

CLASS II

ANNUAL PEDAGOGICAL PLAN

ENGLISH & GRAMMAR

Based on the prescribed English (Focus-2) and Grammar syllabus

MONTH	TOPIC	METHODOLOGY / ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIODS
April	● English (Focus-2): L-1 At the Park ● Poem: Who Has Seen the Wind ● L-2 Elly Gets Lost ● Grammar: Naming Words – Common and Special; Gender; Singular and Plural; A, An, The	• Interactive read-aloud and shared reading • Picture talk and guided questioning • Vocabulary building through context and word cards • Role-play / sequencing of events • Grammar sorting, classification and sentence-building activities • Guided oral and written practice	• Demonstrate listening and reading comprehension of age-appropriate texts. • Identify and use relevant vocabulary in context. • Distinguish common and special naming words and identify gender. • Differentiate singular and plural forms. • Use A, An and The appropriately in simple sentences. • Express ideas orally using complete sentences.	— 7
	● Revision	• Concept-based revision through oral questioning and recap activities • Vocabulary and grammar games • Worksheet-based reinforcement • Reading fluency practice • Individual and peer-supported practice	• Consolidate previously taught language concepts. • Demonstrate improved accuracy in reading, vocabulary and grammar usage. • Apply learned concepts independently in familiar contexts. • Identify and address common learning gaps through guided practice.	—

September	● Revision + Mid-Term	• Structured revision of prescribed literature and grammar • Practice through worksheets, oral drills and competency-based questions • Reading comprehension and writing practice • Formative assessment and error analysis	• Demonstrate consolidated understanding of concepts taught during the term. • Apply language skills in reading, grammar and writing tasks. • Respond independently to competency-based questions. • Improve accuracy through feedback and self-correction.	—
October	● English (Focus-2): Cats Sleep Anywhere (Poem) ● L-6 Patti and the Kids ● L-7 The Frogs and the Boys ● Grammar: Describing Words (Repeat); Doing Words; Is, Am, Are, Was, Were ● Formal Letter	• Expressive reading and recitation • Discussion based on pictures, characters and events • Action-word identification through movement-based activities • Adjective revision through description tasks • Verb and helping-verb practice using substitution and sentence frames • Guided formal-letter format practice	• Recite/read poetry with fluency, rhythm and expression. • Identify key characters, events and ideas in prose. • Identify and use doing words appropriately. • Use Is, Am, Are, Was and Were accurately in simple sentences. • Reinforce the use of describing words. • Draft a simple formal letter following an appropriate format.	7 7

November	● English (Focus-2): L-9 The Fairy's Basket ● L-10 The Pencil Story ● Grammar: Yesterday and Today; Has, Have, Had ● Composition; Unseen Passage; Essay	• Guided reading with prediction and comprehension • Vocabulary enrichment and sentence framing • Time-reference activities using everyday routines • Grammar drills with contextual examples • Reading comprehension through unseen texts • Guided planning, drafting and revision of written work	• Comprehend and discuss the main ideas and sequence of events in stories. • Use vocabulary appropriately in oral and written contexts. • Distinguish between actions/events in the past and present. • Use Has, Have and Had appropriately in simple sentences. • Extract information and infer meaning from an unseen passage. • Organise ideas into a simple composition/essay with appropriate sentence structure.	8 6
December	● English (Focus-2): L-11 Books are Fun! ● Grammar: Over, Beside, Between, In Front of, Above; And, Or, But	• Shared reading and book-talk activities • Discussion on reading habits and ideas from the lesson • Position-word demonstration using classroom objects • Sentence-combining activities • Conjunction sorting and guided sentence construction • Oral and written reinforcement	• Read and comprehend the prescribed text with meaningful responses. • Develop positive engagement with books and reading. • Use basic positional prepositions accurately in context. • Join words and simple sentences using And, Or and But. • Communicate ideas using grammatically appropriate simple sentences.	7

January	● English (Focus-2): The Balloon Man (Poem) ● Grammar: Sentences; Grammar Builder – page 99 ● Unseen Passage; Essay	• Modelled and expressive poem reading/recitation • Picture-based vocabulary and discussion • Sentence ordering and reconstruction activities • Identification of complete sentences • Grammar Builder practice for reinforcement • Unseen-passage comprehension • Guided essay planning and writing	• Recite/read poetry with appropriate expression and fluency. • Identify and construct meaningful complete sentences. • Apply previously learned grammar concepts in integrated tasks. • Demonstrate comprehension of an unseen passage. • Write a short, organised essay with a clear sequence of ideas.	1
February	● Revision + Final Term	• Comprehensive revision of prescribed literature, grammar and writing skills • Reading fluency and comprehension practice • Competency-based worksheets and oral reinforcement • Mock/practice assessment and feedback • Remedial and enrichment activities as required	• Demonstrate holistic consolidation of the year's learning. • Apply language concepts independently across reading, grammar and writing tasks. • Demonstrate improved fluency, accuracy and confidence in communication. • Reflect on errors and use feedback to improve performance.	—

Note: Working days are intentionally left blank because the prescribed syllabus document does not specify month-wise working-day counts.

EVS

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
APRIL	• Ch-1: Plants Around Us • Ch-2: We Need Plants	• Experiential learning through real-life observation of plants in the school and neighbourhood. • Inquiry-based questioning to elicit prior knowledge about plants and their surroundings. • Demonstration and hands-on identification of roots, stems, leaves, flowers and fruits. • Collaborative learning through leaf-sorting, plant-classification and group observation tasks. • Art-integrated activity: drawing, labelling and creating a simple plant collage. • Guided discussion on the uses of plants and development of environmental sensitivity.	• Identifies common plants and recognises major plant parts. • Describes simple functions of roots, stems, leaves, flowers and fruits. • Explains at least three ways plants are useful to people and animals. • Applies learning to familiar surroundings and demonstrates care for plants. • Communicates observations through drawings, oral responses and simple written statements.	13

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
JUNE	• Revision of Ch-1 and Ch-2	• Diagnostic questioning to assess prior learning and identify learning gaps. • Competency-based revision through picture interpretation, classification and matching tasks. • Think–Pair–Share and peer-learning activities for concept reinforcement. • Gamified learning through an interactive EVS quiz and rapid-response activities. • Formative assessment through worksheets, oral questioning and observation. • Remedial support and differentiated practice based on individual learning needs.	• Recalls and applies key concepts related to plants and their uses. • Identifies plant parts and relates them to their basic functions. • Demonstrates conceptual understanding through oral, written and activity-based tasks. • Responds appropriately to competency-based questions and real-life situations.	06

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
JULY	• Ch-6: Food for Health • Ch-7: Housing and Clothing	• Experiential learning through observation and discussion of familiar food items, houses and clothing. • Inquiry-based discussion on healthy food choices and factors influencing housing and clothing. • Activity-based classification of nutritious/non-nutritious foods and different types of houses and clothes. • Role play and situation-based learning to promote healthy eating and appropriate clothing choices. • Collaborative learning through group sorting, picture interpretation and peer discussion. • Art-integrated learning through healthy-food plates, house drawings and clothing illustrations. • Local-context examples to connect classroom learning with the learner's immediate environment.	• Differentiates between healthy and unhealthy food choices. • Explains the importance of a balanced and nutritious diet. • Identifies common types of houses and states their basic features. • Relates clothing choices to weather, occupation and local conditions. • Applies healthy and appropriate lifestyle practices in familiar situations.	20

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
AUGUST	• Ch-10: Water	• Inquiry-based learning through questions about sources, uses and availability of water. • Experiential activity: water-use audit/survey at home and school. • Demonstration-based learning to explore clean and contaminated water. • Collaborative learning through group discussion and conservation-slogan/poster creation. • Role play on responsible use of water and prevention of wastage. • Competency-based situations to encourage decision-making about water conservation. • Reflection activity to develop sustainable habits and environmental responsibility.	• Identifies common sources and uses of water. • Explains the importance of clean water for living beings. • Identifies simple causes of water wastage and suggests conservation measures. • Demonstrates responsible water-use and hygiene practices. • Applies learning to everyday situations involving water conservation.	10

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
SEPTEMBER	• Revision + Term-I	• Formative assessment through oral questioning, worksheets and competency-based tasks. • Concept mapping and retrieval practice to consolidate Term-I learning. • Collaborative revision through quizzes, peer teaching and group activities. • Differentiated learning tasks to address individual learning needs. • Error analysis and immediate feedback for misconception correction. • Reflection and self-assessment to encourage learner ownership of progress.	• Recalls and applies concepts covered during Term-I. • Demonstrates understanding through varied competency-based assessment tasks. • Identifies misconceptions and improves responses through feedback. • Communicates learning using age-appropriate oral, written and visual forms.	_____

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
OCTOBER	• Ch-3: Wild Animals	• Inquiry-based introduction using animal sounds, pictures and visual prompts. • Experiential and observation-based learning about wild animals and their habitats. • Collaborative classification of animals according to habitat and observable features. • Activity-based habitat-matching and animal-identification tasks. • Storytelling and discussion to develop empathy towards wildlife. • Art-integrated activity: creating a wildlife habitat/poster. • Value-based learning focused on conservation and responsible interaction with wildlife.	• Identifies common wild animals and their habitats. • Describes simple features and food habits of selected wild animals. • Differentiates between wild and domestic animals. • Relates animals to their habitats using simple examples. • Demonstrates awareness of wildlife conservation and responsible behaviour.	10

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
NOVEMBER	• Ch-8: Safety First • Ch-4: We Need Animals	• Situation-based and experiential learning through familiar safety scenarios. • Role play to practise safe behaviour at home, school, on roads and in public places. • Demonstration and identification of common safety signs and symbols. • Collaborative learning through safety-rule sorting and problem-solving cards. • Inquiry-based discussion on how animals support human life and livelihoods. • Picture-based classification and storytelling to explore animal usefulness. • Value education through activities promoting empathy, care and responsible treatment of animals.	• Identifies common hazards and selects appropriate safety measures. • Demonstrates safe behaviour in familiar real-life situations. • Recognises common safety signs and explains their basic purpose. • Describes ways in which animals are useful to people. • Demonstrates kindness, care and responsibility towards animals.	16

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
DECEMBER	• Ch-9: Air Around Us • Ch-11: Water Cycle	• Experiential demonstration to establish that air is present around us. • Inquiry-based discussion on the importance and uses of air. • Hands-on observation and simple investigations related to moving air. • Model-based and visual learning to sequence evaporation, condensation and precipitation. • Collaborative construction of a water-cycle flow diagram. • Activity-based discussion on air pollution, water conservation and sustainable practices. • Reflection and local-context examples to connect concepts with everyday life.	• Recognises the presence of air and explains its importance for life. • Identifies common uses of air and ways to maintain air quality. • Sequences the main stages of the water cycle correctly. • Explains evaporation, condensation and precipitation in simple terms. • Suggests practical measures to protect air and water resources.	16

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
JANUARY	• Ch-12: The Sun, Moon and Shadows	• Observation-based and inquiry-driven exploration of the Sun, Moon and shadows. • Demonstration using a torch/light source and opaque objects to model shadow formation. • Experiential shadow-tracking activity at different times of the day. • Think–Pair–Share to discuss observations and make simple predictions. • Collaborative recording of observations through drawings, tables and oral sharing. • Art-integrated activity: shadow drawings and simple day-sky illustrations. • Formative questioning to assess conceptual understanding and correct misconceptions.	• Identifies the Sun and Moon and states their basic importance. • Explains that a shadow is formed when an opaque object blocks light. • Observes and compares changes in shadow length and position. • Records observations through drawings or simple statements. • Makes simple predictions based on observed patterns.	10

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIO
FEBRUAR Y	• Revision + Final-Term	• Comprehensive competency-based revision using retrieval practice and concept mapping. • Collaborative learning through peer teaching, quizzes and group problem-solving. • Activity-based worksheets, picture interpretation and real-life application tasks. • Formative assessment and differentiated practice to address individual learning gaps. • Self-assessment and reflection to promote learner autonomy. • Reinforcement through remedial and enrichment activities as required. • Final-term assessment aligned with learning outcomes and age-appropriate competencies.	• Recalls, integrates and applies key EVS concepts covered during the academic session. • Demonstrates conceptual understanding through oral, written and activity-based assessment. • Applies EVS learning to familiar real-life situations. • Communicates observations and ideas using age-appropriate language and visual representations. • Demonstrates improved confidence, participation and independent learning.	_____

MATHEMATICS – ANNUAL LESSON PLAN

Class: II | Academic Session: 2026–27

MON TH	TOPIC	METHODOLOGY / ACTIVITIES	LEARNING OUTCOMES	NO. OF PERI ODS
April	Unit 1 – Numbers • Tables 2–15 • Ordinal Numbers 1–20	• Number games and oral counting activities. • Use of number cards, beads and place-value materials. • Read, write, compare and arrange numbers through hands-on activities. • Number-line activities. • Identify ordinal positions through classroom objects and races. • Recitation and activity-based practice of tables 2–15.	• Reads and writes numbers correctly. • Compares and orders numbers. • Identifies ordinal positions from 1st to 20th. • Uses numbers in familiar situations. • Recalls multiplication tables through understanding and practice.	8
May	Summer Vacation / No Formal Teaching	• Holiday mathematics activities. • Practice of tables and ordinal numbers. • Number-based worksheets and real-life observation activities.	• Maintains continuity of mathematical learning. • Applies previously learned concepts in daily-life situations.	—
June	Unit 2 – Addition and Subtraction (Smaller Numbers) Unit 11 – Shapes	• Use concrete objects, counters and number cards for addition and subtraction. • Number-line jumping activities. • Story sums based on everyday situations. • Mental-maths games and oral questioning. • Identify and classify 2-D and 3-D shapes using real objects.	• Adds and subtracts smaller numbers accurately. • Solves simple daily-life problems involving addition and subtraction. • Explains strategies used to find answers. • Identifies common plane and solid shapes. • Describes shapes using simple properties.	14

		• Shape hunt and drawing activities.		
July	Unit 5 – Multiplication • Tables 2–15	• Introduce multiplication through repeated addition. • Equal-group and array activities. • Multiplication on a number line. • Use counters, beads and grid paper. • Table games, quizzes and pair activities. • Real-life multiplication situations.	• Understands multiplication as equal groups/repeated addition. • Represents multiplication using objects and number lines. • Recalls and applies tables 2–15. • Solves simple multiplication problems. • Connects multiplication with everyday situations.	15
August	Unit 8 – Money Unit 10 – Time	• Role-play: shopkeeper and customer. • Identify and use notes and coins. • Make amounts using different combinations of money. • Solve simple buying and selling situations. • Use a demonstration clock to read time. • Daily-routine activities using a.m./p.m. • Calendar activities: days, weeks and months.	• Recognises common Indian currency notes and coins. • Counts and represents money in different ways. • Solves simple money problems. • Reads and tells time using a clock. • Relates time to daily routines. • Identifies days, weeks and months.	14
September	Revision and Mid-Term Assessment • Units 1, 2 and 11 • Tables 2–15 • Ordinal Numbers 1–20	• Concept revision through worksheets and games. • Oral and written practice. • Quiz and peer-learning activities. • Remedial teaching based on individual needs. • Competency-based questions and simple problem-solving tasks. • Mid-Term assessment.	• Demonstrates understanding of concepts taught during Term I. • Applies mathematical concepts to simple situations. • Identifies areas of strength and improvement. • Demonstrates accuracy and confidence in mathematical operations.	
October	Unit 3 – Numbers:	• Use of place-value charts and base-ten materials.	• Reads and writes three-digit numbers.	10

	Beyond One Hundred • Tables 2–15	• Form and expand three-digit numbers. • Number-name activities. • Compare and arrange numbers using symbols. • Before, after and between activities. • Expanded-form games and worksheets. • Mental-maths and table practice.	• Represents numbers using hundreds, tens and ones. • Writes number names and numerals. • Uses expanded form correctly. • Compares and orders three-digit numbers. • Identifies the number before, after and between given numbers.	
November	Unit 4 – Addition and Subtraction (Bigger Numbers) Unit 7 – Fractions	• Place-value-based addition and subtraction using manipulatives. • Regrouping activities with concrete materials. • Number-line and column-method practice. • Real-life word problems. • Introduce fractions through paper folding and sharing objects. • Fraction circles and picture-based activities. • Identify halves, quarters and other simple equal parts.	• Adds and subtracts bigger numbers accurately. • Understands regrouping/carrying and borrowing. • Solves addition and subtraction word problems. • Understands a fraction as an equal part of a whole. • Identifies and represents simple fractions pictorially. • Applies fractions to real-life sharing situations.	16
December	Unit 6 – Division Unit 9 – Measurement	• Introduce division through equal sharing and grouping. • Use counters and objects for practical division. • Connect division with multiplication facts. • Solve simple division story problems. • Measure classroom objects using standard/non-standard units. • Compare length, weight and capacity. • Hands-on measurement activities and	• Understands division as equal sharing/grouping. • Solves simple division problems. • Connects multiplication and division. • Measures and compares objects appropriately. • Uses suitable units of measurement. • Estimates and verifies measurements in practical situations.	27

		estimation games.		
January	Unit 12 – Patterns • Ordinal Numbers 1–30	• Identify patterns using shapes, colours, numbers and objects. • Complete and extend growing/repeating patterns. • Create patterns using classroom materials. • Pattern games and worksheet activities. • Identify ordinal positions through real-life examples. • Arrange objects/students according to position.	• Identifies and describes simple patterns. • Completes and extends given patterns. • Creates simple repeating and growing patterns. • Identifies ordinal numbers from 1st to 30th. • Applies ordinal concepts to real-life situations.	5
February	Annual Revision and Final-Term Assessment • Revision of all prescribed units • Tables 2–15 • Ordinal Numbers 1–30 • Simple problem sums	• Comprehensive revision through games, quizzes and worksheets. • Oral and written practice. • Mixed-concept problem-solving activities. • Mental-maths and table drills. • Individual remedial support. • Final-term assessment.	• Recalls and applies concepts from the complete syllabus. • Solves simple problems involving addition, subtraction, multiplication and division. • Applies mathematical concepts in everyday situations. • Demonstrates logical thinking, accuracy and problem-solving skills. • Shows confidence and independence in mathematical learning.	

HINDI – CLASS 2

ANNUAL PEDAGOGICAL REPORT 2026-27

MONTH	TOPIC	METHODOLGY / ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIODS
अप्रैल	1. वर्णमाला 2. पाठ 1 – फूल (कविता) 3. पाठ 2 – मीठूऔरकौरा (चित्रकथा) 4. व्याकरण – संज्ञा, 1 से 25 तकगिनती	- वर्णमाला का चित्रों एवं मौखिक अभ्यास द्वारा पहचान व उच्चारण। ‘फूल’ कविता का सस्वर वाचन, भावएवंचित्र-चर्चा। ‘मीठूऔरकौरा’ चित्रकथाकाचित्र-पठन, कहानी-वाचनएवंप्रश्नोत्तर। - संज्ञाकेसरलउदाहरणोंकोव्यक्ति, वस्तुएवंस्थानसेजोड़करसमझाना। 1 से 25 तकगिनतीकामौखिकएवंलिखितअभ्यास।	- विद्यार्थीवर्णमालाकेअक्षरोंकोपहचान व उच्चारणसकेंगे। - कविताकासस्वरवाचनकरसकेंगेतथाभावसमझसकेंगे। - चित्रकथासमझकरसरलप्रश्नोंकेउत्तरदेसकेंगे। - संज्ञाशब्दोंकीपहचानकरसकेंगे। 1 से 25 तकगिनतीबोल व लिखसकेंगे।	19
जून	पाठ्यक्रमकीपुनरावृत्ति (अप्रैलमाहकापाठ्यक्रम)	- खेल, मौखिकप्रश्नोत्तर, फ्लैशकार्डएवंकार्यपत्रकद्वारापुनरावृत्ति। - वर्णमाला, पाठ, संज्ञाएवं 1 से 25 तकगिनतीकाअभ्यास। - व्यक्तिगतएवंसमूहगतविधियोंद्वारापुनर्बलन।	- पूर्वसीखेहुएज्ञानकापुनर्बलनहोगा। - पठन, मौखिकअभिव्यक्तिएवंलेखनमेंदक्षताबढ़ेगी। - विद्यार्थियोंकाआत्मविश्वासविकसितहोगा।	12
जुलाई	1. पाठ 3 – खिलौनोंकीसभा (एकांकी) 2. पाठ 5 – पायलकासाहस (घटना) 3. पाठ 6 – प्यारेसंताक्लॉज(कविता) 4. व्याकरण – संज्ञा, क्रिया, लिंग, वचन, अपठितगद्यांश, अनौपचारिकपत्र, पर्यायवाची, विलोमशब्द, वाक्यशुद्धकरो, वर्तनीसुधारो, निबंध	- पाठोंकाअनुच्छेद-पठन, भाव-वाचन, चित्र-चर्चाएवंप्रश्नोत्तर। - एकांकीकेसंवादोंकाभूमिकानिर्वाहएवंघटनापरचर्चा। - कविताकासस्वरवाचनएवंभावपूर्णप्रस्तुति। - संज्ञा, क्रिया, लिंगएवंवचनकोसरलउदाहरणोंसेसमझाना। - अपठितगद्यांशकापठनएवंप्रश्नोत्तर। - अनौपचारिकपत्रकाप्रारूपसमझाकरलेखन-अभ्यास। - पर्यायवाचीएवंविलोमशब्दोंकामिलानएवंशब्द-अभ्यास।	- विद्यार्थीपाठोंकाअर्थसमझकरप्रश्नोंकेउत्तरदेसकेंगे। - संवादएवंकविताकाभावपूर्णवाचनकरसकेंगे। - संज्ञा, क्रिया, लिंगएवंवचनकीपहचानकरसकेंगे। - अपठितगद्यांशसमझकरउत्तरदेसकेंगे। - अनौपचारिकपत्रकासरलप्रारूपलिखसकेंगे। - पर्यायवाचीएवंविलोमशब्दोंकाप्रयोगकरसकेंगे। - वाक्यएवंवर्तनीकीत्रुटियोंकोसुधारसकेंगे।	25

		• वाक्य-शुद्धि एवं वर्तनी-सुधार कार्यपत्रक। • सरल विषय पर निबंध लेखन का अभ्यास।	• सरल निबंध लिखने का कौशल विकसित होगा।	
अगस्त	पाठ 7 – इंडियागेट (हमारी धरोहर) व्याकरण – अनेक शब्दों के लिए एक शब्द अपठित गद्यांश निबंध	• पाठ का पठन, चित्र-चर्चा एवं प्रश्नोत्तर द्वारा समझ विकसित करना। • इंडियागेट एवं हमारी धरोहर से संबंधित शब्दावली पर चर्चा। • अनेक शब्दों के लिए एक शब्द का उदाहरण एवं मिलान-अभ्यास। • अपठित गद्यांश का पठन एवं प्रश्नोत्तर। • सरल विषय पर निबंध लेखन का अभ्यास।	• विद्यार्थी पाठ का अर्थ समझ कर प्रश्नों के उत्तर दे सकेंगे। • हमारी धरोहर के प्रति जागरूकता विकसित होगी। • अनेक शब्दों के लिए एक शब्द पहचान व लिख सकेंगे। • अपठित गद्यांश से संबंधित प्रश्न हल कर सकेंगे। • सरल निबंध लिख सकेंगे।	18
सितंबर	पाठ्यक्रम: मध्याह्न परीक्षा हेतु जुलाई एवं अगस्त के पाठ एवं व्याकरण। • पठन, लेखन, व्याकरण एवं शब्द-अभ्यास की पुनरावृत्ति। • मौखिक प्रश्नोत्तर, कार्यपत्रक एवं अभ्यास-पत्र द्वारा तैयारी। • मूल्यांकन एवं त्रुटि-सुधार द्वारा पुनर्बलन।			
अक्टूबर	1. पाठ 8 – बारिश का एक दिन 2. पाठ 10 – तितली रानी (कविता) 3. व्याकरण – क्रिया, लिंग, वचन, पर्यायवाची शब्द 25 से 40 तक गिनती, निबंध	• पाठों का पठन, चित्र-चर्चा एवं प्रश्नोत्तर। • 'तितली रानी' कविता का सस्वर वाचन एवं भावपूर्ण प्रस्तुति। • क्रिया, लिंग, वचन एवं पर्यायवाची शब्दों का उदाहरण सहित अभ्यास। • 25 से 40 तक गिनती का मौखिक एवं लिखित अभ्यास। • सरल विषय पर निबंध लेखन एवं वाक्य-निर्माण।	• विद्यार्थी पाठों को समझ कर प्रश्नों के उत्तर दे सकेंगे। • कविता का सस्वर वाचन एवं भाव-अभिव्यक्ति कर सकेंगे। • क्रिया, लिंग, वचन एवं पर्यायवाची शब्दों की पहचान कर सकेंगे। • 25 से 40 तक गिनती बोल व लिख सकेंगे। • सरल निबंध लिख सकेंगे।	17
नवंबर	1. पाठ 11 – बुलबुल के बच्चे (कहानी) 2. पाठ 13 – चिड़िया का गीत (कविता) 3. व्याकरण – संज्ञा, विलोम शब्द, अनेक शब्दों के लिए एक शब्द,	• कहानी एवं कविता का पठन, चित्र-चर्चा एवं प्रश्नोत्तर। • 'चिड़िया का गीत' का सस्वर वाचन एवं भाव-अभिव्यक्ति। • संज्ञा, विलोम एवं अनेक शब्दों के लिए एक शब्द का अभ्यास।	• विद्यार्थी कहानी एवं कविता का भाव समझ सकेंगे। • संज्ञा, विलोम एवं अनेक शब्दों के लिए एक शब्द की पहचान कर सकेंगे। • अपठित गद्यांश से संबंधित प्रश्न हल कर सकेंगे।	18

	अपठितगद्यांश, वर्तनीशुद्धकरो, वाक्यशुद्धकरो,निबंध	- अपठितगद्यांशकापठनएवंप्रश्नोत्तर। - वर्तनीएवंवाक्य-शुद्धिकीकार्यपत्रकगतिविधियाँ। - सरलविषयोंपरनिबंधलेखन।	- वर्तनीएवंवाक्यकीत्रुटियाँसुधारसकेंगे। - सरलनिबंधलिखसकेंगे।	
दिसंबर	पाठ 14 – शेरुदा (कहानी) व्याकरण – सर्वनाम वर्तनीशुद्धकरो वाक्यशुद्धकरो वाक्यबनाओ अपठितगद्यांश पर्यायवाची निबंध	- कहानीकापठन, चित्र-चर्चाएवंप्रश्नोत्तर। - सर्वनामकोसरलवाक्योंकेउदाहरणोंद्वारासमझाना। - वर्तनीएवंवाक्य-शुद्धिकाअभ्यास। - दिएगएशब्दोंसेसरलवाक्यबनानेकीगतिविधि। - अपठितगद्यांशकापठनएवंप्रश्नोत्तर। - पर्यायवाचीशब्दोंकामिलानएवंप्रयोग। - सरलविषयपरनिबंधलेखन।	- विद्यार्थीकहानीकाअर्थसमझकरप्रश्नोंकेउत्तरदेसकेंगे। - सर्वनामकीपहचानएवंसरलवाक्योंमेंप्रयोगकरसकेंगे। - वर्तनीएवंवाक्यकीअशुद्धियाँसुधारसकेंगे। - दिएगएशब्दोंसेसार्थकवाक्यबनासकेंगे। - अपठितगद्यांशसमझकरउत्तरदेसकेंगे। - पर्यायवाचीशब्दोंकाप्रयोगकरसकेंगे। - निबंधलेखनकौशलकाविकासहोगा।	17
जनवरी	पाठ 15 – बारी-बारीआतेमौसम (बातचीत) व्याकरण – अपठितगद्यांश निबंध	- बातचीत-पाठकापठन, चित्र-चर्चाएवंप्रश्नोत्तर। - विभिन्नमौसमोंसेसंबंधितशब्दावलीपरचर्चा। - अपठितगद्यांशकापठन, समझएवंप्रश्नोत्तर। - सरलविषयपरनिबंधलेखनएवंवाक्य-निर्माण।	- विद्यार्थीपाठकाअर्थसमझकरप्रश्नोंकेउत्तरदेसकेंगे। - विभिन्नमौसमोंकेबारेमेंसरलशब्दोंमेंबतासकेंगे। - अपठितगद्यांशपढ़करप्रश्नोंकेउत्तरदेसकेंगे। - सरलनिबंधलिखसकेंगे।	20
फरवरी	- संपूर्णवार्षिकपाठ्यक्रमकीपुनरावृत्ति। - पठन, लेखन, व्याकरण, गिनतीएवंशब्द-अभ्यासकापुनर्बलन। - कार्यपत्रकएवंअभ्यास-पत्रद्वारावार्षिकपरीक्षाकीतैयारी। - विद्यार्थियोंकीशंकाओंकासमाधानएवंत्रुटि-सुधार।			

नोट: कार्य-दिवससंदर्भरिपोर्टकेअनुसाररखेगएहैं; विद्यालयकेवास्तविककैलेंडरकेअनुसारसमायोजितकिएजासकतेहैं।

ANNUAL PEDAGOGICAL PLANNER 2026-27

CLASS II

COMPUTER

MONTH	TOPIC	METHODOLOGY/ACTIVITIES	LEARNING OUTCOMES	NO. OF PERIODS
APRIL	Ch-1 Computer: A Machine	• Discussion on computers and machines. • Identify computers used in daily life. • Students are shown picture and asked to classify them as machines or non-machines. • Make a chart on uses of computers.	• Students will understand that a computer is a machine and identify its common uses.	4
JUNE	Ch-1 Computer: A Machine	REVISION		
JULY	Ch-2 Parts of a Computer	• Identify and label different parts of a computer using a real computer or pictures. • Students identify the monitor, CPU, keyboard, Mouse and Speakers. • A 'Point and name' activity is conducted where students point to the part named by the teacher.	• Students will be able to identify basic computer parts and understand how a computer works. • They will develop confidence in identifying computer parts.	4
	Ch-3 How Does a Computer Work?	• Demonstration of input, processing and output with familiar examples. • Practical activity to identify computer parts. • Students perform a role=play where one student gives input, another acts as the computer and another gives the output.	• Students will learn to operate a computer safely and use different keyboard keys. • They will learn basic working process of a computer, meaning of input and output.	4
AUGUST	Ch-4 Operating a Computer	• Demonstrate starting and shutting down a computer.	• Students will learn the basic steps of operating a computer.	4

	Ch-5 The Keyboard and Its Functions	• Teacher demonstrates how to switch on the computer and open a program safely. • Students practice using the mouse and keyboard to open and close simple applications. • Teacher demonstrates the correct procedure for shutting down the computer. • Identify different keys on the keyboard. • Typing practice using simple words and sentences. • Teacher demonstrates the functions of important keys using the computer. • Students practice typing their names, numbers and simple words using the correct keys. • Practical activity- Conduct a “Find the key” activity where the teacher calls out a key and students locate it on their keyboard.	• They will practice safe use of computer. • They will understand the importance of properly shutting down the computer. • Students will be able to identify a keyboard and understand that it is used to enter letters, numbers and symbols into a computer. • They will be able to use basic keyboard keys correctly for typing and editing text. • They will be able to locate and use commonly used keys and develop basic keyboard-handling skills,	4
SEPTEMBER	REVISION FOR MID TERM			
OCTOBER	Ch-6 Handling a Mouse	• Mouse-based games and activities. • Demonstrate correct way of holding and using a mouse. • Practice single-click, double-click and drag-and-drop. • A simple mouse game or drag-drop activity is given for practice.	• Students will be able to handle and use a mouse correctly. • They will be able to perform basic mouse actions. • They will improve hand-eye co-ordination and mouse control.	4
NOVEMBER	Ch-7 Fun with Paint	• Demonstrate basic Paint tools. • Students draw simple objects such as a house, tree or flower using different tools. • Students colour their drawings and share	• Students will be able to use basic drawing and colouring tools in Paint • They will develop creativity and	5

		their work with the class.	confidence in using drawing software.	
DECEMBER	Ch-8 Draw and Colour Shapes	• Draw and colour simple pictures. • Create pictures using different shapes. • Students make a simple picture using different shapes such as a house, robot or flower.	• Students will be able to identify and draw basic shapes using a computer. • They will learn to fill shapes with different colours. • They will use shapes creativity to make simple pictures.	4
JANUARY	Ch-9 Tux Paint	• Introduction to Tux Paint., interface and demonstrates simple drawing tools. • Use drawing, colouring and stamp tools. • Create a simple digital drawing.	• Students will be able to create simple drawings using Tux Paint. • They will become familiar with the Tux paint program. • They will develop creativity and digital drawing skills.	4
FEBRUARY	REVISION FOR FINAL TERM			