

**ANNUAL  
CURRICULUM  
PLAN**

**CLASS : II**

**SESSION 2016-17**

## List of Books

Name of Books	Author Name	Publisher's Name
<b>ENGLISH</b>		
1. Grow with words -English Course Book -2	Nomita Wilson	Amity University Press
2. English Worksheets -		Amity University Press
3. English Grammar- 2	Prema	Amity University Press
4. Cursive Strokes	Balasubramaniam Shukla Haldar, Rachna Mathur, Rita Madhavan	Amity University Press
<b>हिंदी</b>		
5. अमृत हिंदी पाठमाला - 2	डा० शैलेश श्रीवास्तव	Amity University Press
6. (हिंदी व्याकरण)अभ्यास पुस्तिका		Arya Publishing Company
<b>MATHEMATICS</b>		
7. Grow With Numbers	Madhu Singh Sirohi	Amity University Press
8. Mathematics - worksheets		Amity University Press
<b>EVS</b>		
9. My Vibrant Planet (EVS)	Jyoti Arora &RupaDhar	Amity University Press
<b>MORAL EDUCATION</b>		
10. Live and Let Live (Life 's Mantra) - 2	Shradha Anand	Amity University Press
<b>COMPUTER</b>		
11. Viva dot Com (Computer Science and Information Technology)	Prof . Ashok Arora & Sarika Verma	Viva Education
<b>G.K</b>		
12. Milligascar (Know the world around you)	Deepti Kathpalia	Millennium Booksource Pvt. Ltd.

## Broad objectives of learning at Primary Level

1. To acquire the important skills of listening, speaking, reading and writing.
2. To attain a basic competence in the use of the English language.
3. To develop and use specific vocabulary in different contexts.
4. To understand the social, cultural and natural environment around them based on observation and illustration.
5. To nurture curiosity and creativity in a variety of contexts.
6. To develop a scientific temperament.
7. To know the importance of natural resources and ways to conserve them.
8. To develop mathematical skills including mental and written problem solving skills.
9. To develop spatial understanding.
10. To appreciate the use of mathematics in our day to day life.
11. To use ICT as a tool of learning, gathering and storing information.
12. To develop healthy habits in areas related to health, hygiene, nutrition, safety and physical education.
13. To learn good values, gender equality and life skills.
14. To develop an interest and aptitude in visual and performing arts.
15. To develop and improve coordination, flexibility, agility, strength and fine motor skills.

## Other Subjects

**Physical Education:** Physical education will be carried out in allotted periods according to the CBSE 'PEC' cards.

**Visual and Performing arts:** Visual and performing arts are essential components of the school curriculum and all the students are encouraged to participate in various activities conducted throughout the year.

**Value Education:** Value education and life skills education will be taught in an integrated manner to the students.

**General Knowledge :** General knowledge will include current affairs, verbal, non-verbal and logical reasoning.

**Assessment:** Students will be continuously assessed throughout the year . Evaluation will be sent to the parents three times a year. There will be no FA or SA for classes I and II

## Syllabus Distribution of English (Class II)

Month	Grow with words	Grammar	English Worksheet	Audio-Visual Experience / Activity
April & May	L -1 The Stately Lady	L -1 Noun Again L -2 Collective Nouns	Wkst 1 Articles Wkst 2 Sentences Wkst3 Punctuation	Making of a paper Tulip Flower Images of Tulip Flowers and Gardens Video on Noun and Articles
July	L -2 Chicky Has a New Friend L -3 Fishing For The Moon	L -3 Countable & Uncountable Nouns L -4 Know Your Noun (Gender)	Wkst 4 Naming Words Wkst 5 Pronoun	Role Play(Chicky has a new friend) To make a box for keeping rough papers Video on 'Friendship' and 'Each One Teach One' Video on Reflection of Moon scared the Elephant story
August	L -4 Good Neighbours L -5 Benny's Little Brother	L -5 More About Pronouns	Wkst 6 Word Building Wkst 7 Singular/Plural Wkst 8 Genders	Images of neighbourhood and Video on Celebration with Neighbours Pasting pictures of Neighbourhood places PPT on Pronoun
September	L-6 The Stone Soup L -7 My Story(Part 1)	L -6 Adjectives L -7 Past Tense	Wkst 9 Doing Words Wkst 10 Tenses Wkst 11 Present Tense	Making a mask Poem Recitation Video on 'How pencil is made' and adjectives
October	L -8 My Story (Part II)	L -8 Present Tense L -9 Simple Future Tense	Wkst 12 Crossword Wkst 13 Corect Words Wkst 14 Tense Work (Oral)	Video on 'How paper is made' To make sentences with the given words
November	L -9 Friends	L-10 Adverb L-11Contractions	Wkst 15 Preposition Wkst 16 Practice Wkst 17 Magic 'e'	Video on story of friendship & Nature and Conservation Poster Making on Conservation Making a Herbarium (Collection of Leaves)

December	L -10 When Tina Borrowed a Cycle	L -12 Preposition	Wkst 18 Word Chop Wkst 19 Describing Words (Adjectives) Wkst 20 Picture Puzzle	Video on Helping Others and Preposition Poem Recitation Story Writing (The Teddy Bear family)
January	L -11 Children At The Zoo	L -13 Articles L -14 Conjunction	Wkst 21 Opposites Wkst 22 Synonyms Wkst 23 Words with two meanings Wkst 24 Homophones	Video on Animals in a Zoo Poem Recitation
February	L -12 Lincoln's Beard	L -15 Sentences	Wkst 25 Comprehension Wkst 26 Revision	Video on 'To be kind to Animals' Recipe Writing

Note: Wkst stands for Worksheet.

L stands for Lesson

## हिंदी पाठ्यक्रम विभाजन (कक्षा - 2)

मास	पाठ्यपुस्तक	व्याकरण/अभ्यास पुस्तिका	गतिविधियाँ /वीडियो
अप्रैल	पाठ - 1 माँ	पाठ-1 वर्णमाला पाठ-2 संयुक्ताक्षर रचनात्मक कार्य	1. माँ के चित्र में रंग भरना 2. माँ के बारे में दस वाक्य लिखना ।
मई	पाठ - 2 मेरा परिवार	पाठ-3 वर्तनी अभ्यास रचनात्मक कार्य	1. अपने व अपने परिवार के बारे में दस वाक्य लिखना । 2. घर का चित्र बनाना व उसमें रंग भरना ।
जुलाई	पाठ - 3 चिड़िया का घोसला पाठ - 4 चिड़िया पाठ - 5 गिनती 1 से 20	पाठ - 4 संज्ञा पाठ - 5 वचन रचनात्मक कार्य	1. पक्षियों के चित्र दिखाकर उनके नाम लिखना । 2. चिड़िया का चित्र बनाकर उसमें रंग भरना । 3. वीडियो घोसले बनना दिखाना ।
अगस्त	पाठ - 5 गिनती 21 से 50 पाठ - 6 पृथ्वी प्रार्थना पाठ - 7 समुद्र और टिटिहरी	पाठ - 6 विशेषण पाठ - 7 क्रिया रचनात्मक कार्य	1. प्राकृतिक दृश्य बनाकर उसमें रंग भरना । 2. कविता वाचन 3. वीडियो - धरती पर गाना
सितंबर	पाठ - 8 देश हमारा पाठ - 9 पढ़ने का शौक पाठ - 10 महात्मा गाँधी	पाठ - 8 विलोम पाठ - 9 पर्यायवाची रचनात्मक कार्य	1. फुलवारी का चित्र देखकर उसमें रंग भरना । 2. अलग -अलग धर्मों के चित्र देख कर उनके नाम लिखना 3. महात्मा गाँधी के चित्र में रंग भरना । 4. वीडियो-कविता देश-भक्ति 5. वीडियो-गांधीजी की कहानी ।

अक्तूबर	पाठ -11 राखी का त्योहार पाठ - 12 शेर और चूहा	पाठ - 10 गिनती रचनात्मक कार्य	1. राखी त्योहार के विषय में पाँच पंक्तियां 2. राखी के चित्र में रंग भरना । 3. वीडियो - पंचतंत्र की कहानी ।
नवंबर	पाठ - 13 मेले में नेवले पाठ - 14 भेड़िया आया	पाठ -11 सप्ताह के दिन पाठ -12 महीनों के नाम रचनात्मक कार्य	1. मेले के बारे में लिखना । 2. दीवाली पर कार्ड बनाना । 3. वीडियो-पंचतंत्र की कहानी
दिसंबर	पाठ - 15 बताओ तो जाने पथ -16 लड़का श्रवण बहुत ही प्यारा पाठ - 17 बाल दिवस	पाठ -13 रचनात्मक कार्य	1. वीडियो -श्रवण की कहानी 2. कविता वाचन
जनवरी	पाठ - 18 मैना मैदान में पाठ - 19 जा, फिर से चूहा हो जा	पाठ -14 रचनात्मक कार्य	1. पक्षियों के चित्र में रंग भरना । 2. वीडियो -चित्रों द्वारा पक्षियों की पहचान करना ।
फ़रवरी	पाठ -20 बया हमारी चिड़िया रानी पाठ - 21 भाप की शक्ति पाठ - 22 झंडा देश की जान है	पाठ -15 रचनात्मक कार्य	1. पेड़ के बारे में दस वाक्य लिखो 2. झंडे का चित्र बनाकर रंग भरो । 3. वीडियो - झंडे की कहानी

## Syllabus Distribution of Maths (Class II)

Month	Grow With Numbers	Worksheet	Activity
April & May	<b>Ch-1 Number and Numeration</b> 1.1 Counting 1.2 Number Names 1.3 Ascending Descending Order 1.4 Missing Numbers 1.5 Comparison of Numbers 1.6 After , Before , Between 1.7 Place Value (TO, HTO) 1.8 Odd & Even number 1.9 Skip Counting 1.10 Patterns	Wkst 1 to 3 counting Wkst 4,5 Missing Number Wkst 6 Number Names Wkst 7 to 9 Ascending and Descending Order Wkst 10 Comparison of Numbers Wkst 11 to 14 Place Value	Images on Ascending and Descending Order. Video on Odd and Even numbers Video on Ascending and Descending Order, Place Value and Comparison of Numbers
July	<b>Ch-2 Addition</b> 2.1 Revision 2.2 Addition on Number Line 2.3 Properties of Addition 2.4 Addition of Two Digit And Three Digit Numbers 2.5 Addition With Carry -Over(2 And 3 Digit Numbers) 2.6 Word Problem	Wkst 15 Addition Wkst 16 Lets go Fishing Wkst 17 Addition (with carry) Wkst 18 Addition Problems	Video on Addition Activity based on Addition
August	<b>Ch-3 Subtraction</b> 3.1 Revision 3.2 Subtraction Using Number Line 3.3 Facts About Subtraction 3.4 Subtraction of 2-3 Digit Number With and Without Borrowing 3.5 Relation Between Addition and Subtraction 3.6 Number Series	Wkst 19 Picture Subtraction Wkst 20 Subtraction with Borrowing Wkst 21 Subtraction Problem	Activity based on Subtraction Video on Subtraction
September	<b>Ch-4 Multiplication</b> 4.1 Introduction 4.2 Multiplication is Repeated Addition 4.3 Skip Counting 4.4 Multiplication Table 2 to 10 4.5 Properties of Multiplication 4.6 Multiplication of One Digit Numbers 4.7 Multiplication of Two-Three Digit Numbers With And Without Carryover 4.8 Number Stories	Wkst 22 Tables Wkst 23 Multiplication Wkst 24 Multiplication (carry over) Wkst 25 Multiplication (2 digit) Wkst 26 Multiplication (more problem) Wkst 27 Fun with Numbers	Video on Multiplication Role Play (Shopping)



<b>Month</b>	<b>Grow With Numbers</b>	<b>Worksheet</b>	<b>Activity</b>
October	<b>Ch-5 Division</b> 5.1 Introduction 5.2 Division as repeated Subtraction 5.3 Facts about Division 5.4 Relationship between Multiplication and Division 5.5 Long Division Method 5.6 Number Stories	Wkst 28 Division(Repeated Subtraction)	Video on Division Group Activity with Marbles
November	<b>Ch-6 Shapes</b> 6.1 Introduction 6.2 Revision of Different Kinds of lines 6.3 Different Types of Plane Figures 6.4 Different Types of Solid Figures 6.5 Flat and Curved Surfaces 6.6 Faces, Edges and Vertices	Wkst 29 Simple Shapes Wkst 30 Solid Shapes Wkst 31 Label Me	Activity based on Solid Shapes(identification with objects of different shapes)  Video on Plane and Solid Shapes
December	<b>Ch-7 Measurement</b> 7.1 Introduction 7.2 Non-standard units of Measurement of length 7.3 Standard units of measurement of length, Weight and Capacity 7.4 Addition and Subtraction Sums based on Measurement of length, Weight and Capacity 7.5 Number Stories	Wkst 38 Measurement Wkst 39 Using A Ruler Wkst40 Measurement Wkst 41, 42 Measuring weight Wkst 43 Measuring capacity	Activity – Write the suitable units for measuring different objects
January	<b>Ch-8 Fractions</b> 8.1 Introduction 8.2 Multiple meanings of fraction Ch-9 Money 9.1 Introduction 9.2 Indian Money-Rupees and coins 9.3 Addition and Subtraction of Rupees and Paise 9.4 Number Stories on Addition and Subtraction	Wkst 36 Money Wkst 37 Lets learn about Money	Video on Fractions Activity based on Fractions Indian Money Role play (shopping) Activity (Collection of Coins)
February	<b>Ch-10 Time</b> 10.1 Days of the Week 10.2 Months of a Year 10.3 Clock Ch-11 Data Handling 11.1 Introduction	Wkst 32,33 Clock Wkst 34 Days of the Week Wkst 35 Days, Weeks and Months	Calendar to assess Time  Drawing Clock's face to show Time

## Syllabus Distribution of of EVS (Class II)

Month	Course Book	Audio-Visual Experience +Activities
April May	Ch-1 I Am special Ch-2 My Family	Video on 'Nuclear and Joint Family' and 'Conversation in a Class Room' Activity - Making a family tree
July	Ch-3 My School Ch-4 My Body	Video on External and Internal body parts Images of different rooms of school
August	Ch-5 Food for Health Ch-6 Our Neighbours	Video on good health and hygiene Activity - To list out different food items as energy giving food, body building food and protective food Video on celebrating festivals with neighbours
September	Ch-7 People Who Help Us Ch-8 Transport	Video on 'Being Thankful' and 'Transport System'. Images of 'People Who Help Us' To make a collage based on means of transport
October	Ch-9 Plants: Nature's Precious Gift	Video on 'Plants and Plant Products' Poster making on 'Save Trees'
November	Ch-10 Wonderful World of Animals Ch-11 Air, Water and Land	Video on animals (Domestic and Wild animals) To collect and paste the pictures of Water Animals Video on different Land Forms
December	Ch-12 The solar System and Our Earth Ch-13 Weather and Seasons	Video on solar system and seasons Demonstration of formation of Day and Night To make objects with Paper Mache
January	Ch-14 Celebration	Video on festivals celebration(National and Religious ) Collage making based on different Festivals
February	Ch-15 My Country	Video on 'Heritage of India' and 'Patriotism'

## Syllabus Distribution of G.K (Class II)

Month	Topic	Page Number
April & May	Party Time	6
	Living Life	7
	Beak Tales	8
	Growing Crops	9
	Healthy Eating	10
July	My School	11
	Deep Blue Sea	12-13
	Uses Of Water	14
	I Do Enjoy Seasons	15
	Community Services	16
August	Machines At Work	17
	Modes Of Transport	18
	Wonders Of Asia	19
	Festivals Of Asia	20
	World Of Sports	21
	Indian Classical Dances	22-23
September	Rhyme Time	24
	Musical Gems	25
	How Smart Are You	26
	Fun With Shapes	27
	Lay In Order	28
October	Let's Play	29
	Good Manners	30
	Safe Voyage	31
November	Fairy And The Woodcutter	32
	Helping Society	33
	Save Water	34
	Fuel We Use	35
	Land And Water Animals	36-37
	Visit To A Fair	38
	Forms Of Water In Nature	39
	Let's Locate	40
December	Hide And Seek	41
	Tastes Of The Continents	42
	Walks Of Life	43
January	Complete The Pattern	44
	Find My Buddy	45
	Rhyming Words	46
	Body Facts	47
	Grouping Things	48

February	Magical Maths	49
	On A Shopping Spree	50
	World Around	51
	What's Up	52
March	National Symbols Of India	53
	Important Dates Of India	54
	Major Indian States And Their Capitals	55
	First In India	56

## Syllabus Distribution of Computer (Class II)

Month	VIVA Dot Com	Activities / Audio/Visual Experience
April & May	L -1 Know your Computer	Video on different types of computer Role Play (Man and Computer)
July	L-2 Uses of Computer	Activity (collecting pictures of different places where computers are used)
August	L-3 Parts of a Computer	Verbal presentation on parts of computer Activity based on identification of different parts of computer
September	L -4 Working of a Computer	Activity based on IPO cycle (sharpening of a pencil), Identification of various IPO devices
October	L-5 More about Keyboard	Activity based on keyboard (Write names and Contact Numbers)
November	L-6 Typing in word pad	Activity based on word pad (to create, open, save and close a file)
December	L -7 Computer Mouse	Group Activity (working with mouse holding, dragging, dropping etc.)
January	L-8 MS - Paint	Identification of various tools of MS paint To make a drawing with the help of various paint tools
February	Revision	Practice Exercises

## Syllabus Distribution of Moral Education (Class II)

Month	Course Book	Audio-Visual Experience/Activity
April & May	L -1 Prayer and Yoga	Different images of yoga poses
July	L -2 Let us share	Sharing games
August	L -3 On the dining table	PPT on table manners
September	L -4 I Am a Good Neighbour	Images on neighbourhood and video on celebration with neighbours
October	L -5 Keep Safe from Strangers	Video on 'Stranger danger' children's song'
November	L -6 Be Kind to animals	Video on be kind to animals
December	L -7 Am I special	Picture pasting and writing few lines to describe himself in course book
January	L -8 Don't waste water	Video on Nature and Conservation
February	L -9 Say Thanks To Helper	Images of community helpers

## Assessment Rubrics(Source: CBSE CCE Manual)

### REPORTING STUDENTS' ACHIEVEMENT

While reporting students' achievement in different areas, indirect grading in absolute scale having five points may be used. The grades will stand for the following distribution of marks:

A+	Outstanding	90% - 100%
A	Excellent	75% - 89%
B	Very Good	56% - 74%
C	Good	35% - 55%
D	Scope for improvement Below 35%	

The grade of the child can be computed in the achievement card based on the percentage of presence of behaviour indicator in the above category of percentiles. Besides certain remarks can be made in scholastic and co-scholastic areas as well as the achievement level of the child. These remarks will help the parents and the child to provide the learning skills in that area by devoting more learning efforts. Thus, continuous and comprehensive evaluation is a useful proposition for improvement of students' achievement through continuous diagnosis, remediation, encouragement and appreciation. It requires coordinated and concerted efforts on the part of Principals, teachers and parents for the multifaceted personality development of the child. The enclosed rating scales are expected to help the teachers in proper placement of students in terms of the different grades.

### LANGUAGES

Aspects	Sub-Skills	A+	A	B	C	D
01 Reading Skills (Loud Reading)	Pronunciation	Can read and correctly pronounce new words on ones' own.	Can read and pronounce new words on ones' own most of the time.	Can read and pronounce new words with guidance from the teacher.	Cannot read and pronounce new words most of the times.	Cannot read and pronounce new words at all without the guidance from the teachers
	Fluency	Can read simple sentences fluently with proper speed. Expression and pronunciation.	Can read simple sentences fluently with speed but needs occasional prompting	Can read simple sentences but takes time to read each word. Lacks fluency, speed and expression.	Can read simple sentences without guidance or prompting	Fumbles a lot while reading simple sentences. Reads one word at a time.
	Comprehension	Can read and understand a story/sentences and answer all the questions correctly	Can answer most of the questions correctly.	Comprehends with some help from the teacher.	Cannot comprehend the passages on ones own. Often needs help.	Cannot comprehend at all. Requires help all the time.

02. Writing

Aspects	Sub-Skills	A+	A	B	C	D
<b>02 Writing Skills</b>	<b>Creative Writing</b>	Can write three, four or five sentences on a given topic with accuracy and some originality e.g. can use an adjective with a noun. Tries to use new words..	Can write three or four sentences on a given topic correctly but cannot use new words on his own	Can write three or four sentences on a given topic but with a lot of prompting and guidance from the teacher.	Unable to write three or four sentences on a given topic. Has to be prompted all the time.	Needs help of the teacher all the time
	<b>Hand writing</b>	Is neat and legible. All letters and strokes are properly formed and transcription is error free.	Is neat and legible. Occasional inconsistency seen information of letters and strokes. Transcription is error free.	Is legible but often inconsistent with his strokes and letters. Transcription has occasional errors	Is neither legible nor consistent. Transcription has a number of errors	Writing is mainly incomprehensible and inaccurate.
	<b>Grammar</b>	Can write sentences accurately and uses simple punctuation marks appropriately.	Can write sentences accurately most of the time. Falters occasionally in the use of simple punctuation marks.	Cannot write sentences without quite a few errors. Sometimes falters in the use of punctuation marks.	Can write shorter pieces with some accuracy. Needs help very often	Cannot write with accuracy. Needs a lot of help.
	<b>Spellings</b>	Can spell almost all words from the text correctly, can apply his phonetic knowledge to spell similar words	Spells words from the text correctly with occasional errors. Can apply his phonetic knowledge to spell similar sounding words.	Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words.	Makes plenty of errors while spelling words. Cannot apply his phonetic knowledge to spell new words.	Makes a lot of spelling mistakes.
	<b>Vocabulary</b>	Has a good range of vocabulary. Always uses new words in writing.	Has a good range of vocabulary. Tries to use new words many times.	Sometimes makes use of new words.	Never uses new words. Knowledge is restricted to words taught before.	Vocabulary is poor.

<b>03 Speaking Skills</b>	<b>Conversation</b>	Is fluent and spontaneous. Responds to situation appropriately and accurately	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally.	Lacks spontaneity fluency and accuracy. Response time rather long. Needs prompting most of the time.	Can carry out a dialogue only at a very basic level.	Needs help most of the time.
	<b>Recitation</b>	Can recite a poem with proper speeds, expression and pronunciation	Can recite a poem with proper speed and expression but makes occasional mistakes in pronunciation or forgets a word or so.	Can recite a poem with occasional prompting. Expression is not very strong and effective.	Can recite an entire poem with prompting most of the time. Lacks proper pronunciation and expression.	Can recite only very short and simple poems and that too with a lot of prompting.
<b>04. Listening Skills</b>	<b>Comprehension</b>	Can comprehend oral questions, instructions and stories/poems.	Comprehends oral questions, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.	Has difficulty in following instruction and stories, Needs simplification or translation most of the time.	Very slow to follow class instructions . Needs mother tongue translation all the time.

## MATHEMATICS

	<b>A+</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Concept</b>	Understands the concepts well before proceeding to the higher ones	Understands the concepts but is not clear in certain concepts.	Takes some time to understand new concepts.	Understands the concepts but needs help most of the time.	Cannot understand the Concepts
<b>Activity</b>	Takes keen interest in various activities, which help him/her achieve goals easily.	Takes interest most of the time but needs to be more regular/ systematically / organized	Sometimes takes interest in mathematical activities	Takes interest in assigned activities only when prompted.	Very laid back and disinterested.

<b>Tables</b>	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table.	Knows the tables but falters a little in dodge tables.	Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables.	Has not understood the concept of tables. Makes mistakes	Has not learnt the concept of tables. Cannot do dodge tables at all. Makes a lot of mistakes.
<b>Mental ability</b>	Takes immense delight in working with mathematical problems mentally	Good at calculating sums mentally but at times makes careless mistakes	Can do mental calculations but falters occasionally.	Has weak concepts hence can solve sums mentally at a slow pace.	Very slow in solving sums mentally.

## ENVIRONMENTAL SCIENCE

<b>Environmental Sensitivity</b>	Is keen, alert and observant; very much aware of the surroundings	Needs to be aware of the surroundings	Is quite aware but lacks enthusiasm	Lacks awareness; needs to be more keen and alert	Lacks awareness.
<b>Activity/ Project</b>	Exhibits creativity and originality through cutting, pasting, drawing, collage work, composing simple poems.	Makes an attempt with some help.	Can do cutting, pasting, drawing and collage work and shows creativity and originality at times.	Lacks originality and the ratio of teacher guidance increases in proportion to the child's approach and interest	The teacher is a perpetual guide.
<b>Group Discussion</b>	Has the spirit of enquiry and is assertive in placing ones' viewpoint.	Can ask simple questions but needs occasional prompting at times.	Can ask simple questions but with some prompting at times.	Cannot put forward his ideas, needs constant coaxing.	Does not take part in group discussions and is a silent spectator

## GAMES

<b>Enthusiasm</b>	Plays with full intrinsic Motivation.	Plays with full intrinsic motivation most of the time.	Plays with zeal but of his choice games	Plays but only when commanded	Always gives excuses.
<b>Discipline</b>	Obeys all class discipline voluntarily and plays by following all rules of the game.	Obeys all class discipline voluntarily most of the time and plays by following all rules of the games	Obeys class discipline on command and follows rules only suited to his advantage	Obeys due to fear of punishment. Follows rules on command with displeasure	Lacks discipline.



<b>Team spirit</b>	Has team spirit and plays for winning	Has team spirit and plays for winning most of the time	Puts his effort, individually.	Shows team harmony on and off.	Not a team player.
<b>(Strength, &amp; Stamina</b>	Outstanding development of skills and displays high performance	Excellent development of skills and displays high performance most of the time.	Very good skill development but performs occasionally	Average skill development	Slow skill development`

## MUSIC

<b>Interest</b>	Always very keen to learn and follow given instructions	Very keen to learn and follow instructions most of the time.	Needs little drive to learn and start	Sometime shows interest	Does not show much interest.
<b>Rhythm</b>	Child has a good sense of rhythm and keeps pace with the beat.	Child has a good sense of rhythm and sometimes falters in keeping pace with the beat.	Sometimes loses pace with the beat.	Sometimes goes off the beat and cannot make it up.	Does not have the sense of rhythm.
<b>Melody</b>	Child has a good sense of tune	Child has a good sense of tune and goes off key Occasionally	Child goes off key, sometimes can come back in tune.	Child has the sense of time but goes off key in higher octave	Child does not have much sense of music.

## PERSONALITY DEVELOPMENT

<b>Courteousness</b>	Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between	Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between.	Many times wish others, (says sorry, thank you and excuse me). Sometimes interrupts: in between, speaks politely may times.	Sometimes avoids to wish, (says sorry, thank you and excuse me). Sometimes speaks politely interrupts in between.	Avoids wishing., (say sorry, thank you and excuse me) Aggressive and impolite
<b>Confidence</b>	Always very confident in carrying out various activities.	Very confident in carrying out various activities most of the time.	Confident in carrying out most of the activities	Quite confident but needs to come up with his/her ideas.	Needs to develop confidence.
<b>Care of belongings</b>	Always respects the belongings and takes care.	Takes care of self as well as others property most of the time.	Most of the times takes care of belongings	Takes care but does not bother about others.	Careless about self as well as others property.
<b>Neatness</b>	Always wears proper and neat uniform. Very careful about personal hygiene	Wears proper and neat uniform. Sometime nails/hair/teeth not clean	Wears proper and neat uniform most of the time.	Most of the times in improper uniform often not careful about hygiene	Often untidily dressed

<b>Regularity and punctuality</b>	Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects.	Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects.	Sometimes particular about being regular and punctual. Sometimes late in submitting assignments	Sometimes irregular and not punctual to school/classroom . Sometimes late in submitting assignments and projects.	Irregular and sometimes late to school/classroom. Rarely submits assignments and projects in time.
<b>Initiative</b>	Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities	Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities	Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities	Sometimes tries to do things independently . Sometimes ready to participate in oral discussions/extra curricular activities	Never does things independently. a voids participating in oral discussions/extra curricular activities.
<b>Spirit of service</b>	Always volunteers to participate in all activities for a social cause. Always ready to help others	Volunteers to participate in activities for a social cause most of the time. Often ready to help others.	Often volunteers to participate in activities for a social cause. Often helps others	Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.	Rarely participates in activities for a social cause. Never bothers to help others.
<b>Respect other's property</b>	Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.	Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.	Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters his/her surroundings	Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings.
<b>Self control</b>	Well disciplined in the classroom/ corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child.	Disciplined in the classroom/corridors/stair case most of the time. Never misbehaves or fights in the playground/break	Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground /break	Disciplined in the classroom but not in corridors/ staircase. Often misbehaves or fights/bullies in the play ground/break.	Indiscipline in the classroom/ corridors/stair case. Mostly misbehaves fights/ bullies in the playground/ break.

ART & CRAFT					
Interest	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art.	Shows great enjoyment and aptitude for drawing and painting – recognizes the value of art most of the time	Enjoys drawing and painting. Shows imagination some time	Prefers to be guided than using his own imagination.	Prefers to reproduce what is seen. Needs repeated Instruction
Creativity	Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work.	Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the time.	Good at reproducing. Shows feelings and emotions.	Can communicate the ideas in terms of effect and appeal.	Lacks creativity and looks for ideas and instructions from the teachers.
Skill	Excellent development of skills and high performance	Excellent development of skills and high performance most of the time.	Skills development is good but performs occasionally	Very slow skill development	No skills.

## Learning Indicators (Source : NCERT CCE Manual)

### ENGLISH

#### Listening

##### Curricular Expectations

- Understand simple English language spoken in their immediate environment.
- Enthusiasm to listen to English with understanding.
- Appreciate non-verbal clues and respond through speaking / body language.

##### Pedagogic Processes

##### Clear lip movement for children with hearing impairment to lip read

- Familiarizing children with day to day spoken English (small sentences and phrases) in class, assembly, playground etc. with peers/groups.
- Creating learning situations for using greetings and polite forms of expression.
- Using formulaic expressions such as ‘Sit in a circle.’ and helping children become familiar with these expressions and use them.
- Familiarizing children with the sound system of English through chunks of language such as “an apple” and connecting it with visuals/realia.
- Giving oral instructions for games/activities in simple English.
- Introducing content and devising tasks that encourage children to draw on diverse experiences and make connections with what is worthwhile and important to them.
- Encouraging children to watch English cartoons (Listening and speaking are developing in conjunction) and speak about it.
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- Facilitating pair/group work where children share their experiences.
- Providing learning situations such as role play to listen and communicate messages.

- Using picture clips, photos, singing, storytelling, effective questions, music etc.
- Narrating variety of stories from the textbook and beyond, helping children to talk about the main idea. Using a number of facial expressions, dramatizing and picturising stories.
- Asking questions based on the texts, using mother tongue and scaffolding, wherever necessary using role play.
- Reading aloud, action songs/poems, encouraging children to sing collectively (Listening and speaking are connected) using gestures.
- Giving dictation of a few simple sentences to enable children to listen and write. (Listening is linked with speaking/writing).
- Playing music (non-verbal) and encouraging children to express themselves through speech, action, dance, drama photographs, film clips, puppets, comics, displays and singing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r. etc.
- Listens to English words and sentences used in class/school, and responds in **home language/English**. *e.g. neighborhood, school, market, play ground, etc. and e.g. let us sing the song together. Draw a picture of a house and colour it, etc.*
- Understands simple greetings and polite forms of expression in English/home language/facial expression/ body language. *e.g. Please give me your book. Can you give me a piece of chalk? etc. (simple 5-6 sentences).*
- Understands different sounds of English language through repetition and indicating. *e.g. Singing songs with actions, looking at the pictures/visuals and singing with the teacher.*
- Follows rules of games/activities. *e.g. Today we will play Hop Scotch. This is how we play.*
- Shows interest in listening to experiences of her peers and others in English and home language. *e.g. Suman went to her grandmother's place. She is very happy. Suman tells about her experiences.*
- Listens to **new words** and points/indicates objects and persons. *e.g. Telling a story and identifying characters.*
- Follows the story and is able to respond to simple comprehension questions in it. (Listening & Speaking in conjunction) in **home language/ English/ sign language**.
- Responds to questions asked on textual material/ narrated stories in **English/ home language**. *e.g. After listening to a poem/story/narrative respond in one/two words.*
- Draws with interest after listening to the input. *e.g. Draw the flower and colour it.*
- Enjoys rhyme and rhythm of poems and sings aloud.
- Enjoys poems and songs played with music. *e.g. Ding-dong Ding-don. All the bells are ringing. . .*

### **Speaking Curricular Expectations**

- Able to speak English along with home language.
- Able to ask questions.
- Able to recite/ poems, say dialogues, phrases from stories/ plays, etc.

### **Pedagogic Processes**

- Encouraging lip reading to understand words even without sound.
- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Familiarizing children with new vocabulary as per their context and making them speak. Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.
- Providing input/ encouraging for participation in class, morning assembly programmes.
- Providing situations/ pictures/images/artifacts to help children speak about them in pair/groups.
- Creating learning situations via-drama, storytelling, group work, role-play/mock-telephonic conversations /conversations between and among family members/ connecting it with the characters from lessons.
- Creating learning situations to speak about hobbies, games, food etc.
- Giving a prompt to help children speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."
- Based on the reading of the text, children are encouraged to speak. e.g. comprehension, connecting to previous knowledge.

- Varying the input as per the special needs of the child with hearing impairment.
- Connecting learning to the real world and encouraging them to ask questions such as: *Why can't we play now?*
- Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.
- Encouraging children to raise queries & ask questions through various modalities like visual, auditory and kinesthetic.
- Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers).
- Introduces herself in simple sentences in English and home language/sign language. *e.g. My name is Rajat. I study in class I. I am seven year old.*
- Uses words as per context. *e.g. Looks at the pictures/visuals and tells the words related to that context such as duck, elephant, tiger etc.*
- Speaks about situations/pictures/images in English and home language. *e.g. The rabbit is running. The tortoise is slow.*
- Engages in conversation in English and home language with friends, teachers, and family using simple sentences and responses. *e.g. This is a bird. It can fly.*
- Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language.
- Makes requests, uses greetings and polite forms of expression. *e.g. Can I go and play.*
- Expresses her likes and dislikes. *e.g. I do not want to eat 'puree' and 'subzi'. I want to eat rice.*
- Narrates stories (imaginary/dreams/actual situations. etc.) *e.g. Elephant walks like this. . .*
- Asks questions about things around her. *e.g. What is in your bag?*
- Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation.
- Recites rhymes/poems /songs in groups and individually and through acting out. *e.g. Brush, brush, brush your teeth, brush them every day. . .*  
Says phrases/dialogues from stories/plays. *e.g. Play in the park,*  
Have a bath  
Comb your hair.

### **Reading**

- They recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher support to establish meaning in a text and may not understand everything that they read. While they continue to use early decoding skills, they are not yet able to predict from language context alone because of their yet developing English proficiency. Gradually they can follow and read short, simple texts along with the teacher and in class as shared reading activities.

### **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Able to ask questions.
- Understands the form and functions of grammar in context.

### **Pedagogic Processes**

- Providing visuals/pointing to illustrations in texts to encourage children to read.
- Familiarizes children with both small and capital letters of the alphabet.
- Facilitating comprehension through various texts/movement/actions.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and interaction.
- Introducing stories **from L1 and L2** to facilitate comprehension.
- Listening to poems, showing understanding through tone, volume and action.
- Introducing different kinds of texts such as descriptions, stories, folktales and poems.

- Providing beyond the text materials such as advertisements, notices, etc.
- Facilitating reading of children's magazines and children's section of newspapers and enriching the reading habits through exposure to school library, reading corner.
- Introducing titles of books, movies, etc.
- Encouraging children to raise questions based on their reading.
- Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. *e.g. red rose.*
- Drawing attention to the use of punctuation through a variety of texts such as use of capital and small case, comma, full stop.
- Reads simple words/sentences with the help of pictures. *e.g. Big house, small house, happy child etc .e.g. This is a big tree.*
- Differentiates between small and capital letters in print and Braille.
- Reads small texts with comprehension.
- Understands main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher. *e.g. After reading a story about balloons, is able to narrate her experience on buying and playing with a balloon.*
- Relates ideas with her personal experiences.
- Connects with real life, including **home language/sign language**. *e.g. I also have chicks.*
- Asks questions based on the reading or out of curiosity. *e.g. What happened to all the animals in the end?*

### **Writing**

- They develop the ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts.
- They write with less need for teacher transcription. Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.

### **Curricular Expectations**

- Able to write short, simple texts.
- **Pedagogic Processes**
- Facilitating children to form letters and spacing properly.
- Familiarising children with words from the text and immediate surroundings.
- Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark etc.
- Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction).
- Providing texts (seen & unseen) and encouraging writing answers to comprehension questions.
- Providing verbal/visual clues to develop words/ sentence/ paragraphs.
- Encouraging children to write on self, family, pets and home etc. (**Giving extra time for children writing in Braille**).
- Providing examples of writing through a variety of examples.
- Providing examples of words/phrases (linkers) to indicate sequence, such as 'and' 'but' etc.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with rhyming words, creating rhythm through a poem.
- Providing a variety of contexts such as going for a picnic, a fair etc. and helping them develop new vocabulary.

### **Learning Indicators (Progression) Writing**

- Draws as per the context. *e.g. Match the words with the pictures. Trace the path of the lady bird.*
- Uses proper spacing between letters, words and sentences.
- Forms letters of right shape and size.
- Writes familiar words, phrases simple, sentences in Braille or print.
- Writes rhyming words. *e.g. Book –hook, cry-dry, ring-sing.*
- Contributes for the school magazine (drawing with caption etc.)

### **Concern for Immediate Environment Curricular Expectations**

- Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

### **Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts/film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing **listening and reading**. e.g. *This is a beautiful flower*.
- Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song.
- Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.
- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
- Providing audio – video input such as posters, children’s films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary.
- Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related words.

### **Learning Indicators (Progression) Concern for Immediate Environment**

- Observes nature and responds through verbal and non - verbal expression (body language, speech, drawing and writing/ signs) **in English/home language/sign language**.
- Uses **new words** related to immediate environment. e.g. *garden, leaves, etc.*
- Understands the ideas in the poem/story on nature/environment. e.g. *‘A big wind is blowing. Look, the leaves are flying.*
- Shows and expresses concern for environment **In English and home language)/sign language**. e.g. *Throw peals in the bin*. Shows eagerness to learn together. e.g. *Reading from a big book together*

## **भाषा - हिंदी (कक्षा 2 )**

### **पाठ्यक्रम संबंधी अपेक्षाएँ**

#### **सुनना और बोलना**

- दूसरों की बातों/आवाजों को ध्यान से सुनना।
- अपने बात कहने की कोशिश करना (बोलकर/ इशारों/ 'साइन लैंग्वेज '/चित्र बनाकर )।
- दूसरों की बात समझकर अपने शब्दों में कहने की कोशिश करना।
- छोटी कहानी, कविता आदि को ध्यान से सुनना ।
- छोटी कहानी आदि को ध्यान से सुनना ।
- छोटी कहानी, कविता आदि को हावभाव के साथ सुनना।

#### **पढ़ना और लिखना**

- चित्र देखकर अनुमान लगते हुए पढ़ना ।
- लिखित और मुद्रित सामग्री को पढ़ना ।
- पढ़ी गए बातों को समझकर अपने शब्दों में कहने और लिखने की कोशिश करना ।
- विभिन्न स्रोतों (रीडिंग कार्नर , पोस्टर, दवाईओं के रैपर . होडिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) से अपनी पसंद की सामग्री ढूँढना
- अपनी बात को लिखकर कहना।
- अपनी कल्पना से छोटी कहानी, कविता आदि लिखने की कोशिश करना।

## परिवेशीय सजगता

- आसपास की प्रकृति (पेड़ पौधे, मौसम, घरेलु पशु-पक्षी आदि) को देखना और अपनी राय बनाना।
- घर की भाषा और हिंदी के बीच संबंध बनाने की कोशिश करना ।

## सीखने के तरीके तथा माहौल

### सभी बच्चों के समावेश को ध्यान में रखकर

- अपनी भाषा में बातचीत करने की आजादी और अवसर हो
- अपनी बात कहने (भाषिक और सांकेतिक माध्यम से) के लिए प्रोत्साहित हों ।
- अपनी भाषा गढ़ने (नए शब्द बनाने) और उनका इस्तेमाल करने के अवसर हों।
- छोटी कहानियाँ, कविताएँ अथवा बल साहित्य, स्तरानुसार सामग्री, साइनबोर्ड, होर्डिंग, अखबारों की कतरने पर चर्चा करने के मौके हों।
- सक्रिय होकर काम करने के लिए स्तरानुसार ऑडियो - वीडियो सामग्री के उपयोग के अवसर हों
- हिंदी में सुनाई गई छोटी कविता, कहानी आदि पर अपनी भाषा में सवाल पूछने के अवसर हों ।
- हिंदी में सुनी गए छोटी कविता, कहानी आदि को अपने तरीके और अपनी भाषा भाषा में सुनाने के अवसर हों ।
- विभिन्न प्रकार की सामग्री (रीडिंग कार्नर की किताबें, पोस्टर , दवाईओं के पैपर, होअडिंग, बाल पत्रिकाएँ , साइन लैंग्वेज ) पढ़ने के अवसर हों ।
- स्तरानुसार रोचक बाल साहित्य , बाल पत्रिकाएँ, अखबार, ऑडियो - वीडियो सामग्री उपलब्ध हो ।
- पढ़ी गई रचनाओं पर अपनी भाषा में बात करने, अपनी राय देने, सवाल करने की आजादी हों ।
- अपना परिवार मोहल्ला , स्कूल , खेल का मैदान ,गाँव का चौपाल जैसे विषयों तथा अपने अनुभवों पर लिखकर एक-दूसरे से बांटने के अवसर हों ।
- अपनी बात को अपने अंदाज़ में लिखकर अभिव्यक्त करने की स्वतन्त्रता हों।
- एक दूसरे की लिखी हुई रचनाओं को सुनने,पढ़ने और उसपर अपनी राय देने, उसमें अपनी बात को बढ़ाने और अलग-अलग ढंग से बार बार लिखने के अवसर हों ।
- बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का हिस्सा समझा जाए ।
- अपनी बात को सृजनात्मक तरीके से अभिव्यक्त करने की आजादी हों ।
- आस -पास होने वाली गतिविधियों / घटने वाली घटनाओं (जैसे- मेरे घर की छत से सूरज क्यों नहीं दिखता ?
- सामने के पेड़ पर बैठने वाली चिड़िया कहाँ चली गए?) को लेकर सवाल करने के अवसर पर बच्चों से बातचीत या चर्चा करने के अवसर उपलब्ध हों ।
- कक्षा में अपने साथियों की बोलियों पर गौर करने के अवसर जैसे-आम, रोटी, तोता आदि शब्दों को अपनी-अपनी बोली गतिविधि शब्दों की लें- दें आपसदारी की गतिविधि के रूप में की जा सकती है ।
- पाठ्य पुस्तक और उसमें इतर सामग्री में आये प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उनपर चर्चा करने के अवसर उपलब्ध हों ।

## सुनना और बोलना

- दूसरों की बातों को सुनकर अपनी प्रतिक्रिया व्यक्त करती/करता है। उदाहरण के लिए रोजमर्रा की घर, खान-पान, खेलकूद, स्कूल साथियों की बातें, जैसे मेरी मम्मी भी मेरे लिए नया लंच बॉक्स लाई, मेरे घर भी कबूतर ने बच्चें दिए आदि।
- अपनी भाषा में अपने परिवार और परिवेश की बात को कहता है।
- चित्रों और रचनाओं पर अनुमान लगाते हुए अपनी प्रतिक्रिया व्यक्त करती/ करता है। जैसे- घोंसले में चिड़िया के बच्चें के अकेले हैं । चिड़िया जरूर दाना लेन गए होगी ।
- हिंदी में सुनी गई बात को अपनी भाषा में कहती/ कहता है ।



- अपने आस पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देकर उस पर सवाल करते हैं | जिसे इस पत्ते का रंग लाल क्यों है ?
- सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पत्रों, आदि के बारे में बातचीत करती/कटा है | जैसे भालू ने खेती फुटबाल कहानी में जब भालू ने हेली फुटबॉल कहानी में जब भालू के बच्चे ने किक लगाई तो बड़ा मज़ा आया|
- अपने मनन से कहानी/कविता आदि बनाने का प्रयास करता/करती है| जैसे- आज पारी के पापा आये , साथ में वो गुब्बारे लाये|
- कहानी, कविता तथा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहते हैं |
- पढ़ना और लिखनारचनाओं को आनंद लेकर पढ़ती/पढ़ता है |
- चित्र और संदर्भ के आधार पर अर्थ का अनुमान लगाती/लगाता है |जैसे- अब वह लड़की फिर से स्कूल जाना शुरू करेगी|
- अपनी पाठ्य पुस्तक से इतर सामग्री(पोस्टर्स, बाल पत्रिका, होडिग्स आदि ) को पढ़कर समझती/समझता है|
- देखी/पढ़ी लिखी सामग्री पर बातचीत करती/करता है| जैसे ऊँट चला भई ऊँट चला कविता खूब अच्छी है| ऊँट का चित्र भी देखो कितना सुंदर है|
- पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ती/पढ़ता है|
- पढ़ी गए कविता या कहानी के बारे में पूछे गए प्रश्नों का मौखिक जवाब देते हैं |
- अपनी कल्पना से कहानी, कविता पत्र आदि लिखते हैं, कविता. कहानी, को आगे बढ़ाने की कोशिश करते हैं|
- अपनी बात/कविता/कहानी को सृजनात्मक तरीके से लिखता है |

**MATHEMATICS**  
**LEARNING INDICATORS UP TO CLASS II**  
**Curricular Expectations:**

- During the learning of mathematics from class II child is expected to:
- Count and understand numeration system
- Learn conventions needed for mastery of mathematical techniques such as the use of a base ten system to represent numbers
- Perform simple computations in her/his own ways up to three digit numbers and apply these to their day to life activities in different contexts
- Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits
- Learn vocabulary of relational words to extend her/his understanding of space and spatial objects
- Identify and extend simple patterns starting from repeating shapes to patterns in numbers
- Collect, represent and interpret simple data/information in her/his daily life activities.

Conceptual Area	Pedagogical Processes	Learning Indicators
Sorts, classifies and describes 2 D and 3 D shapes - .	<ul style="list-style-type: none"> <li>• Discussing various shapes ( 2-D and 3-D) available</li> <li>• in the surroundings of the child and their characteristics by involving children in identification of the specific characteristics of every shape. Conducting individual and group activities on sorting things from a given collection of objects</li> <li>• (from NCERT mathematics kit, if available in the school or taking things from the child's vicinity). The sorting can be done on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding by naming 2-D shapes like square, rectangle, triangle and circle and also discovers their observable properties. Indicates understanding of 2-D shapes on the basis of number of sides, corners and diagonals, straight and curved edges e tc.</li> <li>• Demonstrates shapes like book, glass, bottle, chalk box,</li> </ul>

	<p>observable properties like color, shapes or size, taking one at a time.</p> <ul style="list-style-type: none"> <li>• Drawing child's attention towards various similarities and differences in two and three dimensional shapes while they are sorting and classifying them. This will help them in associating various shapes with names like squares, rectangles, triangles, cube, cuboids, cone, cylinder, sphere etc.</li> </ul>	<p>ball as 3-D shapes and gradually attempts to associate them with standard names like cuboids, sphere, cone, cylinder</p> <ul style="list-style-type: none"> <li>• Explores observable properties of 3 -D shapes like flat and curved surface, edges, corners etc.</li> <li>• Groups objects on the basis of shapes (cones, cylinder, cubes, balls etc.) and other observable - properties.</li> <li>• Demonstrates her ability to differentiate between 2 D shapes (like square, rectangle etc.) and 3 D shapes</li> <li>• (cone, cylinder, sphere etc.)</li> </ul>
<p><b>Understands the concept of straight and curved lines</b></p>	<ul style="list-style-type: none"> <li>• Child sees lot of straight lines in their surrounding. Conduct group activities to classify lines as sleeping</li> <li>• ( horizontal) , slanting ( oblique) and standing</li> <li>• ( vertical) lines. Child actually draws such lines in their drawings</li> <li>• Giving idea of straightness and curvedness from the objects like edge of a tumbler, edge of a book/notebook, table etc.</li> <li>• Conducting activities involving children in drawing straight and non straight lines by tracing the edge on paper.</li> <li>• Engaging children in making sceneries, pictures and drawings, focusing on shapes made up of straight and curved lines</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies lines as slanting, sleeping and standing Cites different examples to show the understanding of difference between straight and curved lines</li> <li>• Make free hand drawing of horizontal, vertical and slant lines</li> </ul>
<p><b>NUMBERS AND NUMBER OPERATIONS</b> Counts, Recognizes, Reads and writes numerals for numbers up to 99</p>	<ul style="list-style-type: none"> <li>• Involving children in reading numbers written on a number chart and other places in and outside classroom</li> <li>• Activities and games aimed at associating a spoken or written number with appropriate number of objects, drawn from a collection may be organized in groups of tens and ones</li> <li>• Organise group activities to compare number of objects in two collections by one-to-one correspondence. Children should be encouraged to find their own ways of comparing two numbers e.g. using the sequential order of numbers, number of tens and ones in them etc.</li> <li>• Engaging child in activities of counting large number of objects from her surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to read and write any given number (up to 99) and associate a given collection ( arranged in tens and ones) with a number and vice-versa.</li> <li>• Demonstrates strategies of comparing two numbers e.g. matching one to one, using sequential order of numbers, using size of a number etc.</li> </ul>

<p>Understands place and face value of digits in a number. Understands zero as a placeholder and as a number</p> <p>Recognizes patterns in numbers and shapes</p>	<p>Encourage them to make equal groups while counting. After building an adequate understanding of grouping objects in tens and ones, involve them in writing the number.</p> <ul style="list-style-type: none"> <li>• Conducting group activities in the class so that children are involved in breaking a number in tens and ones like in 17 the digit 1 shows 10 so <math>17=10+7</math>; 20 has two tens and the no units.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates the place value system as a system of grouping objects while counting</li> <li>• Describes her understanding about value of digits in a given number.</li> <li>• Devises ways of writing a number when a group (tens or ones) is missing.</li> <li>• Answers question like what happens when a number is subtracted from itself? When some items are consumed one after the other, how many are left when last is also consumed?</li> <li>• Child attempts to show that zero is the number representing absence of some item in a group.</li> <li>• Writes a number in expanded form in her own ways like 53 can be <math>50+3</math> or <math>3+50</math> or <math>40+10+3</math> etc.</li> </ul>
<p><b>Adds and subtracts two digit numbers (with and without regrouping)</b></p>	<ul style="list-style-type: none"> <li>• Engaging child in exploring the situations where addition and subtraction of numbers is required like, combining two groups, enlarging a given group by adding some more items etc.</li> <li>• There are a lot of situations in child's daily life where addition of numbers is happens. Involve them in activities and problem solving on addition and subtraction of numbers</li> <li>• Conduct discussion with children so that they explore their own ways of addition and subtraction and should be able to develop their algorithms. Avoid unnecessary emphasis on mechanical application of standard algorithms for these operations.</li> <li>• Creating situations where children can use alternative algorithms to find sum and difference.</li> </ul>	<ul style="list-style-type: none"> <li>• Devises her own ways to add two 2-digit numbers. Later on uses algorithms for addition of numbers. Develops her strategies to add and/or subtract a numbers from a two digit number.</li> <li>• Uses different algorithms to add and subtract numbers</li> <li>• Adds and subtracts two digit numbers in daily life situations</li> </ul>
<p><b>Solves problems involving Addition and Subtractions of two digit numbers</b></p>	<ul style="list-style-type: none"> <li>• Involve children in reading given problems and discussing what is given, what is to be found. Let children work out their strategies to find the unknown from the known.</li> <li>• Creating situations where addition and/or subtraction of two digit numbers is involved in solving a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and describes a problem involving addition and/or subtraction in terms of mathematical terms and finds the given and unknown data.</li> <li>• Finds the strategies to reach unknown from the known</li> </ul>

	<ul style="list-style-type: none"> <li>• Organising selling buying situation in classroom where lot of addition and subtraction of money is involved.</li> <li>• Encouraging children to use alternative strategies for finding total and balance without using pen and paper.</li> <li>• Encourage children to develop questions/problems on addition and subtraction of two digit numbers. Game can be played within groups of children where in one group designs questions and the other group solves the questions/ problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Solves problems using addition and/or subtraction with and without regrouping.</li> <li>• Uses estimation in verification of sum and difference of two digit numbers</li> <li>• Poses meaningful problems and solves them.</li> </ul>
<b>Mass</b> Weighs objects using non- standard units Appreciates need for standard unit of measuring marks		<ul style="list-style-type: none"> <li>• Describes ways of comparing and quantifying</li> <li>• mass(es) of common objects</li> <li>• Uses simple balance to compare weights of common objects</li> <li>• Uses non-standard units like small stones and other such objects available in child's vicinity</li> <li>• Understands that objects with different shapes and sizes may have same weights.</li> </ul>
<b>Volume</b> Idea of more/less capacity of different containers.		<ul style="list-style-type: none"> <li>• Estimates capacities of different containers and tries to order them as per their capacities</li> <li>• Shows the ability to compare the capacities of different containers in terms of non-standard units (like mugs, spoons etc.)</li> </ul>
<b>Time</b> Gets familiar with the days of the week and months of the year	<ul style="list-style-type: none"> <li>• Organising discussions and short stories on the vocabulary children have about time and calendar</li> <li>• Creating situations where children are encouraged to describe their experiences in terms of daily routine activities like from waking up in morning till sleeping in the night.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to narrate the activities of a day in sequence, distinguishing time of events using her own vocabulary for earlier and later.</li> <li>• Shows the understanding of shorter and longer duration of different activities performed or to be performed</li> <li>• Describes he names of days of a week and months in a year.</li> </ul>
<b>Data Handling</b> Collects, represents and interprets simple data	<ul style="list-style-type: none"> <li>• Organising activities and providing opportunities to record information in numbers and to draw inferences or make decisions out of it. For example, in organizing a New Year party, how many pieces of different types would be required for class decoration.</li> <li>• Involving children in discussion to highlight the importance of recording of information</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to record information in her own ways. Participates in discussions with others to draw inferences from the recorded information</li> <li>• Attempts to record information in her own ways like number of different types of fruits</li> </ul>

	<ul style="list-style-type: none"> <li>• Creating situations such that child uses her ways to record and present the information in a meaningful manner.</li> <li>• Giving opportunities to children for exploring ways of recording and presenting data and draw inferences from the data.</li> </ul>	<p>required the picnic day</p> <ul style="list-style-type: none"> <li>• Participates in discussions with others to draw inferences from the recorded information</li> <li>• Devises ways to present the recorded information in such a way that its interpretation can be made simpler.</li> </ul>
<p><b>Patterns</b>          Observes and extends patterns in sequence of shapes and numbers          Identifies patterns          Creates simple patterns by stamping, thumbprints, leaf prints etc.</p>	<ul style="list-style-type: none"> <li>• In all learning of mathematics recognition and extension of patterns is essentially required and used. However, children come across with many interesting patterns in daily life experiences. These are required to be recorded and interpreted.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies simple patterns right from school activities to home like pattern in coming to school to going back, patterns in numbers and shapes, patters in tiles and designs, etc.</li> </ul>