

Class 2 Academic Plan and Competency Framework 2026-2027

(Aligned with NEP 2020 Learning Outcomes)

I. MATHEMATICS

Book: Revised Visualising Mathematics Book 2.

MT1: Foundational Concepts

- **Syllabus Topics:** Revision of Class-1 (1-99) including number names, before/after/in between, Ascending and Descending; Number Names (100-999); Ascending and Descending Numbers (100-999); Less than, More than, Equal to (100-999); Formation of Numbers (2 or 3 digits); Place Value (100-999); Expanded Form (100-999); Odd and Even Numbers (100-999).
- **1. Knowledge & Understanding (LOTS):** Identify number naming and number writing patterns up to 99. Apply the understanding of place value of numbers.
- **2. Application (MOTS):** Use place value in writing and comparing two-digit numbers. Form the greatest and smallest two-digit numbers.
- **3. Analysis (HOTS):** Develop alternate strategies for the addition and subtraction of numbers.
- **4. Skill-Based Learning (HOTS):** Read and write numerals for numbers up to 99 and beyond.
- **5. Real-Life Connection:** Solve simple daily life problems based on number grouping.

Half Yearly: MT1 + New Chapters (Moderate Depth)

- **Syllabus Topics:** Addition and Subtraction (up to 3 digits, with/without carry over and borrowing); Properties of Addition and Subtraction; Story Sums; Shapes and Pattern; Geometry and lines; Mental Mathematics.
- **1. Knowledge & Understanding (LOTS):** Describe basic 3D and 2D shapes (cuboid, cylinder, cone, sphere) by their names. Distinguish between straight and curved lines.
- **2. Application (MOTS):** Add 2-digit numbers by using addition facts.
- **3. Analysis (HOTS):** Explore situations requiring addition and subtraction, such as combining two groups or enlarging a group.
- **4. Skill-Based Learning (HOTS):** Trace different faces of 3D objects on paper and name their 2D shapes. Draw straight lines in various orientations (vertical, horizontal, slant).
- **5. Real-Life Connection:** Solve daily life situations based on the subtraction and addition of numbers.

MT2: New Concepts

- **Syllabus Topics:** Number Names and figures (1000-5000); Tables 2, 3, 4, 5, and 10; Properties

of multiplication; Multiplication (2, 3 digit by 1 digit); Multiplication word problem; Metric measures (length, weight, capacity).

- **1. Knowledge & Understanding (LOTS):** Create a context in which a number has to be repeatedly added (multiplication).
- **2. Application (MOTS):** Estimate and measure length/distances and capacities using uniform non-standard units (rod, cup, spoon, bucket).
- **3. Analysis (HOTS):** Compare objects as heavier or lighter using a simple balance. Compare the capacity of two or more containers.
- **4. Skill-Based Learning (HOTS):** Construct a simple balance to weigh and compare things around them.
- **5. Real-Life Connection:** Discuss and share experiences observing balances used for weighing objects.

Final: New Chapters (70-80%) + 20-30% Application from Earlier Topics

- **Syllabus Topics:** Short Division (2 digit by 1 digit, no remainder); Division story sums (pictorial); Calendar - Months/Days of the week; Time (O'clock only); Money (Addition and Subtraction of Rupees and Paisa, no conversion); Data Handling; Mental Mathematics.
- **1. Knowledge & Understanding (LOTS):** Identify the days of the week and months of the year.
- **2. Application (MOTS):** Add up to the numerical value of Rs. 100 using play money. Represent amounts using 3-4 notes and coins.
- **3. Analysis (HOTS):** Draw inference based on collected data.
- **4. Skill-Based Learning (HOTS):** Sequence events occurring according to duration in hours/days (e.g., time spent at school vs. home). Collect information from people around, record it, and draw inferences.
- **5. Real-Life Connection:** Discuss special days of the week when children share time and house-related work with their family

II. ENVIRONMENTAL STUDIES (EVS)

Book: ICSE Environmental Studies Book 2.

MT1: Foundational Concepts

- **Syllabus Topics:** Chapter 1 - About Myself; Chapter 2 – My Body; Chapter 3 - Family.
- **1. Knowledge & Understanding (LOTS):** Identify the self, various body parts, and immediate family members.
- **2. Application (MOTS):** Relate different body parts to their specific sensory or physical functions.
- **3. Analysis (HOTS):** Differentiate roles within a family structure.
- **4. Skill-Based Learning (HOTS):** Verbally express personal information and describe family

members.

- **5. Real-Life Connection:** Discuss sharing time and house-related work with family members.

Half Yearly: MT1 + New Chapters (Moderate Depth)

- **Syllabus Topics:** Chapter 5 – Food that we eat; Chapter 6 - Clothes We Wear; Chapter 8 - Air; Chapter 9 - Water.
- **1. Knowledge & Understanding (LOTS):** Identify different types of food, clothes, and the presence of air and water.
- **2. Application (MOTS):** Relate the type of clothes worn to different seasons; relate food habits to health.
- **3. Analysis (HOTS):** Compare clean and unclean water/air and their effects.
- **4. Skill-Based Learning (HOTS):** Observe and describe natural elements like air and water in daily life.
- **5. Real-Life Connection:** Understand the importance of drinking clean water and eating healthy food.

MT2: New Concepts

- **Syllabus Topics:** Chapter 10 - Importance of cleanliness; Chapter 12 – My Neighbourhood; Chapter 13 - People who help us; Chapter 14 – Plants our Friends.
- **1. Knowledge & Understanding (LOTS):** Identify community helpers, neighborhood places, and types of plants.
- **2. Application (MOTS):** Explain the roles of people who help us and how plants provide for us.
- **3. Analysis (HOTS):** Analyze the importance of maintaining cleanliness in the neighborhood.
- **4. Skill-Based Learning (HOTS):** Collect information from people around the neighborhood and draw basic inferences.
- **5. Real-Life Connection:** Appreciate community helpers and understand the importance of hygiene.

Final: New Chapters (70-80%) + 20-30% Application from Earlier Topics

- **Syllabus Topics:** Chapter 15 – Animals our Friends; Chapter 16 – Transport; Chapter 17 – Communication; Chapter 18 - The endless sky.
- **1. Knowledge & Understanding (LOTS):** Identify different modes of transport, communication tools, animals, and celestial bodies.
- **2. Application (MOTS):** Classify animals and transport based on their habitats and modes (air, water, land).
- **3. Analysis (HOTS):** Differentiate between fast and slow communication/transport methods.
- **4. Skill-Based Learning (HOTS):** Identify features of animals and modes of transport from

pictures/diagrams.

- **5. Real-Life Connection:** Sequence events occurring based on travel time, and appreciate the role of animals in the ecosystem

III. English Literature Academic Plan and Competency Framework 2026-2027 (*Aligned with NEP 2020 Learning Outcomes*)

Book: Burlington English 21st Century English for ICSE Schools (Grade 2)

MT1: Foundational Concepts

- Syllabus Topics:
 - Prose: Chapter 1 – The Giant and His Garden; Chapter 3 – The Dream of Little Tuk.
 - Poetry: Summer Time Rock.
- **1. Knowledge & Understanding (LOTS):** Listen to stories, humorous incidents, and short texts read out by the teacher. Develop phonemic awareness focusing on different sounds emerging from the words in the stories.
- **2. Application (MOTS):** Sing or recite the poem *Summer Time Rock* collectively with actions. Respond orally or in sign language to basic comprehension questions.
- **3. Analysis (HOTS):** Ask simple questions about characters, places, and the sequence of events in *The Giant and His Garden*.
- **4. Skill-Based Learning (HOTS):** Read cartoons, pictures, or comic strips independently. Draw a picture in response to the read stories and poems.
- **5. Real-Life Connection:** Connect the texts to daily events and talk to peers in English relating to festivals and events at home.

Half Yearly: MT1 + New Chapters (Moderate Depth)

- **Syllabus Topics:**
 - Prose: Chapter 4 – Four Friends and the Hunter; Chapter 6 – The Different Seasons; Chapter 10 – Say No to Germs.
 - Poetry: Food So Precious!.
- **1. Knowledge & Understanding (LOTS):** Enrich vocabulary mainly through telling and re-telling folk tales like *Four Friends and the Hunter*. Identify and describe different seasons from the text.
- **2. Application (MOTS):** Use simple adjectives related to size, shape, colour, and texture (e.g., 'big', 'small', 'soft') to describe characters and objects in the stories.
- **3. Analysis (HOTS):** Express verbally personal opinions about the storyline and characters. Respond to comprehension questions in writing using phrases or short sentences.
- **4. Skill-Based Learning (HOTS):** Write 2-3 simple sentences about the stories or poems read. Look at scripts in a print-rich environment.
- **5. Real-Life Connection:** Relate chapters like *Say No to Germs* and *Food So Precious!* to personal hygiene and healthy habits at home and school.

MT2: New Concepts

- **Syllabus Topics:**
 - Prose: Chapter 2 – The Jungle Book; Chapter 5 – The Ant and the Dove.
 - Poetry: Dan is an Astronaut.
- **1. Knowledge & Understanding (LOTS):** Identify main characters and understand the moral lessons in fables like *The Ant and the Dove*.
- **2. Application (MOTS):** Compose and write simple, short sentences with appropriate space between words to summarize the story. Use pronouns correctly related to gender (he, she, his, her) when referring to characters.
- **3. Analysis (HOTS):** Differentiate between the actions of characters and explain their motivations.
- **4. Skill-Based Learning (HOTS):** Draw or write a few words or short sentences in response to *Dan is an Astronaut*. Listen to instructions related to the stories and draw corresponding pictures.
- **5. Real-Life Connection:** Listen to polite forms of expression and greetings from the stories and respond in English (e.g., 'How are you?').

Final: New Chapters (70-80%) + 20-30% Application from Earlier Topics

- **Syllabus Topics:**
 - Prose: Chapter 8 – The Night the Moon Went Missing; Chapter 9 – Grandfather Gandhi; Chapter 7 – The Terrible Shovels.
 - Poetry: The Boy Who Never Told a Lie.
- **1. Knowledge & Understanding (LOTS):** Recall details, characters, and sequence of events from the final term stories, along with revising core concepts from earlier terms.
- **2. Application (MOTS):** Recite the poem *The Boy Who Never Told a Lie* with appropriate intonation and actions. Apply prepositions (e.g., before, between) and demonstrative pronouns (this, that, these, those) when discussing the setting of the stories.
- **3. Analysis (HOTS):** Compare different texts and character traits, such as analyzing the historical figure in *Grandfather Gandhi*.
- **4. Skill-Based Learning (HOTS):** Write 2-3 sentences describing common events from the stories using adjectives, prepositions, and sight words.
- **5. Real-Life Connection:** Draw inferences from poems and stories to understand important human values like honesty and non-violence

IV. English Language Academic Plan and Competency Framework 2026-2027 (Aligned with NEP 2020 Learning Outcomes)

Book: Burlington English Grammar For ICSE Schools (Grade 2)

MT1: Foundational Concepts

- **Syllabus Topics:** Kinds of Sentences (Statements, Questions, Exclamatory, Imperative); Punctuation (Capital letters, Full stop, Comma, Exclamation and Question mark); Articles (Use of A, An and The); Naming Words (Common, Proper, Countable and Uncountable).
- **1. Knowledge & Understanding (LOTS):** Identify different kinds of sentences and classify basic naming words into common, proper, countable, and uncountable.
- **2. Application (MOTS):** Apply correct punctuation marks, such as capital letters, full stops, commas, and question marks, appropriately at the end of or within sentences.
- **3. Analysis (HOTS):** Differentiate between the appropriate usage of articles (A, An, The) before various naming words.
- **4. Skill-Based Learning (HOTS):** Compose and write simple, short sentences with appropriate space between words. Ask simple questions about characters and places using correct

sentence structures.

- **5. Real-Life Connection:** Listen to English words, greetings, and polite forms of expression, and respond with proper statements, questions, or exclamatory sentences.

Half Yearly: MT1 + New Chapters (Moderate Depth)

- **Syllabus Topics:** Pronouns (I, You, He, She, We, They, It, Me, Us, Him, Her, Them); Singular and Plural (Adding s, es, ies, ves, and words that do not change); Verbs (Doing word; Use of Is, Are, Am; Simple present, simple past, simple future, Present continuous); Sentence Construction; Creative Writing (Picture Composition, Narrative Writing); Comprehension (Unseen Passages).
- **1. Knowledge & Understanding (LOTS):** Identify doing words (verbs) and recognize basic tenses like simple present, past, and future.
- **2. Application (MOTS):** Use pronouns related to gender like 'his/her', 'he/she', 'it', and other pronouns appropriately in place of naming words.
- **3. Analysis (HOTS):** Respond to comprehension questions related to unseen passages in writing using phrases or short sentences.
- **4. Skill-Based Learning (HOTS):** Write 2-3 simple sentences describing stories or create narrative writing and picture compositions. Read cartoons, pictures, or comic strips independently.
- **5. Real-Life Connection:** Speak and talk to peers in English, relating to festivals and events at homes and schools, utilizing proper singular/plural forms and tenses.

MT2: New Concepts

- **Syllabus Topics:** Use of has, have, had, was and were; Gender (Words and Sentences); Contractions and Possessive Nouns; Adjectives and its kinds.
- **1. Knowledge & Understanding (LOTS):** Identify adjectives and their kinds, and understand the concept of gender in both individual words and complete sentences.
- **2. Application (MOTS):** Use simple adjectives related to size, shape, colour, weight, and texture (such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft') to describe objects and characters.
- **3. Analysis (HOTS):** Differentiate and accurately apply gender-specific nouns and possessive nouns.
- **4. Skill-Based Learning (HOTS):** Form contractions correctly and construct sentences applying 'has', 'have', 'had', 'was', and 'were'.
- **5. Real-Life Connection:** Enrich vocabulary to describe personal belongings and family members using appropriate adjectives, possessive nouns, and gender terminology.

Final: New Chapters (70-80%) + 20-30% Application from Earlier Topics

- **Syllabus Topics:** Prepositions (in, on, under, over, above, in front of, behind, beside, between); How much/How many; Adverbs; Joining Words; Can/Can't; Sentence Construction; Creative Writing (Picture Composition, Narrative); Comprehension (Unseen passages).
- **1. Knowledge & Understanding (LOTS):** Understand the function of adverbs, joining words, and prepositions in structuring sentences.
- **2. Application (MOTS):** Use prepositions appropriately, such as 'before', 'between', 'behind', 'in front of', 'beside', 'in', 'on', and 'under' to indicate position.
- **3. Analysis (HOTS):** Write 2-3 sentences describing common events using a combination of adjectives, prepositions, and sight words (e.g., "This is my dog. It is a big dog. It runs behind me.").
- **4. Skill-Based Learning (HOTS):** Construct logical sentences and narratives independently for picture compositions; extract and analyze information from unseen comprehension passages.
- **5. Real-Life Connection:** Express ability or inability using 'can/can't' and ask quantity-related questions using 'how much/how many' in daily conversational English

V. Spelling and Dictation Academic Plan and Competency Framework 2026-2027 *(Aligned with NEP 2020 Learning Outcomes)*

MT1: Foundational Concepts

- **Syllabus Topics:** Revision of words with – 'oo', 'ee', 'll'; Blends – 'bl', 'cl', 'fl', 'gl'; Synonyms; Word Building; Sight words from lessons done in the Reader.
- **1. Knowledge & Understanding (LOTS):** Identify and recall basic phonetic sounds ('oo', 'ee', 'll') and common sight words extracted from the reader.
- **2. Application (MOTS):** Apply consonant blends ('bl', 'cl', 'fl', 'gl') to form and read new words. Use synonyms to expand basic vocabulary.
- **3. Analysis (HOTS):** Differentiate between similar-sounding words and apply word-building concepts to create variations of root words.
- **4. Skill-Based Learning (HOTS):** Develop phonemic awareness through activities focusing on different sounds emerging from the words.

- **5. Real-Life Connection:** Recognize and read these sight words and blends in a print-rich environment like storybooks, newspapers, or posters.

Half Yearly: MT1 + New Chapters (Moderate Depth)

- **Syllabus Topics:** Blends – 'br', 'dr', 'fr', 'cr'; Compound Words; Antonyms; Sight words from lessons done in the Reader; Dictation of Passages (Unseen & From The Text).
- **1. Knowledge & Understanding (LOTS):** Identify antonyms and recognize how two smaller words combine to make compound words. Listen to short texts read out by the teacher for dictation.
- **2. Application (MOTS):** Formulate compound words and apply 'r' blends ('br', 'dr', 'fr', 'cr') correctly in spelling exercises.
- **3. Analysis (HOTS):** Analyze unseen passages for correct spelling and sentence structure during dictation activities.
- **4. Skill-Based Learning (HOTS):** Composes and writes simple, short sentences accurately from dictation with appropriate space between words.
- **5. Real-Life Connection:** Enrich vocabulary for daily conversation by learning opposites (antonyms) and utilizing new compound words to express ideas clearly.

MT2: New Concepts

- **Syllabus Topics:** Sight words from lessons done in the Reader; Words with silent letters (k, w, l, b); Word building (forming words by adding er, est).
- **1. Knowledge & Understanding (LOTS):** Recognize and spell new sight words from the text and identify silent letters in given words.
- **2. Application (MOTS):** Form new words accurately by adding the suffixes 'er' and 'est' to root words.
- **3. Analysis (HOTS):** Analyze the pronunciation of words with silent letters (such as k, w, l, b) and spell them correctly despite the missing phonetic sound.
- **4. Skill-Based Learning (HOTS):** Write words and short phrases integrating comparative and superlative forms (er, est).
- **5. Real-Life Connection:** Connect the learning of word building to describing objects in real

life, such as using comparative adjectives to describe size or weight (e.g., 'heavy', 'light').

Final: New Chapters (70-80%) + 20-30% Application from Earlier Topics

- **Syllabus Topics:** Sight words from lessons done in the Reader; Suffix -y, ly, less, dom, ship, er; Homophones; Word Building; Dictation of Passages (Unseen & From The Text).
- **1. Knowledge & Understanding (LOTS):** Recall homophones and understand how various suffixes change the meaning or grammatical function of a base word.
- **2. Application (MOTS):** Apply suffixes (-y, -ly, -less, -dom, -ship, -er) to base words correctly.
- **3. Analysis (HOTS):** Differentiate between homophones and choose the correct spelling based on the context of the sentence.
- **4. Skill-Based Learning (HOTS):** Take dictation of unseen and text passages accurately, applying phonemic awareness and learned spelling rules independently.
- **5. Real-Life Connection:** Communicate effectively and accurately in written English, avoiding confusion with homophones in real-world reading and writing contexts.

Second Language

Hindi

APRIL

1. Matra (Revision)

- 1.1 Identifies different matras correctly in words
- 1.2 Reads words with proper pronunciation and fluency
- 1.3 Writes simple words using correct matras
- 1.4 Differentiates between words with and without matras

2. Ch.2 – Kiska Faida (Story)

- 2.1 Understands the main idea of the story
- 2.2 Identifies characters and sequence of events
- 2.3 Answers simple oral and written questions
- 2.4 Relates the moral of the story to real life

MAY

1. Hindi Numbers 1–20 (in words)

- 1.1 Reads numbers 1–20 in words accurately

1.2 Writes numbers from numerals to words

1.3 Understands number sequence and order

1.4 Applies numbers in daily life contexts

2. Paragraph – Mera Parichay

2.1 Introduces self using 4–5 meaningful sentences

2.2 Uses simple sentence structures correctly

2.3 Uses appropriate vocabulary for self-expression

2.4 Speaks/writes with confidence

3. Antonyms

3.1 Identifies common antonyms

3.2 Writes opposites of given words

3.3 Uses antonyms in simple sentences

3.4 Understands contrasting meanings

JUNE

1. Ch.1 – Tiranga (Poem)

1.1 Recites the poem with rhythm and expression

1.2 Understands the theme and key ideas

1.3 Learns meanings of new words

1.4 Develops feelings of respect and patriotism

2. Name of Flowers

2.1 Identifies and names common flowers

2.2 Matches pictures with correct names

2.3 Pronounces names clearly

2.4 Develops awareness of nature

3. Noun

3.1 Identifies nouns in sentences

3.2 Classifies nouns as person, place, or thing

3.3 Gives examples from surroundings

3.4 Uses nouns in simple sentences

JULY (MIDTERM 1)

1. Ch.3 – Jab Suraj Gaya Chhutti Par (Story)

1.1 Retells the story in own words

1.2 Understands sequence of events

1.3 Uses imagination while interpreting the story

1.4 Responds to comprehension questions

2. Paragraph – Mera School

2.1 Describes school using 5–6 sentences

2.2 Organizes ideas clearly

2.3 Uses correct grammar and punctuation

2.4 Connects writing with personal experience

3. Name of Fruits

3.1 Identifies and names fruits

3.2 Matches fruits with pictures

3.3 Uses correct pronunciation

3.4 Relates fruits to healthy habits

4. Synonyms

4.1 Identifies similar meaning words

4.2 Writes synonyms for common words

4.3 Expands vocabulary

4.4 Uses synonyms in sentences

5. Revision

5.1 Recalls previously learned concepts

5.2 Demonstrates understanding through practice

5.3 Identifies and corrects mistakes

5.4 Builds confidence for assessment

AUGUST

1. Ch.4 – Chidiya Rani (Poem)

1.1 Recites the poem with expression

1.2 Understands the message of the poem

1.3 Develops sensitivity towards nature

1.4 Learns new vocabulary

2. Paragraph – Mera Dost

2.1 Describes a friend in simple sentences

2.2 Expresses feelings clearly

2.3 Uses appropriate vocabulary

2.4 Improves oral and written expression

3. Name of Animals

3.1 Identifies domestic and wild animals

3.2 Names animals correctly

3.3 Classifies animals

3.4 Uses correct pronunciation

4. Gender

4.1 Differentiates between masculine and feminine

4.2 Converts words into correct gender forms

4.3 Uses gender words in sentences

4.4 Understands basic grammar rules

SEPTEMBER (HALF YEARLY)

1. Hindi Numbers 21–50

1.1 Reads numbers in words correctly

1.2 Writes numbers from 21–50

1.3 Understands number patterns

1.4 Uses numbers in daily situations

2. Name of Birds

2.1 Identifies birds and names them

2.2 Matches pictures with names

2.3 Develops environmental awareness

2.4 Pronounces words correctly

3. Paragraph – Mera Priya Fal

3.1 Describes favourite fruit in 4–5 sentences

3.2 Uses descriptive words

3.3 Writes in a structured manner

3.4 Expresses personal preference clearly

4. Revision

4.1 Revises all key concepts

4.2 Strengthens understanding

4.3 Practices for assessment

4.4 Improves accuracy and confidence

OCTOBER

1. Ch.8 – Aise Manao Janmdin

1.1 Understands the story message

1.2 Identifies good habits and values

1.3 Retells events in sequence

1.4 Connects story to real-life behavior

2. Paragraph – Barish

2.1 Describes rainy season experiences

2.2 Uses simple and clear sentences

2.3 Applies appropriate vocabulary

2.4 Shows creativity in writing

3. Name of Days

3.1 Recalls days of the week

3.2 Writes in correct sequence

3.3 Relates to daily routine

3.4 Spells correctly

4. Number

4.1 Recognizes and writes numbers

4.2 Matches numerals with words

4.3 Understands sequence

4.4 Applies in daily contexts

NOVEMBER

1. Ch.9 – Pani Ko Chalo Bachayen

1.1 Understands the importance of saving water

1.2 Recites poem with expression

1.3 Develops environmental awareness

1.4 Interprets the message of the poem

2. Paragraph – Agar Main Titli Hota

2.1 Uses imagination creatively

2.2 Expresses ideas in sentences

2.3 Develops creative thinking

2.4 Uses appropriate vocabulary

3. Name of Months

3.1 Recalls names of months

3.2 Writes in correct order

3.3 Connects with calendar

3.4 Uses in daily context

4. Antonyms

4.1 Revises antonyms

4.2 Applies in sentence formation

4.3 Improves vocabulary

4.4 Understands opposite meanings clearly

DECEMBER (MIDTERM 2)

1. Ch.11 – Mini Aur Minku

1.1 Understands story events and characters

1.2 Answers comprehension questions

1.3 Retells story in sequence

1.4 Identifies moral values

2. Paragraph – Achhi Aاداتen

2.1 Writes about good habits

2.2 Organizes ideas clearly

2.3 Uses correct sentence structure

2.4 Connects with real-life practices

3. Name of Festivals

3.1 Identifies common festivals

3.2 Matches festivals with occasions

3.3 Develops cultural awareness

3.4 Uses correct vocabulary

4. Synonyms

4.1 Revises similar meaning words

4.2 Uses synonyms in sentences

4.3 Expands vocabulary

4.4 Improves language fluency

5. Revision

5.1 Reviews all concepts

5.2 Identifies learning gaps

5.3 Improves accuracy

5.4 Builds exam readiness

JANUARY

1. Ch.12 – Kabhi Jhooth Nahi Bolna

1.1 Understands moral values (honesty)

1.2 Recites poem with expression

1.3 Interprets message clearly

1.4 Relates values to daily life

2. Paragraph – Pariksha Ki Taiyari

2.1 Describes preparation process

2.2 Writes in logical sequence

2.3 Uses appropriate vocabulary

2.4 Expresses ideas clearly

3. Revision

3.1 Revises full syllabus

3.2 Strengthens concepts

3.3 Practices regularly

3.4 Gains confidence

FEBRUARY (FINAL ASSESSMENT)

Full Syllabus Assessment

- 1.1 Demonstrates reading fluency and comprehension
- 1.2 Writes sentences and paragraphs correctly
- 1.3 Applies grammar concepts accurately
- 1.4 Shows overall language proficiency and confidence

BENGALI

Mid Term 1 (April - July)

সব মাত্রাগুলির Revision.

প্রথম পাঠ

দ্বিতীয় পাঠ

বাংলা সংখ্যা

কবিতা হাট

Paragraph Writing

Learning outcome :- আগের পাঠ্যক্রমের মাত্রাগুলি সম্পর্কে সম্যক ধারণা তৈরি হবে। যুক্তাক্ষরগুলির সঙ্গে পরিচিত হবে। সেগুলো পড়তে ও লিখতে শিখবে। গল্প ও কবিতা পাঠ করতে শিখবে। গল্প থেকে প্রমোত্তর লেখা শিখবে। নিজের মত বাক্য লিখতে শিখবে। সহজ ভাষায় ছোট অনুচ্ছেদ লেখা শিখবে।

Half Yearly (July - September)

তৃতীয় পাঠ

চতুর্থ পাঠ

কবিতা ঐখানে মা পুকুর পাড়ে

সপ্তাহের দিনগুলির নাম।

সমার্থক শব্দ (as per done in class)

Paragraph Writing.

Learning outcome :- যুক্তাক্ষরগুলির সঙ্গে পরিচিত হবে। সেগুলো পড়তে ও লিখতে শিখবে। গল্প ও কবিতা পাঠ করতে শিখবে। গল্প থেকে প্রমোত্তর লেখা শিখবে। নিজের মত বাক্য লিখতে শিখবে। সহজ ভাষায় ছোট অনুচ্ছেদ

লেখা শিখবে।

Mid Term 2 (October - December)

পঞ্চম পাঠ

ষষ্ঠ পাঠ

বাংলা সংখ্যা

কবিতা আমি যে রোজ সকাল হলে

Paragraph Writing.

Learning outcome :- যুক্তাক্ষরগুলির সঙ্গে পরিচিত হবে। সেগুলো পড়তে ও লিখতে শিখবে। গল্প ও কবিতা পাঠ করতে শিখবে। গল্প থেকে প্রশ্নোত্তর লেখা শিখবে। নিজের মত বাক্য লিখতে শিখবে। সহজ ভাষায় ছোট অনুচ্ছেদ লেখা শিখবে।

Final Term - (January - February)

সপ্তম পাঠ

অষ্টম পাঠ

কবিতা অঞ্জনা নদী তীরে

বারোটি মাস ও ছয় ঋতুর নাম

সমার্থক শব্দ (as per done in class)

Paragraph Writing

Learning outcome :- যুক্তাক্ষরগুলির সঙ্গে পরিচিত হবে। সেগুলো পড়তে ও লিখতে শিখবে। গল্প ও কবিতা পাঠ করতে শিখবে। গল্প থেকে প্রশ্নোত্তর লেখা শিখবে। নিজের মত বাক্য লিখতে শিখবে। সহজ ভাষায় ছোট অনুচ্ছেদ লেখা শিখবে।

COMPUTER SYLLABUS

MID TERM 1

APRIL – MAY : CH 1: A COMPUTER SYSTEM

Competencies

LOTS (Lower Order Thinking Skills)

Identifies different types of computers

Recalls the full form of the IPO (Input-Process-Output) cycle.

States the basic definition of a computer.

Lists simple tasks a computer can perform

Responds orally and expresses himself, in English, when shown a picture

Responds digitally when shown a picture

MOTS (Middle Order Thinking Skills)

Classifies actions into Input, Process, or Output categories for common machines

Explains the primary differences between how a human and a computer store information (Memory).

Illustrates the IPO cycle using a table/flowchart

Relates the why a computer is called an "electronic" device.

HOTS (Higher Order Thinking Skills)

Compares the efficiency of a human versus a computer

Predicts what happens to the "Output" if the "Input" provided to a computer is wrong (Garbage In, Garbage Out concept).

Justifies why humans are still superior to computers

MAY – JUNE – JULY - CH 2- ROLE OF COMPUTERS

Competencies

LOTS (Lower Order Thinking Skills)

Identifies common places where computers are used

Lists specific tasks performed by computers

Identifies and understands that some machines do not look like a desktop, yet are computers

Responds orally and expresses himself, in English, when shown a picture

Responds digitally when shown a picture

MOTS (Middle Order Thinking Skills)

Explains the role of computers in schools, in hospitals etc

Classifies areas of use of computers (e.g., ticket booking for transport, banking, record keeping, counting etc).

HOTS (Higher Order Thinking Skills)

Analyzes how computers make life easier

Evaluates the importance of computers in space research and defence, air traffic control, weather prediction etc.

Predicts the challenges that might arise if all computers were suddenly unavailable.

HALF YEARLY

JULY – AUGUST – CH 3-INPUT AND OUTPUT DEVICES

Competencies

LOTS (Lower Order Thinking Skills)

Identifies common input devices (Keyboard, Mouse) and output devices (Monitor, Printer, Speakers).

Recalls the number of keys on a standard keyboard (104 keys).

States the function of a printer

Defines what "Input" and "Output" mean in simple terms.

Responds orally and expresses himself, in English, when shown a picture

Responds digitally when shown a picture

MOTS (Middle Order Thinking Skills)

Distinguishes between hardware used to send data to & receive information from

Explains the difference between a Hard & Soft Copy

Classifies specific input /output devices according to the type of data it can send/receive

Demonstrates the correct way to use a mouse (clicking and dragging).

HOTS (Higher Order Thinking Skills)

Categorizes a Touchscreen as a "dual-purpose" and justify why.

Analyzes which device would be best suited for a specific task (e.g., to talk to a friend online).

Predicts what happens if a specific device is missing

AUGUST – SEPTEMBER – CH 4 – THE KEYBOARD

Competencies

LOTS (Lower Order Thinking Skills)

Identifies the different types of keys: Alphabet, Number, Special, and Function keys.

Recalls the total number of keys on a standard keyboard (104).

Locates specific keys like Enter, Spacebar, Backspace, and Delete on a physical keyboard.

States the purpose of the Spacebar (the longest key).

Responds orally and expresses himself, in English, when shown a picture

Responds digitally when shown a picture

MOTS (Middle Order Thinking Skills)

Distinguishes between the functions of the Backspace key (erases to the left) and the Delete key (erases to the right).

Demonstrates how to use the Caps Lock key to switch between capital and small letters.

Classifies keys based on their symbols (e.g., Identifying the difference between a Number key and a Symbol key).

Explains why there are two Enter keys and two sets of Number keys on most keyboards.

HOTS (Higher Order Thinking Skills)

Predicts the result of a typing sequence if the Caps Lock is ON versus OFF.

Analyzes which key is more efficient for a specific task (e.g., using Arrow keys vs. the Mouse to move a cursor) – what-if questions

Creates a short sentence and plans the exact sequence of "special keys" (Spacebar, Shift, Enter) needed to type it correctly.

MID TERM 2

OCTOBER – NOVEMBER - CH 5 – COMPUTER MOUSE

Competencies

LOTS (Lower Order Thinking Skills)

Identifies the different parts of a mouse

Defines the "Mouse Pointer" as the arrow on the screen.

Recalls the correct way to hold a mouse

States the primary purpose of a mouse pad.

Responds orally and expresses himself, in English, when shown a picture

Responds digitally when shown a picture

MOTS (Middle Order Thinking Skills)

Distinguishes between different mouse actions

Demonstrate the "Drag and Drop" technique to move items on the screen.

Explains and applies the function of the Scroll Wheel

Classifies the mouse as an Input device based on the IPO cycle.

HOTS (Higher Order Thinking Skills)

Analyzes the why in various real-life applications of mouse actions

Compares using a Mouse to using Arrow Keys

Predicts what happens to the on-screen pointer if the mouse is moved on a rough surface without a mouse pad.

NOVEMBER – DECEMBER – CH 6 – INTRODUCTION TO PAINT

Competencies

LOTS (Lower Order Thinking Skills)

Identifies the main components of the Paint window

Recalls how to open the Paint program using the Start button.

Names basic tools like the Pencil, Eraser, Fill with Color, and Shapes tool.

States the purpose of the Color Palette.

Responds orally and expresses himself, in English, when shown a picture

Responds digitally when shown a picture

Names the software that will help to draw/colour pictures

MOTS (Middle Order Thinking Skills)

Demonstrates how to draw simple shapes

Distinguishes between the "Pencil" tool (free-form drawing) and the "Line" tool (straight lines) and applies in practice

Applies steps to save/retrieve a drawing

HOTS (Higher Order Thinking Skills)

Analyzes why a color might "leak"

Creates a composite image

Evaluate which tool is best for a specific artistic task

JANUARY – FEBRUARY – CH 7 – FILE MANAGEMENT – AN INTRODUCTION

Competencies

LOTS (Lower Order Thinking Skills)

Understands and can express the difference between a "File" and a "Folder"

Identifies the icons for files and folders on the desktop.

Recalls the steps to create a new folder.

States the purpose of giving a file a "Name."

Understands and applies the rules for naming

Responds orally and expresses himself, in English, when shown a picture

Responds digitally when shown a picture

MOTS (Middle Order Thinking Skills)

Demonstrates how to rename a folder to keep work organized.

Explains the "Parent-Child" relationship (a folder inside another folder).

Illustrates the process of saving a file into a specific folder.

HOTS (Higher Order Thinking Skills)

Analyzes the importance of a naming convention (e.g., why naming a file "Drawing1" is less helpful than "Sun_Scenery").

Categorizes different files into folders based on their type (e.g., putting all Paint files in a "My Art"

folder).

Predicts the difficulty of finding a project if it is saved without a folder or with a random name.