Converse about body parts, sense organs and their functions Identification of body parts and sense organs.</p> <p>Games of touch and tell, smell &amp; tell, hear &amp; tell.</p> <p>Story of body parts</p> <p>Draw whole body and label it</p> <p>To assemble the cut outs of the body parts.</p>	<p>Flash Cards</p> <p>Pictures of comb, brush, soap</p> <p>Worksheet</p> <p>LCD, OHP</p>
3.	June/July	<p>Observation Identification D.F.O. Group Activity</p>	<p>Our Environment Plants, birds animals</p>	<p>To develop understanding about natural environment.</p> <p>2. To know and identify the animals based on their</p>	<p>Nature walk and observe different types of plants and animals in the school campus Bark Rubbing and recognize the trees in the school campus. Draw picture of trees Converse about animals</p> <p>Collection of leaves</p> <p>Collection of feathers.</p>	<p>Pictures of plants, birds animals Rhymes</p> <p>Poems</p> <p>Worksheet</p>





				<p>1. Size-big/small</p> <p>2.habitat-land, air, water</p> <p>To know the types of plants</p>	<p>Poem- Old Macdonald had a farm Land, water, air animals Enacting as animals and make sounds.</p> <p>Make a model of zoo.</p> <p>List and paste picture of animals</p> <p>Blind folding their eyes make sounds or call names and tell their young ones.</p>	<p>Charts of the animals &amp; their young ones.</p>
4.	August	<p>Observation</p> <p>Identification</p> <p>D.F.O.</p> <p>Group Activity</p>	Our food	<p>to Know the need of food</p> <p>To know the importance of nutritive food and hygenic environment</p>	<p>Find out edible oils made from seeds e.g.- mustard oil, sunflower oil, coconut, paste pictures of different types of food, clay models of fruits and vegetables</p> <p>Community lunch, Rhymes on food</p> <p>Power point presentation ingredients of food items.</p> <p>Good food habits.</p>	<p>Work sheet</p> <p>Balanced diet</p> <p>Pictures of different food items</p> <p>clay modeling</p> <p>Charts</p> <p>Fibre fruits and vegetables.</p> <p>Worksheet</p>
5.	September	<p>Observation</p> <p>Identification</p> <p>F.F.O.</p>	Season/clothes	<p>Observe and understand the change in weather conditions every day in different seasons</p>	<p>Prepare weather report from news paper for 15 days and display in the class.</p> <p>Things used in different seasons.</p> <p>Group item according to season</p> <p>Riddles on seasons</p>	<p>Chart of water cycle</p> <p>cloud formation</p> <p>experiment can be shown</p> <p>worksheet</p>

		Group Activity			Draw/paste pictures of seasons	Group of items
6.	October 2015	Identification  Observation  D.F.O.  Group Activity	Water	To know sources of water, uses of water	Develop the story of "The journey of water" with the help of flash cards. Draw different steps of water cycle.  Importance of water  Write the uses of water  Pictures/Flash Cards of sources of water	Chart  Model  Flash Cards  Worksheet
7.	November	Identification  Observation  D.F.O.  Group Activity	Recreation &  Festivals	To understand that recreation and festivals give us joy and happiness	Story telling, dramatization celebration of festivals in the class  Paste pictures of festivals witness or watch on T.V.	Pictures  Flash Cards  Worksheet  C.D.  Folk dance
8.	December	Identification  Observation  D.F.O.  Group	My family	To know about the family relationship	Paste the pictures of family members  Rhymes  Name the people who live in their family  Small Family  Big Family	Family Tree  Family photo

		Activity				
9.	January	Observations  Identification  D.F.O.  Group Activity	Occupation/ our helpers	To know the importance of each occupation	Role play of different professions, Fancy dress competition based on occupation.  Paste pictures of our helpers in their note books  Poem	Different types of dress worn by different professions.  Flash cards, Pictures  Worksheet  Model of Letters box  CD, OHP
10	February	Observation  Identification  D.F.O.  Group Activity	Means of Transport	To know Various means of transport	Cross word puzzle  Discussion on different means of transport, Make sound of different Vehicles  Stories about transport  Draw/paste pictures of different means of transport- air, water and land transport  To write names of different transport system, poems related to transport, Piggy on the rail way line	Poem  OHP  Flash Cards  Pictures of means of transport  Model of Transport  Worksheet  Make paper boat aeroplane etc.

					Puzzles, Riddles	
	March	Observation Identification D.F.O. Group Activity	Revision of MLL		Revision work	Work sheets Flash Cards CDS

\*\*\*\*\*

# KENDRIYA VIDYALAYA SANGATHAN

## SPLIT UP SYLLABUS

SESSION: 2019-20

d{kk: 2

fo"k;: fgUnh

Ø la-	ekg	ikB@'kh"kZd	n{krk,i	visf{kr dq'kyrk,i	lq>kfor fØ;k dyki	f'k{k.k vf/kxe lkexzh
1	vizSy@ebZ	o.kZekyk¼iqujko tRr ½  ckjg[kM+h  ikB 1 ÅWaV pyk  ¼dfork½	lquuk] cksyuk] i<+u k] fy[kuk]  dfork dks vkjksG  vojk sg ds lkFk  cksyukA  & lgh mPpkj.kA & ikyrw i'kqvksa ds ckjs esa tkudkjhA	dfork dks lqudj le>saxs A  dfork dks gko&Hkko  vkjksG&vojksg ds lkFk  cksy ldsaxsA &Loj] O;atuksa] ek=kvksa vkSj O;atuksa la;qDr dks  igpku dj Li"V mPpkj.k ds lkFk i<+  ldsaxsA	1- o.kZekyk] ek=k,Wa fy[kuk lh Mh }kjk  2- dfork dks mfpr y;  vkSj Hkko& rky Hkafxek ds  lkF dal;wVj }kjk k i<+kuk 3- lh-Mh- }kjk ikyrw tkuojksa  ds fp= fn[kkdj mu ij pp kZ djukA 4- cks>k <ksus okys tkuojksa ds  uke fy[kokukA 5- O;atu ij lHkh ek=k	& lhMh ikjnf'kZrk] izi= & ÅWaV dk fp=  & ¶ys'k dkMZ~l & ikyrw i'kqvksa ds fp= o ekWMy & o.kksZ ds ¶yS'k  dkMZ~l

			&'kCn&HkaMkj esa o`f) dj  ldsaxs	yxokukA 6- ckyw rFkk jsfxLrku ds ckjs e s pp a kZ djukA Ä 7 W ds ckjs esa dqN - aV okD;	
--	--	--	---	---	--

					fy[kokukA 8- vius uke ds igys v{kj ls ikWap 'kCn fy[kokuk 9- QyS'k dkMZI }kjk feyrs&tqyrs 'kCnksa dks crkukA	
2		Hkkyw us [ksyh  QqVckWay	& lquuk] cksyuk]  i<+uk] fy[kukA & dgkuh dk vkuan  ysukA & vius 'kCnksa esa  dgkuh lquukA	lly 'kCnksa vkSj okD;ksa  dks Li"V :i ls i<+  ldsaxsA & vius fopkjksa dks lcds lkeus O;Dr dj ldsazxsA & i'kqvksa ds ckjs esa vf/kd tkudkj izklr dj  ldsaxsA & [ksyksa ds ckjs esa vf/kd	1- gko&Hkko rFkk Loj ds  mrkj p<+ko }kjk vfHku;kRed <ax ls dgkuh i<+uk rFkk vfHku; djukA 2- lhMh }kjk taxyh tkuojksa  ds fp= fn[kkdj mu ij ppkZ djukA 3- taxyh tkuojksa ds fp=  dkWih esa fpidkukA	& Hkkyw dk <sup>eq[kks</sup> Vk & QqVck Wy &lh- Mh- & taxyh tkuojksa ds fp= o ekWMy &fdzd sV] gkdh] QqVc kWay]  Vscy&Vsfu] ckWy hcky [ksy ls

				tku ldsaxs	4- xsan ls [ksys tkus okys [ksyksa dh lwph      cukukA 5- QqVckWy dk              fp= cukdj	IEcfU/ kr      lkexzhA &lnhZ] xehZ      rFkk o"kkZ d fp=ks +_rq      s      a
--	--	--	--	------------	---	--



					jax HkjukA 6- BaM Is cpusa ds mik; fy[kuk 7- Nk=ksa }kjk vius 'kCnksa esa dgkuh lqukukA ewY;kadu	dk pkVZA & odZ'khV
3-	twu@tqykbZ	E;kAWa&E;kAWa	lquuk] cksyuk] i<+uk] fy[kuk] dfork dks vfHku; ds lkFk i<+dj vkuan ysukA rqd okys 'kCn NkWVuk	dfork dks gko&Hkko] vkjksg&vojksq ds lkFk cksy ldsaxsA ?kj rFkk vkl ikl ik, tkus okys ikyrw tkuojksa dks igpku ldsxsA	1- vksojgSM izkstsDVJ ds ek;/e Is dfork dks i<+kukA 2- uohu 'kCnksa dk mPpkj.k djokuk 3- mfpr y;&rky vkSj gko&Hkko ds lkFk dfork ikBA 4- rqd okys 'kCnksa dks NkWaV dj fy[kukA 5- dEl;wVj }kjk fofHkUu i'kqvksa dh vkoktsa lqukukA	vks,pih lhMh fcYyh dk eq[kkSVkA i'kqvksa ds fp= o ekWMy uqdhyh phtsa fn[kkukA

					6- fcYyh vkSj pwgs dk fp= cuokukA	
--	--	--	--	--	---	--

					7- dfork dk ,dy o lkewfgd dkO; ikBA 8- uqdhyh phtksa ds uke fy[kuk o fp= cuokukA 9- fcYyh rFkk canj dh dgkuh lqukukA	
4-	tqykbZ	vf/kd cyoku  dkSu \	lquuk] cksyuk] i<+ uk] fy[kukA dgku ds h ewyHkko  rFkk mlls izklr gksusa okyh f'k{kks dks  xzg.k djusa dh ;ksX; rk dk fodkl] 'kCnksa vkSj okD;ksa  dks Li"V :i ls i<+u kA lw;Z ds ckjs esa tkudkjh izklr	dgkuh dks lqudj le>  ldsaxsA d{kks esa vius fopkjksa dks  O;Dr dj ldsaxsA dgkuh dks vius 'kCnksa esa  lqk ldsaxsA lqys[k rFkk Jqrys[k dj  ldsaxsA	1- gok vkSj lw;Z ds ckjs esa ppkZ djds jkspd <ax ls vf/kd cyoku dkSu\ dgkuh  lqukukA 2- lw;Z vkSj gok ls lEcfU/kr  fp= cukdj jax HkjukA 3- ¶yS'k&dkM~ZI ds ek;/e ls uohu 'kCnksa dk mPpkj.k rFkk  muds lekukFkZd 'kCn  fy[kokukA 4- lwjt ds ckjs esa dqN okD;  fy[kokuk	lh-Mh- }kjk  gok rFkk lwjt ds  eq[kkSVsA ¶yS'k&dkM~ZI _rqvksa ds fp=ksa dk  pkVZ  odZ'khV  +

			djuk A		5- fofHkUu _rqvksa ds ckjs esa	
--	--	--	-----------	--	-----------------------------------	--

			'kCn HkaMkj esa o'f)A		ppkZ djrs gq, xehZ ls cpusa ds mik; fy[kukA 6- lqys[k rFkk Jqrys[kA ewY;kadu	
5-	vzxLr	nksLr dh enn	lquuk] cksyuk] i<+u k] fy[kuk] i'kq vks ls a IEcfU/kr izsj.kkLin dgkfu;kWa  i<+r k A lg;ksx dh Hkkouk  dk fodkl	vius 'kCnksa esa ?kVukvksa  dk o.kZu djsaxsA  lquh gqbZ ckr ;k ifBr  fo"k; oLrq dh n`';  dYiuk dj ldsaxsA	1- ty rFkk Fky ij jgus okys tho&tUrqvksa ds ckjs esa  ppkZ djukA  2- fp= fn[kkdj dgkuh  lquku kA 3- i'kq&if{k;ksa ls IEcfU/kr  vU; dgkfu;kWa ,y-lh- Mh- ij  fn[kkukA  4- v/;kid }kjk vkn'kZ okpu rFkk Nk=kas }kjk dgkuh dks le>dj i<+ukA	dgkuh ls IEcfU/kr fp=  iapra=] lh-Mh-  ,d vusd ds fy, ikS/ kks larjksa :i;s] a] ] fIDd vkf lkexzh s n A esa iku jgus h a okys tarqv tho ksa ds fp= dqN eqyk;e phtsa  tSlS :bZ] dkxt] ikiM+ fcfLdV

					5- ikuh esa jgus okys tho tarqvksa ds fp= ,d= dj dkWi h esa fpidkukA vkSj vusd ds 6- ,d ckjs esa	vkfn A
--	--	--	--	--	---	-----------

					<p>crkukA  7- ikuh esa Mkyus ij  dkSulh  phtsa eqyk;e gks tkrh  gS]</p> <p>mudh igpku djukA  8- lkFkh dh enn djusa  ds</p> <p>fy, mUgsa izsfjr djukA</p>	
6-		<p>cgqr gqvk</p> <p>¼dfork½</p>	<p>lquuk] cksyuk]</p> <p>i&lt;+uk] fy[kukA  dfor  k dk vkuan  ysuk  A  o"kkZ +_rq ds  ckjs esas</p> <p>vf/kd tkudkjh  izklr djukA</p>	<p>mfpr y; rFkk  &lt;ax ls dfork ikB  djuk</p> <p>lh[ksaxsA  dfork dks  le&gt; dj  vius 'kCnksa es  Hkko O;Dr  djuk  lh[ksaxsA</p>	<p>Hkko&amp;iw.k  Z</p> <p>1- dfork dks mfpr  y;&amp;rky vkSj  Hkko&amp;Hkafxek</p> <p>ds lkFk i&lt;+uk  2- rqd okys 'kCnksa  dks NkWaV</p> <p>dj fy[kuk  3- cknyksa rFkk  o"kkZ ds ckjs esa</p> <p>ppkZ djuk  4- ,y-lh-Mh- ij o"kkZ  _rq ls</p> <p>IEcfU/kr fp= fn[kk dj</p> <p>okD; fy[kokukA</p>	<p>,y-lh-Mh-]  lh-  Mh-  _rqvksa ds  fp=ksa dk  dk  pkVZA  ekS  le ls IEcfU/kr  Åuh lwr  ] h oL=A  jsudksV] NkrkA</p> <p>dkxt dh ukoA  yw  MkslkWai&amp;lh&lt;+  ] h]  dSje&amp;cksMZ]  'krjatA</p>

					5- o"kkZ ls gksus okys ykHk rFkk gkfu ds ckjs esa crkukA 6- ckfj'k dk fp= cukdj	odZ'kh V dkxt dh uko] Nkrk] jsudksV
--	--	--	--	--	---	--



					<p>jax HkjukA  7- ckfj'k ls cpus ds mik;  fy[kuk  8- ?kj ds vanj  [ksys tkus  okys [ksyksa dh lwph  cukukA  ewY;kad  u</p>	
7-	flrEcj	esjh fdrkc	<p>lquuk] cksyuk]  i&lt;+u  k] fy[kuk</p> <p>&amp;iqLrdksa ds  izfr  izse  A</p> <p>&amp;vf/kd ls vf/kd</p> <p>iqLrds  a i&lt;+usa dh</p> <p>vknr MkyukA</p> <p>&amp;uki rkSy dh</p>	<p>'kCn HkaMkj esa o`f) dj  ldsaxsA</p> <p>'kq) fgUnh i&lt;+us o  fy[kus</p> <p>esa l{ke gksaxsA</p>	<p>1- iqLrdky; d{k esa ys  tkdj iqLrdsA  i&lt;+kukA</p> <p>2- ikB dk vkn'kZ  rFkk  vuqdj. ,y-lh-  k okpu Mh- ij  djoku  kA</p> <p>3- dkM ds  ¶yS'k Z~l ek;/e ls  uohu mPpkj.k  'kCnksa dk rFkk  lekukFkZd 'kCn  cukuk</p> <p>4- 'kCnksa dh  vaR;k{kjh</p> <p>5- ckjs esa  uki&amp;rkSy crkrs</p>	<p>&amp;,y-lh-Mh-  &amp;lh-Mh-  &amp;iqLrdsA  &amp;¶yS'k&amp;dkMZ~  l  &amp;rjktw&amp;ckWaV]  Ldsy  baphVsi] yhVj  vkfn  &amp;fon~;ky;  ds</p>

		fofH fof/k;ksa kUu dh tkudkjh	ds gq, d{kk esa phtksa dks ukiukA 6- viuh ilan dh phtksa ds uke fy[kukA 7- viuh dqN fiz; iqLrdksa ds uke cksyuk o fy[kukA	iqLrdky; esa miyC/k  cky&if=dk, Wa tSIs  uanu] paid] ckygall pkS/ pkpk kjh
--	--	-------------------------------------	--	--

					8- lqys[k rFkk Jqrys[kA	vkfnA
8-		frryh vkSj dyh  ¼dfork½	lquuk] cksyuk] i<+u k fy[kuk  rqd okys 'kCn Nk;Vu kA i;kZoj. ds ckjs k esa tkudkj h izklr  djukA	dfork lqj rFkk y; ds  lkFk xk;axsA  dfork dks jkspd :i ls  lquk ldsaxsA if{k;ksa ds ckjs esa tku  ldsaxsA Qwy ifRr;ksa ds ckjs esa  tkusaxsA	1- dfork dks lqj vkSj y; esa  xkukA  2- dal;wVj }kjk dfork  i<+kuk 3- cxhps esa ys tkdj Qwy ifRr;ksa ds ckjs esa crkukA  4- frryh dk fp= cuk dj  jax HkjukA 5- rqd okys 'kCn NkWAVdj fy[kukA 6- oxZ igsyh cukdj mlesa ls Qwyksa ds uke NkWAV dj fy[kukA 7- 'kCnksa ls okD; iz;ksx djokukA 8- vPNh egd okyh phtksa dh lwph cukukA	lh-Mh-  Qwy ifRr;kWa  dyh  frryh dk fp= egd okyh phtsaA oxZ igsyh odZ'kh V

					ewY;kadu 9- fofHkUu oLrqvksa ds jaxksa dks igpku dj uke fy[kukA	
--	--	--	--	--	--	--

9-	vDVwcj	cqycqy	<p>lquuk</p> <p>cksyuk</p> <p>i&lt;+uk</p> <p>fy[kuk 'kCn HkaMkj esa o`f)</p>	<p>ikB dks vPNh rjg ls</p> <p>i&lt;+</p> <p>ldsaxsA</p> <p>i'kqvksa ds</p> <p>if{k;ksa O;ogkj]</p> <p>dk;Z] jgu&amp;lgu]</p> <p>LoHkko</p> <p>vkfn dks</p> <p>tku ldsaxsA</p>	<p>1- ,ylhMh ij fofHKUu</p> <p>if{k;ksa ds fp=</p> <p>fn[kkukA</p> <p>2- ikB dk vkn'kZ rFkk</p> <p>vuqdj.k okpuA</p> <p>3- if{k;ksa ds jax :i</p> <p>rFkk</p> <p>mudh vkokt ds ckjs</p> <p>esa ppkZ</p> <p>djukA</p> <p>4- dyxh okys if{k;ksa</p> <p>dh</p> <p>lwph cukukA</p> <p>5- i'kq if{k;ksa ls</p> <p>IEcfU/kr</p> <p>igsfy;kWa</p> <p>¶lyS'k&amp;dkM~ZI ds</p> <p>ek;/e lsA</p> <p>6- cqycqy ds ckjs esa</p> <p>dqN</p> <p>okD; fy[kokukA</p> <p>7- if{k;ksa ls IEcfU/kr</p> <p>dfork,WaA</p> <p>8- dkWih esa if{k;ksa</p> <p>ds fp=</p> <p>fpidkuk</p>	<p>lhMh</p> <p>¶lyS'k] dkM~ZI]</p> <p>if{k;ksa</p> <p>ds fp=ksa dk</p> <p>pkVZA</p> <p>odZ'khV</p>
----	--------	--------	---	---	---	--

					9- ewY;kadu	
--	--	--	--	--	-------------	--

10	uoEcj	ehBh lkjaxh	lquuk] cksyuk] i<+u fy[ku k] k d dgku k h s i<+dj vkuan mldk ysukA e 'kCn s HkaMkj a of) djuk A ok &a=d ckjs ksa s esa tkudkjh A	dgkuh dks i<+dj vkuan ys ldsaxsA 'kCnkFkZ ldsa xzg.k dj xsA lly 'kCnksa o okD;ksa dk lqys[k o Jqrys[k fy[k ldsaxsA		1- laxhr d{k esa ys tkdj fofHkUu ok  ;a= fn[kkuk rFkk muds ckjs esa ppkZ djukA 2- ,y-lh-Mh- dk iz;ksx djrs gq, ikB i<+uk vkSj i<+okuk 3- lkjaxh dk fp= fn[kk dj mlds ckjs esa ppkZ djukA 4- rkj okys rFkk Fkki okys ok  ;a=ksa dh
----	-------	-------------	--	---	--	--

lwph cukukA 5- fofHkUu voljksa ij ctk, tkus okys ctkksa ds ckjs  
esa crkukA

6- [kkus&ihus dh phtksa dh Lokn ds vuqlkj lwph cukukA

7- lqys[k vkSj Jqrys[k

8- vuqLokj rFkk vuqkfld 'kCnksa dk vH;kl

laxhr ds fofHkUu  
ok| ;a= ,y-lh-Mh-

ehBh] uedhu rFkk  
[kV~Vh [kkn~;  
oLrq,WaA



11-	Vslw jtkk chp cktkj ¼dfork½	lquuk] cksyuk] i<+u k] fy[kuk *Vsl mRI ds w* o ckjs esa tkudkjh izklr djukA  dfork esa vk, uoh 'kCn u ksa dk Kku djukA	dfork dks mfpr y; rFkk Hkkoiw.kZ <ax ls i<+  ldsaxsA dfork dks jkspd :i esa  lquk ldsaxsA & dfork dk vFkZ xzg.k  dj ldsaxsA			1- dfork dks lqj o y; ds lkFk xkuk dfork dk vkn'kZ o vuqdj.k okpuA 2- fxurh dh tkudkjh djuk  3- fxur o vufxur phtksa dh lwph cukukA  4- dfork dk vFkZ Li"V djukA  5- isafly] xsan] dkWih] Ldsy] jcM+] f[kykSus vkfn dh dher iwNukA  6- 'kCnksa dks Øze ls yxk dj lgh okD;
-----	--------------------------------	--	---	--	--	--

cuokukA

7- tk vkSj t+k esa vUrj Li"V djusa ds fy, mnkgj.k nsrs gq, ¶yS'k dkM~ZI Is i<+kdj lgh mPpkj.k ij /;ku nsukA

ewY;kadu

8- fofHkUu izdkj ds cktkjksa dh tkudkjh ysdj muds uke fy[kokukA

9- fofHkUu ukeksa dks fofHkUu lewgksa esa foHkkftr djukA

10- R;ksgkj Is lacfU/kr yksdxhr lquukA

Vslw dk ekWMy

¶yS'k dkMZ~IA

d{kk esa miyC/k

fxur] vufxur phts

tSlS Nk=]

fdrkcsa] flj ds cky

vkfnA

odZ'khV

12-	fniEcj	cl ds uhps ck?k  rsanq, dh [kcj	lquuk] cksyuk]  i<+uk] fy[kuk dgkuh dks i<+ dj  vkuan ysuka lekpkj i= ds ckjs  esa tkudkjh	dgkuh dks i<+dj vkuan  ys ldsaxsA ;k=k ds ckjs esa tkudkjh  izklr dj ldsaxsA  fgald rFkk taxyh tkuojksa ds ckjs        esa tkudkjh        dj xzg.k  ldsaxsA	1- fdlh cl ;k V <sup>a</sup> su dh ;k=k ds ckjs esa dgkuh  lqukukA  2- ,yihMh }kjk dgkuh  i<+kukA  3- ?kj ds vkl&ikl ik, tkus okys i'kqvksa dh lwph  cukukA 4- fgald tkuoj ds ckjs esa ppkZ djuk o fgald gksus dk dkj.k tkuukA 5- ikjn'khZ rFkk vikjn'khZ phtksa dh lwph cukukA 6- oxZ igsyh cukdj mlesa ls i'kqvksa ds uke <wWa<dj fy[kuk 7- cPpksa dks okguksa ds ifg,	lh-Mh- taxyh tkuojksa ds fp= vkSj ekWMyA ;krk;kr ds lk/kuksa ds fp= o ekWMyA  &ikjn'khZ o  vikjn'khZ phtsa&dkWap] 'kh'kk] iryk diM+k] iRFkj]  ydM+h vkfn fofHkUu  lekpkj i=  odZ'khV
-----	--------	---------------------------------------	--	---	--	---

					ds ckjs esa crkukA 8- cl dk fp= cukdj jax Hkjuk 9- tkuojksa dh lqj{kk rFkk muls i;kZoj.k larqyu dh ppkZ djukA	
--	--	--	--	--	--	--

					lekpkj i=ksa ds uke fy[kuk 10- lekpkj i= esa ls 5 eq[; lekpkj NkWaV dj fy[kokuk ewY;kadu	
13-	Iuojh	lwjt tYnh vkuk th ¼dfork½	lquuk] cksyuk] i<+uk] fy[kukA dfork dk vkuan ysukA ckjs lwjt ds esa tkudkj h izklr djuk	dfork dks lwj o y; ls xk,WaxsA dfork dks jkspd :i ls lquk ldsaxsA dfork dk vFkZ xzg.k dj ldsaxsA	1- lqj o y; esa dfork ikB ,ylhMh }kjk djokukA 2- lwjt dk fp= cuk dj jax HkjukA 3- fofHkUu _rqvksa ds ckjs esa crkukA 4- lwjt ds ckjs esa dqN okD; fy[kokukA 5- /kwi ls cpus ds fy, mik; crkukA 6- dfork ;kn djokuk 7- csesy 'kCnksa dks NkWaV dj	,ylhMh] lhMh _rqvksa ds fp=ksa dk pkV ZA cse 'kCnksa sy dks Nk Wa Vus d a s fy, dqN 'kC nks dk a s ¶lyS'k dkMZ~l ij fy[kukA +

					fy[kuk 8- ^^ lw;Z dk gekjs nSfud thou ls lacU/k** ij ppkZ djukA	
--	--	--	--	--	--	--

14-	uV[kV pwgk	lquuk] cksyuk] i<+u k] fy[kukA dgk uh dk vkuan ysuk A vfHk U; djus dh dyk dk fodkIA	dgkuh dks i<+dj vkuan ys ldsaxsA dgkuh dks vius 'kCnksa esa lquk ldsaxsA dc] dkSu] dgkWa] D;ksa okys iz'uksa ds mRrj ns ldsaxsA				
-----	------------	--	--	--	--	--	--

1- uV[kV pwgk uked  
dgkuh

lqukuk

2- dgkuh dk vfHku;

djokuk

3- 'ksj vkSj pwgs dh  
dgkuh

lqukuk

4- fu'kku yxkdj dqN  
'kCn

cukuk tSlS nthZ] lw;Z]  
iwoZ

vkfnA

5- vaxwBs dh Nki ls  
fpfM+;k]

vukj] yM+dh vkfn ds  
fp=

cukukA

6- ,d vkSj vusd ds ckjs  
esa

crkuk

7- ikyrw tkuojksa ds  
fp=ksa

dks dEI;wVj ij fn[kkdj

eq[kkSVS

dgkuh ls

IEcfU/kr

fp=A

ikyrw tkuojksa

dh

lh-Mh-

,d opu]

cgqopu

ds fy, d{kk

esa

miyC/k

lkexzhA

gekjs ennxkj

yksxksa

ds fp=ksa dk

pkVZA

odZ'khV

muds ckjs esa ppkZ

djukA

8- gekjs ennxkj

yksxksa ds

fp= fpidkuk



15-	Qjoh	,Ddh nksDdh	lquuk] cksyuk] i<+uk] fy[kukA dgkuh ds ewyHkko rFkk mlls lkzklr gksusa okyh f'k{kk dks xzg.k djusa dh ;ksX;rk dk fodkIA cky mif=dk,Wa i<+usa dh vknr MkyukA	dgkuh dks i<+dj le>saxs rFkk mldh f'k{kk dks xzg.k djsaxsA vkRe&fo'okl ds lkFk viuh ckr dks dg ldsaxsA lly 'kCnksa dks i<+dj okD; cuk ldsaxsA		1- ewY;ijd dgkfu;ksa dks i<+us ds fy, izsfjr djukA 2- ,Ddh&nksDdh dgkuh ls IEcfZU/kr fp= fn[kkrs gq, jkspd <ax ls dgkuh lqukuk 3- cPpksa dk pkfjf=d fodkl djusa ds fy, f'k{kkizn dgkfu;kWa ,ylhMh ij fn[kkuk 4- la[:k ds ckjs esa crkuk 5- xk; ds ckjs
-----	------	-------------	---	--	--	---

esa ppkZ djrs gg, dqN okD; fy[kokukA

6- \*uke okys 'kCn\* rFkk \*dke okys 'kCn\* NkWVdj fy[kukA 7-  
'kCnksa dk okD;ksa esa iz;ksx djukA

8- Nk=ksa }kjk vius 'kCnksa esa dgkuh lqukukA

9- lqys[k] Jqrys[k]

,y-lh-Mh-

iapra= dh iqLrd] lh-  
Mh-]

cky if=dk,Wa dgkuh  
ls IEcfU/kr fp=

f'k{kkizn dgkfu;ksa  
dh lh-Mh-

xk; dk fp=] ekWMy  
,DVhfoVh 'khV

					ewY;kadu	
	ekp Z	iqujko`fRr dk;Z			ewY;k adu	

\*\*\*\*\*



# KENDRIYA VIDYALAYA SANGATHAN

## SPLIT UP SYLLABUS

SESSION: 2019-20

**Class: II**

**Subject: MATHS**

Sl. No	Month	Lesson	Competency	EXPECTED LEARNING OUTCOMES	SUGGESTED ACTIVITIES	T.L.M.
1	April/may	What is long?  What is round?	1. Recognition & formation of numbers  2. Understanding of concepts  3. Application through activity  4. Ability to compute mentally	* Recognizes geometrical shapes  * Identifies properties such as edges, corners, faces, smooth or rough surfaces.  * Understands that shapes with broader bases are more stable and the way things are stacked in a shop.	1. Students are blindfolded & asked to guess the things kept in a bag.  2. Making a postcard holder & students will see how many books it can hold.  3. Make a tiny tree using a sheet of paper and scissor.  4. Make a tower collecting different things such as books, boxes, erasers, matchboxes glasses etc  5. Playing of "Coin play" and see which type of coin rolls, slides and	Materials:-  *Books, copies, pencil box, eraser, scale, sharpener  *Coloured papers, postcards, scissors, gum bottle, shoe boxes, tin boxes, glasses etc





					stands.  Autobiography of a coin.	* CD and transparency.
2.		Counting in groups	<p>1. Recognition and formation of number.</p> <p>2. Understanding the concepts</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity</p>	<p>* Guesses the numbers of things around them.</p> <p>* Looks at the arrangement of objects and uses the strategy of counting in groups.</p> <p>* Learns the use of ordinal numbers.</p>	<p>1. Guess the number of different things kept in groups without counting each thing.</p> <p>2. Counting things found in the class-desks, chairs charts etc.</p> <p>3. Teacher will teach "More or Less" in different types eg- Ring the correct answer</p> <p>Eg.</p> <p>*Number of teeth in your mouth less than 40 more than 40</p> <p>4. Teacher will teach ascending &amp; descending order through activity with pictures &amp; string of beads.</p> <p>5. Teacher will ask the students to</p>	<p>* Materials-</p> <p>Pencils, Ice spoons, ear rings stones, marbles, cups, numbers card bangles etc.</p> <p>*Bindis, coloured Pencils, Drawing sheets</p> <p>*CD's</p>

					draw a figure by joining the dots in ascending order starting from a given number	
3	June / July	How Much can you carry?	<ol style="list-style-type: none"> <li>1. Understanding the concepts</li> <li>2. Application through activity</li> <li>3. Ability to compute mentally.</li> <li>4. Recognition and formation of number</li> </ol>	<ul style="list-style-type: none"> <li>*Compares weights of different things as per their weight.</li> <li>* Identifies and feels the things if they are heavier or lighter.</li> <li>*Guesses the weight of different things without weighing by holding them in their hands</li> </ul>	<ol style="list-style-type: none"> <li>1. Compare the weights of different things by holding them in their hands.</li> <li>2. Riding a see-saw to have a concept of weight as heavier/lighter.</li> <li>3. What happens when your sweater falls in bucket of water?</li> <li>4. Which is heavier your dry shirt or wet shirt?</li> <li>5. Match the picture of the animal with the things it can carry.</li> </ol>	<ul style="list-style-type: none"> <li>* Chart of heavy or light things.</li> <li>*Football, marbles, Bottles, egg, books, fruits, Vegetables, stones etc.</li> <li>*Bucket, Cup, Balloons.</li> <li>*CD's of Transparency sheets</li> </ul>

4.		Counting in Tens	<ul style="list-style-type: none"> <li>*Recognition and formation of number.</li> <li>*Understanding the concepts.</li> <li>* Ability to compute mentally.</li> <li>* Application through activity</li> </ul>	<ul style="list-style-type: none"> <li>*Children recall the number concept.</li> <li>* Recognizes and speaks numerals of 2 digit numbers.</li> <li>* Classifies collections (size10) and count the number of objects.</li> </ul>	<ol style="list-style-type: none"> <li>1. Try to make different arrangements using groups of 10 objects which are usually easy to count.</li> <li>2. Make groups of 10 students in the class and count them.</li> <li>3. Link the concrete objects to written symbols and oral names of numbers.</li> <li>4. To make garlands, out of ten flowers, beads, shells etc.</li> <li>5. Collection of objects and putting them in bundles, bunches, groups etc.</li> </ol>	<ul style="list-style-type: none"> <li>*Materials:-</li> <li>*Stones, match sticks, pencils, Ice spoons, Beads, marbles etc.</li> <li>* Abacus</li> <li>* Number's cards of tokens.</li> <li>* CD's of Transparency sheets</li> </ul>
5.	August	Patterns	<ol style="list-style-type: none"> <li>1. Recognition and formation of number</li> <li>2. Understanding the</li> </ol>	<ul style="list-style-type: none"> <li>* Develops mathematical- thinking creativity, Art, Drawing</li> </ul>	<ol style="list-style-type: none"> <li>1. Various patterns of different colours are shown to the students like-Iron grill of classroom,</li> </ol>	<ul style="list-style-type: none"> <li>*Different motifs, leaves, lady fingers,</li> </ul>



		<p>concepts</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Understand the concept of patterns &amp; predicts what will come next in a given pattern</p>	<p>windows, boundary wall &amp; stairs.</p> <p>2. Clap hands in different patterns.</p> <p>3. Thumb impression in different patterns.</p> <p>4. Children will complete some incomplete patterns using different colours.</p> <p>5. Explanation of number pattern</p> <p>6. Make a colourful design using any two types of vegetables for printing.</p>	<p>potato, rubber is used to make patterns dye.</p> <p>* Class room window Teacher's sari, Lunch boxes stairs grills.</p> <p>*through transparency &amp; CD's</p>
--	--	--	---	--	---


6.		Foot Prints	<ol style="list-style-type: none"> <li>1. Understanding the concepts.</li> <li>2. Ability to compute mentally.</li> <li>3. Application through activity.</li> </ol>	<p>*Identifies shapes of square, rectangle, circle and triangle,</p> <p>*Description of basic shapes.</p> <p>*Open and closed plane figures.</p> <p>*Develops and uses vocabulary.</p>	<ol style="list-style-type: none"> <li>1. Draw the footprints of different animals.</li> <li>2. Match the figures of animals with their footprints.</li> <li>3. Collect some things such as a match box, coin, leaves etc and trace each of them.</li> <li>4. Make pictures using different shapes like     also write the name of things below them.</li> <li>5. Students to collect few things like leaves, matchsticks, Bangles, bindis, sharpener and trace each things.</li> </ol>	<p>Animal's</p> <p>*toys for tracing footprints</p> <p>*Things to trace eg:- Match box cover, Bus tickets, Bowl, Pencil, bangle, Ice spoons, coins etc.</p>
----	--	-------------	---	--	---	---

7.	September	Jug Mugs	<p>1. Understanding the concepts</p> <p>2. Ability to Compute mentally</p> <p>3. Application through activity.</p>	<p>* Measures and expresses the capacity of a container using improvised units such as cups, glasses, Jars, bowl etc.</p> <p>*Estimates the capacity of a container and verifies the same by actual measuring.</p> <p>*Compares capacities of different containers by finding out how many smaller containers filled up are needed to fill the bigger ones.</p>	<p>1. To make a lemon drink and distribute among the children of their group. The focus should be on volume.</p> <p>2. To fill up their water bottle with a cup and find how many cups fill their bottle.</p> <p>3. Draw and circle the picture of the vessel which can hold more water.</p> <p>4.Children will be asked to count and write the number of glasses, mugs required to fill a bucket.</p> <p>5. To fill balloons with water.</p> <p>6. Utility of water for eg. Bathing, brushing, washing etc.</p>	<p>* Lemon drink</p> <p>A Lemon, sugar, salt &amp; one glass water</p> <p>* Different types of glasses, Mugs, Bottles, spoons, cups, jugs, buckets &amp; balloons etc.</p> <p>* Coloured water.</p> <p>* Chart of story "Thirsty crow".</p> <p>*CD's and</p>
----	-----------	-------------	--	---	--	--

						transparency
8.		Ten and ones	1. Recognition & formation of number  2. Understanding the concepts.  3. Application through activity	* Recognition of number from 10 to 99  (2 digit numbers)  * Concept of Zero.  * Drilling of 2 digit numbers.  * Place value of 2 digit number.  * Able to express the place of tens and ones with the help of abacus.	1. By standing two students in front of class, teacher will show them the place value.  2. To show Rupee notes of 10, 20 etc.  3. Teacher will arrange a game to teach the Tens and Ones (Bangle game)  4. To make designs out of broken bangle pieces.  5. Make token cards and use them to show different numbers	* Abacus  * Coins, Fake notes, objects eg Bangles, Ice spoons  * Token Cards  *Dot board & Bangle
9.	October	My Fun days	1. Understanding the concepts  2. Ability to compute	* Identifies the names of (1) Days (2) months and (3) Seasons in	1. Recitation of Rhymes about seven days of the week and names of the months.	* Number's Cards  * Chart of days

		<p>mentally.</p> <p>3. Application through activity.</p> <p>4. Recognition and formation of number</p>	<p>sequence</p> <p>* Identifies fruits and vegetables available in different seasons/months.</p> <p>* Uses class time table to tell the no of periods of different subjects in a week.</p> <p>* Uses calendar to tell the days and date.</p> <p>* Makes appropriate use of words today, yesterday tomorrow, day after tomorrow and day before yesterday.</p>	<p>2. Group activity using calendars</p> <p>3. Group activity using class time table.</p> <p>4. Counting of months on Knuckles.</p> <p>5. Write months having 30 days, 31 days and less than 30 days.</p> <p>6. Identify the month in which their favourite. Flowers bloom, fruits ripe and festival falls.</p>	<p>&amp; months</p> <p>* Calendar</p> <p>* Time-Table of Class II</p> <p>* Chart of fruits, Vegetables &amp; flowers.</p> <p>* Chart of festivals with months.</p> <p>* Chart of seasons with months</p>
--	--	--	--	---	--

10.	November	Add our points	<p>1. Recognition and formation of number</p> <p>2. Understanding the concepts.</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Identifies addends and sum in an additional fact.</p> <p>* Identifies the properties of addition.</p> <p>* Adds two or three numbers with or without regrouping.</p> <p>* Adds using dice as in Ludo</p>	<p>1. Oral drilling using correct mathematical language.</p> <p>2. Mental mathematics- Sums for oral as well as written in the form of worksheets.</p> <p>eg- <math>4 + 2 + 2 =</math> <input type="text"/></p> <p>3. Throwing of two dices and add the nos. to get their points and fill up the blanks</p> <table border="1" data-bbox="1317 659 1767 1134"> <thead> <tr> <th></th> <th>Begin at start</th> <th>Points on dice</th> </tr> </thead> <tbody> <tr> <td>Throw 1</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Throw 2</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Throw 3</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>How many points are these ? ( )</p>		Begin at start	Points on dice	Throw 1	_____	_____	Throw 2	_____	_____	Throw 3	_____	_____	<p>Materials:-</p> <p>* Different things eg - Ice spoons, pencils, colours and stones.</p> <p>&amp; Flash cards of numbers</p> <p>* Coins &amp; Notes</p> <p>* Through transparency and CD's</p>
	Begin at start	Points on dice																
Throw 1	_____	_____																
Throw 2	_____	_____																
Throw 3	_____	_____																

					<p>4. Game of the purchasing given items with the combination of different notes and coins.</p> <p>5. Addition of numbers. To see Rupee notes 10, 20, 50, 100 etc and add</p> <p>6. Tossing the balloon.</p>	
11.		Lines & Lines	<p>Understanding the concepts.</p> <p>2. Application through activity</p>	<p>* Identifies standing, slanting and sleeping lines</p> <p>* Sorts and classifies, standing, slanting, sleeping &amp; curved lines from their environment.</p> <p>* Draws vertical slant, horizontal and curved lines</p>	<p>1. Concept of standing, sleeping &amp; slanting lines     ≡ \\\.</p> <p>2. To make numbers and letters using matchsticks by standing sleeping and slanting lines.</p> <p></p> <p>3. Join the giving dots with curved or straight lines and make designs.</p> <p>4. To draw lines ,use of scale.</p>	<p>* Scale</p> <p>* Book, Pencils, box, coloured pencils, match sticks.</p> <p>* Chart of sticks drawing.</p> <p>* Use of CD's &amp;</p>

					5. Draw some pictures of designs with the help of different types of lines.	OHP
12.	December	Give and Take	<p>1. Recognition and Formation number.</p> <p>2. Understanding the concepts.</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Uses the mathematical language of "giving" and "taking away" correctly.</p> <p>*The sum and difference of two numbers by arranging the digits in columns</p> <p>* Learns the properties of carrying and borrowing.</p> <p>* Solving daily life problems involving addition and subtraction.</p>	<p>1. Converse about giving and taking things.</p> <p>2. To group materials like beads buttons spoons, pine cones, matchsticks etc</p> <p>3. To tell stories- It time to buy (Give-money and take-things)</p> <p>4. To make a garland with colourful beads.</p> <p>5. Solve word problems (Addition and subtraction)</p>	<p>*Beads, buttons, pine cones, match sticks, marbles, Ice spoons etc.</p> <p>*Take notes and coins</p> <p>*Stories book/CD's regarding selling and buying things</p> <p>*Transparency</p>



13.	January	The longest step	<p>1. Recognition and formation of number</p> <p>2. Understanding the concepts</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Measures lengths using their hand span, fingers, foot, cubits.</p> <p>*Compares length using an improvised unit.</p> <p>* Compares and arranges the length uses descriptive languages eg- short, long, high, low etc.</p>	<p>1. Explanation of inadequacy of non standard units and the need of standard units.</p> <p>2. Make a group of 3-4 friends find out by drawing lines whose step is the longest.</p> <p>3. Measure your teacher's table with your hand span.</p> <p>4. Measure height of your's and your friend by handspans.</p> <p>5. Take some objects and measure them using different standard units.</p>	<p>*Scale, Rope, Inch tape meter scale.</p> <p>* Objects</p> <p>* CD's &amp; Transparency</p>
-----	---------	------------------	---	--	--	---

14.		Birds come, Birds go	<p>1. Recognition and formation of number</p> <p>2. Understanding the concepts.</p> <p>3. Ability to compute mentally.</p> <p>4. Application through activity.</p>	<p>* Knows about migrating birds coming from far-off places.</p> <p>* Recognizes patterns in which different birds fly.</p> <p>* Solving problems involving addition and subtraction in daily life.</p>	<p>1. Discussion about migrating birds coming from far-off places.</p> <p>2. Tell about Birds, sanctuary in Rajasthan.</p> <p>3. Recognition of patterns in which different birds fly.</p> <p>4. Through cross me out game, make them learn addition and subtraction also about <u>tens</u> and <u>Ones</u>.</p> <p>5. Count the trees in the school campus and list their types.</p>	<p>* Chart of birds</p> <p>* For 'cross me out game' chart paper of coloured pens.</p> <p>* Number cards, Token cards.</p> <p>* Beads, Match sticks ,pencils etc.</p> <p>* CD's &amp; transparency</p>
15.	February	How many ponytails?	<p>1. Recognition and formation of number</p> <p>2. Understanding the concepts.</p>	<p>* Express given information using picture symbol</p> <p>* To classify the</p>	<p>1. Find the number of names ending/starting with the same letters and collect data in a table.</p>	<p>* Toys of fruits, Veg</p> <p>* Ribbon,</p>

			<p>3. Ability to compute mentally.</p> <p>4. Application through Activity</p>	<p>objects of the same type and to find out which object occurs the most/least</p> <p>* Identifies similarities and differences among the properties, physical features etc of different objects.</p>	<p>2. To make a list of class-mates to learn the spelling of names of class mates.</p> <p>3. Find the number of hair style in the class and the no of students having the same hair style in each group.</p> <p>4. Find the number of children wearing the shoes of different sizes.</p> <p>5. Children interact with one another in small groups and collect information as required for eg- their names, address, mobile number, No's of brothers &amp; sisters etc.</p>	<p>rubber, comb</p> <p>* Alphabets</p> <p>* Objects- Glasses water bottle, different colours</p> <p>* CD's and Transparency sheets.</p>
16	March		Revision work			

\*\*\*\*\*