

# Grade II

## മലയാളം

### പഠനനേട്ടങ്ങൾ

മനോഹരമായ കവിതകൾ ഈണത്തിലും താളത്തിലും ചൊല്ലി അവതരിപ്പിക്കുന്നത് ആസ്വാദന സഹായിക്കും.

സമാനതകളുള്ള വരികൾ കൂട്ടിച്ചേർത്ത കവിത വികസിപ്പിക്കുന്നു

ചൊല്ലുകയും എഴുതുകയും ചെയ്യുന്നു.

അക്ഷരങ്ങളുടെ ശരിയായ ഉച്ചാരണം തിരിച്ചറിഞ്ഞ് ഉറക്കെ വായിക്കുന്നു.

കഥാചിത്രങ്ങൾ നിരീക്ഷിച്ച് ആശയ ക്രമ തോടെ കഥ പറയുന്നു.

ചിത്രം അടിസ്ഥാനമാക്കി കഥ തന്റേതായ രീതിയിൽ ഭാവനയോടെ എഴുതുന്നു.

വായിച്ചും കേട്ടും അറിഞ്ഞ ആശയങ്ങൾ ലഘു വാക്യങ്ങളിൽ എഴുതുന്നു.

വായനയിലൂടെ ഉള്ള ആശയ ഗ്രഹണവും അതിന്റെ വാചിക പ്രകടനവും മികച്ച ആശാ ശേഷിയോടെ

വായിച്ച പാഠത്തിൽ നിന്ന് നിശ്ചിത പദങ്ങൾ പ്രയോഗങ്ങൾ വാക്യങ്ങൾ എന്നിവ കണ്ടെത്തി പറയുന്നു.

സ്വന്തം ആശയങ്ങൾ കുറിപ്പ് ഡയറി തുടങ്ങിയ ഭാഷാ വ്യവഹാര രൂപങ്ങളിൽ ലൂടെ എഴുതി അവതരിപ്പിക്കുന്നു.

ചിത്രം നിരീക്ഷിച്ച് കണ്ടെത്തിയ കാര്യങ്ങൾ പങ്കുവയ്ക്കുന്നു.

ലളിതമായ കടങ്കഥകൾ രൂപീകരിക്കുന്നു.

രചനകളിലെ തെറ്റുകൾ തിരുത്തുകയും മെച്ചപ്പെടുത്തുകയും ചെയ്യുന്നു.

## **GRADE II**

### **English (Name of the Book: *Streams*)**

#### **Listening and Speaking**

Listening and Speaking are further reinforced by providing meaningful context and tasks. Children listen with comprehension and locate key ideas. They speak about given situations and are expressive.

##### **Learning Outcomes:**

###### **Children will be able to**

- Engage in role-play skit and conversation.
- Narrate/retell/relate a story with appropriate facts and relevant, descriptive details, and speak audibly in coherent sentences.
- Contribute meaningfully to a small group or class discussion to develop a topic.
- Maintain focus on the topic being discussed.
- Identify the key ideas from a text that is read aloud.
- Ask and answer questions about what a speaker says in order to clarify, comprehend and gather additional information on the topic discussed.
- Narrate stories / recite poems aloud with expression.
- Produce complete sentences when assigned to a task and situation in order to provide requested detail or clarification.
- Use vocabulary in context to ask questions and provide information

#### **Reading and Writing**

Children read seen texts/ pictures and interpret them accordingly. They further develop an interest in reading. Establish a link between thinking and writing.

##### **Learning Outcomes:**

###### **Children will be able to**

- Interpret a picture using simple questions.
- Comprehend a passage, describes the characters/ feelings and express/say how their actions contribute to the sequence of the events.
- Rearrange pictures in a sequential order.
- Recall and retell orally and write stories /folktales /myths from diverse cultures that relate to the text and those related to their own development.
- Read aloud / silently with comprehension.
- Write answers to comprehension questions on reading and understanding the text.
- Take dictation - three and four-letter words and sentences.
- Write stand-alone sentences of 8-10 lines on a given topic (e.g. “a visit to the zoo”, “class picnic”, “my favourite food”, etc.).
- Draw from and write about personal experiences or real life situations.

#### **Grammar and Vocabulary in Context**

Grammar and vocabulary are developed through contextual activities/tasks. Children use new words learnt that are reflected in their writing.

##### **Learning Outcomes:**

###### **Children will be able to**

- Recognise nouns as ‘naming words’, verbs as ‘action words’, adjectives as ‘describing words’, conjunctions (and & but) as ‘joining words’ and prepositions as ‘position words’ in context.
- Learn the correct use of common and proper nouns, countable and uncountable nouns in context.
- Apply the correct use of punctuation (including use of capital letters, commas and question marks.
- Study the correct use of ‘myself’, ‘ourselves’, ‘him/ herself’, etc..
- Derive the meaning for a word from its context.

- Use words and phrases and vocabulary appropriate to the age level.
- Identify and use homophones, antonyms and synonyms etc. in context.

# कक्षा II

## Hindi

### थीम1 : सुनना और बोलना

बच्चे परिचित अपरिचित संदर्भों में परस्पर वार्तालाप, कविता, कहानी, वर्णन, पहेली आदि को ध्यानपूर्वक सुनकर समझते हैं। उसके मुख्य भाव को पकड़ सकते हैं एवं स्पष्ट उच्चारण के साथ अपनी प्रतिक्रिया व्यक्त करते हैं। कहानी- कविता आदि को उचित लय-ताल और हाव-भाव के साथ सुनाते हैं और पूछे गए प्रश्नों के स्पष्ट उत्तर देते हैं।

#### अधिगम उपलब्धियाँ (Learning outcome)

- परिचित अपरिचित परिवेश से जुड़े विषयों पर किए जा रहे वार्तालाप को रुचिपूर्वक सुनकर समझ और उसमें भाग ले सकेंगे।
- अध्यापक, मित्रों, विद्यालय के अन्य कर्मियों के साथ बेझिझक बातचीत कर सकेंगे तथा एकदूसरे की बात पर प्रतिक्रिया व्यक्त कर सकेंगे।
- अपना परिचय तथा अपने बारे में पूछे गए प्रश्नों का उत्तर आत्मविश्वास के साथ दे सकेंगे।
- छोटे-छोटे निर्देश सुन और समझ कर उनका अनुसरण कर सकेंगे तथा अपने साथियों को भी निर्देश दे या समझा सकेंगे।
- घर, आस-पड़ोस तथा विद्यालय से जुड़ी जानकारियों तथा महत्वपूर्ण सूचनाएं आस कर सकेंगे।
- परिचित अपरिचित गीतों व कविताओं को सुनकर समझेंगे और आनंद लेंगे।
- कविताओं को याद करके हाव-भाव के साथ सुना सकेंगे और अकेले या समूह में गाएँगे।
- भिन्न-भिन्न विषयों पर आधारित रोचक कहानियाँ सुन एवं सुना सकेंगे तथा पात्रों की विशेषताओं का उल्लेख कर सकेंगे।
- कहानी का मुख्य भाव समझ सकेंगे तथा कौन, कब, कहाँ और कैसे वाले प्रश्नों के उत्तर दे सकेंगे।
- खुले अंत वाली कहानियों की घटनाओं को बदलकर कहानी को आगे बढ़ा सकेंगे।
- परिवेश से संबंधित चित्रों को उत्सुकता एवं ध्यानपूर्वक देखकर उन पर सहजभाव से अपनी टिप्पणी दे सकेंगे तथा अध्यापक द्वारा पूछे गए प्रश्नों के उत्तर शब्दों या पूरे-पूरे वाक्यों में दे सकेंगे।
- अपने एवं सहपाठी के बनाए हुए चित्रों के प्रति उत्सुकता प्रकट करते हुए अपनी भाषा में चित्रों का वर्णन कर सकेंगे तथा शीर्षक दे सकेंगे।
- परिचित परिवेश से लिए गए शब्दों को बोलकर सुना सकेंगे तथा उस शब्द में आए अक्षरों की ध्वनियों को पहचान सकेंगे।

- अनौपचारिक संवाद में सुनी गईं पहलियाँ बुझ सकेंगे।
- सुनी और सीखी गईं शब्दावली का प्रयोग करते हुए अपनी बात व अनुभव सुना सकेंगे।
- नए और तुक वाले शब्द बना सकेंगे।

## थीम 2: पढ़ना एवं लिखना (पठन एवं लेखन कौशल)

अब बच्चे औपचारिक रूप से पढ़ना और लिखना सीख जाते हैं। वे लिखित मुद्रित सामग्री को पढ़कर उसके अर्थ को समझने लगते हैं और अपने विचारों को लिखकर अभिव्यक्त करते हैं। परिचित विषयों पर कुछ क्रमबद्ध वाक्य लिखते हैं। पठन सामग्री में कुछ व्याकरणिक इकाइयों जैसे संज्ञा, सर्वनाम, विशेषण, क्रिया आदि की पहचान कर पाते हैं और उनका शब्द भंडार पहले से अधिक समृद्ध हो जाता है।

### अधिगम उपलब्धियाँ (Learning outcomes):

- चित्रों का अवलोकन करके चित्र आधारित पूछे गए प्रश्नों के उत्तर दे सकेंगे तथा प्रश्न पूछ सकेंगे।
- चित्र में देखे गए घटनाक्रम को अपने अनुभवों से जोड़कर समझ सकेंगे।
- चित्र / विज्ञापन में लिखी हुई भाषा को पहचान सकेंगे और उसे अनुमान के आधार पर पढ़ सकेंगे।
- अपना, अपने परिवार के सदस्यों एवं अपने सहपाठियों के नाम लिखकर उनके चित्र बना सकेंगे तथा उनके बारे में कुछ शब्द या दो वाक्य लिख सकेंगे।
- श्याम पट्ट / चार्ट पर लिखी तुकबंदियों को पढ़ते हुए अपनी कॉपी में अनुलेख लिख सकेंगे।
- तुकबंदियों, कविताओं के अर्थ एवं भाव समझते हुए उनपर चित्र बना सकेंगे।
- छोटे-छोटे नाटक पढ़ सकेंगे और उनका अभिनय कर सकेंगे। आवश्यकतानुसार अपने मन से संवाद बोल सकेंगे।
- अध्यापक द्वारा दिखाए गए चित्रों (चार्ट पेपर / पाठ्य पुस्तक / टीवी कंप्यूटर आदि द्वारा) का वर्णन अपने शब्दों में लिख और पढ़कर सुना सकेंगे।
- शब्द, वाक्य, अनुच्छेद, कहानी, नाटक आदि में अंतर कर सकेंगे।
- प्रातः कालीन सभा में सरल विषयों पर अपने विचार पढ़कर सुना सकेंगे।
- कक्षा / विद्यालय में सूचना पट्ट दीवार पत्रिका/ बुलेटिन बोर्ड आदि पर प्रदर्शित सामग्री को पढ़ और समझ सकेंगे।
- नए शब्दों को अनुमान के आधार पर पढ़ सकेंगे और संदर्भ में उनका अर्थ समझ सकेंगे।
- अपनी भाषा में छोटी-छोटी घटनाओं का वर्णन लिख एवं पढ़ सकेंगे।
- विद्यालय की पत्रिका, बुलेटिन बोर्ड आदि के लिए चित्र चुटकुले, पहलियाँ आदि लिखकर संकलित कर सकेंगे।

- प्रश्नवाचक शब्दों का मौखिक एवं लिखित रूप से सार्थक प्रयोग कर सकेंगे।
- विद्यालय / घर द्वारा आयोजित भ्रमण के अनुभवों को सुना और लिख सकेंगे तथा वहाँ की प्रस्तुति चित्र द्वारा भी करसकेंगे।
- संयुक्त व्यंजनों, "" के रूपों और 'क' की पहचान कर सकेंगे और पढ़-लिख सकेंगे।
- विभिन्न खेलों में प्रयुक्त शब्दावली का प्रयोग करते हुए अनुच्छेद / घटना आदि लिख सकेंगे और पढ़कर सुना सकेंगे।
- पाठ्य पुस्तक के पाठों को सही उच्चारण के साथ पढ़कर सुना सकेंगे और उनपर आधारित अभ्यास कार्यो को लिखकरपूरा कर सकेंगे।
- सार्थक एवं रुचिकर सामग्री द्वारा मिलती-जुलती ध्वनियों वर्णों ('ड' और 'ढ) में निहित अंतर पहचान सकेंगे और सही प्रयोग कर सकेंगे।

# GRADE II

## Mathematics

### Theme 1: Numbers

Children continue to strengthen their understanding about two digit numbers and extend this up to three digits. The basic properties like comparison of numbers, ordering and forming greatest and smallest three digit numbers are also to be explored in this class. At this stage child should be capable of looking into the pattern that numbers and number names have. This helps children in learning the bigger numbers.

#### Learning Outcomes:

Children will be able to:

1. Work with two digit numbers.
  1. Read and write numerals for numbers up to 999.
  2. Use place value in writing and comparing two digit numbers.
  3. Form the greatest and smallest two digit numbers (with and without repetition of given digits).

### Theme 2: Number Operations

Activities that lay the foundation for work with addition and subtraction begin in children's early schooling. Once begun, work continues throughout the elementary classes. Early work with addition and subtraction with whole numbers must provide opportunities for children at this stage to see the operations used in real life situations and with a variety of manipulative material in order to learn the meanings of the operations and their algorithms. The aim of this theme in this class is that children should observe various properties of addition and subtraction of numbers like commutativity, associativity etc. in an informal way. Multiplication as another short way of repeated addition is seen in more systematic way in this class. The operation of multiplication further strengthens with experiences of skip-counting. At this stage, children must encounter familiar situations in real-life problems and pictorial representations with which they make connection between the new situation and skip counting. The division is introduced as equal sharing/distribution. Thus, before using the symbols for division as an operation on numbers it is important that children have lot of experiences of sharing objects equally. The textbooks and the classroom activities must include this aspect before formally introducing division.

#### Learning Outcomes:

Children will be able to:

1. Use place value (with regrouping) in standard algorithms for addition & subtraction.
2. Represent an amount up to Rs 100 using 3-4 notes and coins (of same/ different denominations).
3. Add zero to a number and subtract zero from a number.
4. Observe and generalize commutative property of addition through pattern.

5. Solve daily life problems / activities related to addition and subtraction presented through pictures and stories.
6. Construct problems that can be solved by addition & subtraction of two digit numbers.
7. Estimate sum and difference of two given numbers.
8. Construct multiplication tables of 2, 3, 4, 5 through repeated addition and different other ways like skip counting, use of patterns & broom sticks.
9. Use various situations on equal grouping/equal sharing that lead to repeated subtraction.
10. Add and subtract two digit numbers mentally.

### **Theme 3: Geometry**

**The aim of this theme is enabling children to describe 3-D objects that they have in their daily life experiences. This description includes the physical characteristics of the object like its shape, size, location and orientation which make it different and/or similar to other objects. They will also be introduced to the informal use of the geometrical vocabulary like naming shapes as rectangles, squares, triangles and circles, classifying edges as straight and curved and surfaces as curved and plane etc..**

#### **Learning Outcomes:**

Children will be able to:

1. Describe basic 3D and 2D shapes with their observable characteristics.
2. Identify basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names.
3. Trace 2D outlines of 3D objects.
4. Identify 2D shapes (rectangle, square, triangle, circle) by their names.
5. Distinguish between straight and curved lines.
6. Draw/ represent straight lines in various orientations (vertical, horizontal, slant).

### **Theme 4: Measurement**

**The need for uniform units for measurement of some quantities through daily life experiences forms the basis for learning in class II. Length, capacity (volume) and weight are measured by applying a unit directly to the object being measured. Hence, children should be enabled to construct their own units for direct measurement of length, capacity and weight.**

#### **Learning Outcomes:**

Children will be able to:

1. Estimate and measure length/distances and capacities of containers using uniform non standard units like a rod/pencil, cup/spoon/bucket etc..
2. Classify objects as heavier/lighter than, using simple balance.
3. Identify the days of the week and months of the year.
4. Sequence the events occurring over longer periods in terms of hours/days.

### **Theme 5: Data Handling**

Children will be enabled to explore the importance and need for collecting different data and learn to take decisions on: the type of information needed, how it can be gathered organized and ways to display and communicate the information to others. This exploration starts in an informal way in class and children learn to use tables and pictures to organize data in basic problem-solving strategies.

**Learning Outcomes:**

Children will be able to:

1. Interpret simple charts and graphs.
2. Present information with a pictograph.

**Theme 6: Patterns**

This theme aims to encourage children to develop habits of looking for using patterns as they search for a meaning in Mathematics. It is infused with patterns in numbers, number operations, measurement, geometrical ideas and data. To realize this, the teaching – learning process should allow children to observe and generalize simple patterns that exist in their daily life.

**Learning Outcomes:**

Children will be able to:

1. Observe, extend and create patterns using different objects, shapes and numbers.

# GRADE II

## ENVIRONMENTAL STUDIES

### Theme 1: About Me

The prime focus of this theme 'About Me' is not on focussing on the child's body parts, hobbies, habits, content coverage but on children expressing their own ideas and learning social skills. It also aims at developing the skills of observation, creative and verbal expression and communication. The theme would also develop self-awareness, cooperation and working together.

#### Learning Outcomes:

##### Children will be able to:

- Describe personal details verbally as well as in simple written form about their likes and dislikes and respect other's likes/dislikes.
- Describe functions of different body parts including the sense organs.
- Draw and label external parts of the body, sense organs, self-portrait.
- Enlist various activities done by different external organs.
- Share personal hobbies and appreciate others' hobbies.
- Make choices about their toys, dresses and other belongings.
- Engage and take interest in small and large group activities.
- Communicate (orally as well as written) one's point of view about personal things (dresses, toys, etc.).
- Take interest and solve puzzles and problems related to various body parts, dresses, toys.
- Demonstrate the use of extended vocabulary related to the theme.
- Identify one's own and others' feelings and develop control over their emotions.
- Engage and learn to cooperate in small and large group activities.
- Appreciate and respect the differences among their peer group.

### Theme 2: Others in my World

The theme 'Others in my world' is continued as an extended learning from Class 1. It is expected to develop an understanding about others in the child's world, which include extended members of the family, neighbours, friends and also pets. The theme is also expected to focus on issues and concepts related to the neighbourhood, indoor/outdoor games, significance of celebrating national days and other festivals. The prime focus of this theme is to understand the role of parents, friends, family, neighbours in the child's life. The theme would also provide opportunities to develop skills such as empathy towards animals (pets), appreciate the cooperation and support of neighbours and care and concern for the old, sick and differently abled.

#### Learning Outcomes:

##### Children will be able to:

- Identify and speak about the relationship he/she has with extended family members.
- Draw a family tree of extended family members.
- Discuss and narrate how festivals are celebrated at home/school and in the neighborhood.
- Appreciate the need for celebration of national days and other festivals/other important days.
- Take care of pets and show empathy and compassion towards pets.
- Show care and concern towards old, sick and differently abled.
- Appreciate the cooperation and support of neighbors/ others.
- Describe the role of family members and also express one's own role.

### Theme 3: My Needs: Food

The theme 'Food' in Class II is expected to develop value for care and respect for food. The theme 'food' will also discuss the need of food for living beings and various issues and concerns related to food habits.

The theme will also develop the core scientific skills of observation and discussion and life skills of self-awareness, respect for food and diversity in food, amongst children.

**Learning Outcomes:**

**Children will be able to:**

- Identify and name various food items.
- Discuss the need for food for the human body.
- Collect/draw pictures of various kinds of food items and name them.
- Cite examples of food items we get from plants and animals.
- Explain the need of various kinds of foods required for body building, energy giving and body resistance (immunity of the body to diseases etc.).
- Identify junk food and give reasons why it is not good for health.
- Develop sensitivity and respect for food.
- Develop respect for the diversity of food in the peer group, within families and different age groups.

**Theme 4: My Needs: Water**

The theme is aimed at developing awareness on many issues related to water as a need for living beings. The theme would focus on and discuss sources of water, ways for purification of water in the family/neighbourhood, causes of water pollution and concern about wastage of water. The core skills of observation, discussion and experimentation would to be developed through this theme.

**Learning Outcomes:**

**Children will be able to:**

- Identify and differentiate between natural and man-made water resources.
- Discuss the need of water in daily life for plants and animals.
- Draw and label pictures of water resources.
- Cite examples of natural and man-made sources.
- Discuss ways to keep the water sources clean.
- Discuss and suggest ways to prevent the misuse of water.
- Suggest and share various ways to purify drinking water at home/school.
- Explain reasons for water pollution in the surroundings (awareness level only).
- Appreciate the judicious use of water in school/at home.

**Theme 5: My Need- Shelter**

The theme 'Shelter' is expected to develop an understanding of the variety seen in shelters /houses and reasons for the diversity as well as need for cleanliness of houses in the surroundings. The theme would also develop the core skills of creative expression, discussion and description.,

**Learning Outcomes:**

**Children will be able to:**

- Identify various types of houses and name them.
- Cite examples of types of houses built in different parts of the world.
- Respect diversity in houses and discuss reasons for diversity in houses.
- Discuss the need for cleanliness in houses.
- Enlist the kind of material used for making different types of houses.
- Draw pictures and label parts of houses.
- Make models of various kinds of houses (under supervision and with support from elders).
- Appreciate the need for decorating houses.

**Theme 6: My Need – Clothing**

In Class II the theme 'Clothing' aims to develop an understanding on variation in dress material and their sources for human beings, in children. The theme would focus and discuss the different kinds of dresses, textures that are worn by children. The emphasis would also be on cleanliness and care of clothes. The core skills of observation, discussion will also be developed.

**Learning Outcomes:****Children will be able to:**

- Discuss the need of clothes for living beings.
- Identify various kinds of materials used for making clothes.
- Identify sources of natural and man-made fibres.
- Give examples of natural and man-made fibres.
- Differentiate among various cloth materials and give examples of each kind of material.
- Draw pictures of various kinds of dresses worn by males and females, made from these materials.
- Give reasons why cotton clothes should be worn in summer and silk/woolen clothes in winters, rayon/ synthetic in the rainy season.
- Suggest various ways to take care of cotton/silk and other materials at home.

**Theme 7: My Need – Air**

The theme 'Air' is aims at focusing on and discussing. simple observable properties of air, how to keep the air in the surroundings clean and fresh. Through simple activities the skills of observation, discussion and experimentation would be also be developed.

**Learning Outcomes:****Children will be able to:**

- Observe some properties of air.
- Demonstrate (with the support of elders) that air has weight, occupies space, expands, identify and discuss various causes of air pollution.
- Suggest some ways to deal with air pollution from smoke/ fumes.
- Name some common diseases, spread through air.
- Discuss various ways to prevent these diseases.
- Demonstrate simple exercises, asanas/ deep breathing for use of air for healthy living.

**Theme 8: Keeping oneself Clean, Safe and Healthy**

The theme is expected to provide information and also develop an awareness on the issues and concerns related to cleanliness and health. The theme would focus on and discuss, how to keep oneself healthy, recreational ways at home/neighbourhood, safety at home and public places and cleanliness related to self and of the surroundings.

**Learning Outcomes:****Children will be able to:**

- Identify various reasons for filth/garbage in the surroundings.
- Suggest some ways how to keep the surroundings clean (use of dustbin and segregation of garbage).
- Discuss various ways of garbage disposal at home/in the surroundings.
- Discuss various benefits of physical activities like yoga, exercises, games.
- Emphasis and importance of outdoor games/activities.
- Enjoy and get involved in recreational activities.

**Theme 9: Places in the Neighbourhood**

The theme 'Places in the neighbourhood' is aimed at providing information and discussing various places in the neighbourhood. The theme would also throw light on up-keep of public places in the community. People involved in different professions and the importance of those professions would also be discussed. Children would learn to appreciate and respect the role of different professions in our day to day life.

**Learning Outcomes:****Children will be able to:**

- Discuss and give reasons for the need for public places in the neighbourhood.
- Identify various places in the neighbourhood and name them.
- Explain various functions of each place in daily life.

- Discuss the need for emergency services in the neighborhood.
- Appreciate the services/help provided by various people who are involved in different professions.
- Appreciate the need for recreational/other important services available in the neighborhood.

### **Theme 10: Plants**

The theme 'Plants' is expected to develop an understanding about different types of plants, variation and uses of plants for human beings. Through this theme the skills of observation, discrimination, appreciation and care and concern for plants will be developed. The theme would also develop sensitivity towards care and protection of plants and the environment.

#### **Learning Outcomes:**

##### **Children will be able to:**

- Identify and name the different parts of the plant and discuss their functions.
- Draw main parts of a plant and label them
- Appreciate the uses of various parts of a plant.
- Appreciate tree plantation and use of medicinal plants in daily life.
- Distinguish between different kinds of plants based on their habitat i.e., in water, on land.
- Discuss reasons for modification of different parts of some plants.

### **Theme 11: Animals**

The theme 'Animals' is expected to develop awareness, understanding on concepts related to animals. It is also aimed at developing within children a concern, care and compassion for animals. The theme would also help to develop a number of skills such as observation, classification, care and concern for animals and appreciation of beauty.

#### **Learning Outcomes:**

##### **Children will be able to:**

- Discuss some observable characteristics of animals.
- Discuss characteristics/features of animals based on their variations.
- Draw pictures of various animals and label their parts.
- Differentiate and compare various animal habitats.
- Show sensitivity and compassion towards animals.
- Narrate the process of the life cycle of a butterfly in their own words.

### **Theme 12: Transport**

The theme, 'Transport' is aimed to provide information on modes of transport, traffic rules and need for emergency vehicles. It would also generate an awareness on various issues related to transport. A number of skills such as exploration, explanation and clarification skills would be developed from this theme. The theme would also discuss ways to save petrol/diesel.

#### **Learning Outcomes:**

##### **Children will be able to:**

- Discuss uses of transport in the surroundings.
- Identify various kinds of transport.
- Compare traffic seen in cities/villages.
- Give reasons for traffic jams and suggest ways to reduce it.
- Discuss the cause of air and noise pollution.
- Stick/draw pictures of various kinds of vehicles.

### **Theme 13: Communication**

The theme 'Communication' provides information on various means of communication in children's surroundings. The positive and negative aspects are highlighted to make children aware of the various modes of communication in daily life activities.

#### **Learning Outcomes:**

##### **Children will be able to:**

- Discuss the need and importance of communication in day to day life.
- Identify and list out various modes of communication.
- Discuss the positive and negative use of some modes of communication.
- Identify different ways of communication used in big / metro cities.
- Demonstrate the use of some modes of communication.

### **Theme 14: The World Around Me: Sun, Moon, Sky and Stars**

The theme 'The World Around Me' is aimed at developing an awareness about the sky and the sun, moon, stars amongst children and their own ideas about these heavenly bodies. Simple information on these heavenly bodies would be provided in an interesting manner.

#### **Learning Outcomes:**

##### **Children will be able to:**

- Identify the different heavenly bodies seen in day and at night.
- Distinguish between different heavenly bodies based on some observable features.
- Describe various heavenly bodies seen in the day/afternoon and at night.
- Draw pictures of the heavenly bodies.
- Create / write/collect poems and songs on this theme.
- Collect pictures/information on this theme.
- Read symbolic maps/route maps.

### **Theme 15: Time, Space, Direction**

This theme aims to create an awareness regarding the concept of time, space and direction. This will enable children to talk about time in terms of day and night as well as today, tomorrow etc.

#### **Learning Outcomes:**

##### **Children will be able to:**

- Distinguish the different times in the one full day (24 hours) - morning, afternoon, evening, night.
- Discuss and list out the activities done in the morning, afternoon, evening and night.
- Talk about activities done today and yesterday and to be done tomorrow.
- Distinguish between left/right, above/below, near/far. up/down, etc.
- Give and follow simple directions
- Discriminate between locations of various objects (on, in, below, above).
- Locate objects and places in the surroundings.
- Identify directions with the support of elders.

# GRADE II

## COMPUTER STUDIES

### Topic 1: Computer – An Electronic Device

**A computer is an electronic device that works on IPO cycle (Input-Process-Output). It is primarily used to input data, process it to produce the required final output.**

#### Learning Outcomes:

Children will be able to:

1. List out how computers are an electronic device.
2. Compare a human and a computer in their ways of working.
3. List the advantages and disadvantages of using a computer.

### Topic 2: Role of Computers

**A computer is a multitasking device that performs various tasks. It plays a vital role in the learning and teaching process.**

#### Learning Outcomes:

Children will be able to:

1. Recall the uses of computers.
2. Specify computer's integration in classroom activities.
3. Correlate computer use with topics they study in other subjects.

### Topic 3: Input and Output Devices

**Input devices are used to enter text/data whereas output devices are used to display desired result. In some cases, output devices may function as storage devices. For example – CD, pen drive.**

#### Learning Outcomes:

Children will be able to:

1. Identify the input and output devices.
2. State the functions of each device.

### Topic 4: Keyboard – Special Keys

**The keyboard has special keys to perform specific tasks, along with alphanumeric keys. Children will identify the uses of key combinations when using the keyboard.**

**Learning Outcomes:**

Children will be able to:

1. Identify and use the special and punctuation keys.
2. Recall that certain keys are used in combinations.
3. Describe the functions of the different types of keys.

## **Topic 5: Mouse – an Input Device**

**A Mouse serves as an input device to type text, play games, draw pictures, watch videos etc.**

**Learning Outcomes:**

Children will be able to:

1. Identify different activities performed on a mouse.
2. Use the mouse to perform drag and drop activities.

## **Topic 6: Introduction to Paint**

**Paint software is a utility software used to transform ideas into picture using various tools.**

**Learning Outcomes:**

Children will be able to:

1. Use shape tools to draw pictures.
2. Open, minimize, maximize and close the paint window.
3. Open and save a file.

## **Topic 7: File Management – An Introduction**

**Files are pictures, documents, presentations etc. created using a software. File management helps us to organise files in the computer.**

**Learning Outcomes:**

Children will be able to:

1. Develop an awareness on the importance of file management.
2. Save a file in the specified path.



# ARTS EDUCATION

## Theme 1: Form | CLASSES 01 - 03

The theme “Form’ is aimed at developing an understanding of line, shape and size of objects. The prime focus of this theme is to observe and identify lines and shapes in nature and in man-made objects from the immediate surroundings. Understanding of sizes such as: small, big, tall, huge, tiny etc., and creation of different forms with 2-D and 3-D materials. The process of identification of forms enhances skills, such as; observation, exploration, concentration and creative expression. Learning from this theme will be utilised for facilitating learning of language, EVS and Maths.

### Learning Outcomes:

Children will be able to:

1. Identify and name different shapes of household objects, furniture items, buildings, plants and trees, etc..
2. Draw and paint different shapes of different sizes on paper.
3. Make shapes of different sizes with clay.
4. Identify and draw lines namely. straight, curved, smooth, crooked, vertical and horizontal etc..
5. Share and communicate (verbally and in writing) the details, i.e. name of the shape, size and line of objects.
6. Make images of objects, animals, trees, etc., using lines and shapes.
7. Identify the differences in sizes of objects, trees, buildings, etc., and create 2-D representation.
8. Demonstrate use of extended vocabulary related to the theme.
9. Apply the experience of forms (in line, shape and size) with mathematics.
10. Engage and learn to observe and explore immediate surroundings for the joy of knowing.

## Theme 2: Colour | CLASSES 01 - 03

The theme “colour’ is aimed at developing an understanding of different colours on the one hand and developing aesthetic sensibility on the other. The prime focus of this theme is to observe and identify colours in nature and in man-made objects. Understanding relationship of certain colours with plants, flowers, fruits and nature. For example, leaf green, sea blue & sky blue, bottle green, lemon yellow etc. Creation of different shades by mixing of two different colours. For example; mixing of red and yellow in equal quantity will create orange colour. The process of identification and understanding of colours enhances skills, such as; observation, exploration, experimentation and artistic expression. Learning from this theme will be utilised for facilitating learning of language and EVS.

### Learning Outcomes:

Children will be able to:

1. Identify and name different colors of household objects, furniture items, flowers, vegetables, fruits, plants and trees.
2. Paint directly on paper with liquid (water based) colors.
3. Draw images (dry colors) of their liking from the immediate surroundings and color them in appropriate colors.

4. Create new colors/shades by mixing primary colors.
5. Demonstrate use of extended vocabulary related to the theme.
6. Link the experience and understanding of colors with learning of language and EVS.
7. Engage and learn to observe and explore immediate surroundings for the joy of knowing different hues and colors.
8. Feel better emotionally/internally after experiencing colors of their choice.
9. Appreciate beauty in nature and in human-made objects.

### **Theme 3: Texture | CLASSES 01 - 03**

The theme “Texture” is aimed at developing an understanding of different textures and surfaces. The prime focus of this theme is to observe, identify and create textures. Understanding the relationship of certain textures with plants, trees, flowers, fruits, furs, feathers, wool, sand, fabric, etc. For example, fur is soft, sand is rough, bark of a tree is rough and thick, etc. Creation of different textures and surfaces by using mix mediums and materials. For example; sand painting, impression of bark on clay slab etc. Experiences with different textures can sharpen the sense of touch among children. The process of identification, understanding and creation of texture enhances skills, such as; observation, imagination, experimentation and artistic expression. Learning from this theme will be utilised for facilitating learning of language and EVS.

#### **Learning Outcomes:**

Children will be able to:

1. Identify and name different textures and surfaces of household objects, flowers, vegetables, fruits, plants & trees, animals, fabric, wool, sponge etc..
2. Create new textures by mixing and pasting, different mediums and materials.
3. Demonstrate use of extended vocabulary related to the theme.
4. Link the experiences and understanding of textures with learning of language and EVS.
5. Engage and learn to observe and explore immediate surroundings for the joy of knowing different surfaces and textures.
6. Feel better emotionally after experiencing the touch of different textures of their liking.
7. Appreciate beauty and the variety of surfaces in nature.

### **Theme 4: Composition | CLASSES 01 - 03**

The theme “composition”, particularly in visual arts (painting, printing, graphic design, sculpture, installation, etc.) is meant for the placement or arrangement of visual elements and organisation of the space (2-D and 3-D both) in a suitable manner. The prime focus of the theme is on artistic placement of colours and forms, painting of landscapes/ seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs, installation of 3-D objects, etc. In the visual arts, composition is often used interchangeably with various terms such as design, visual ordering or formal structure, depending on the context. The process of visualizing and making composition enhances skills, such as; observation, imagination, experimentation, communication and artistic expression. The prime focus of this theme is to observe and find out compositions in nature, and in human-made structures. It will also promote understanding the relationship of one object with another, of form with the colours, of objects with the overall theme and visual impact of the work of art. For example, in a composition of the 'Rainy Day', the form of clouds, the lines of falling rain drops, colours supporting mood of the weather and finally the visual impact of the composition, all are interrelated and interdependent.

**Learning from this theme will be utilised for facilitating learning of Languages, EVS and Mathematics.**

### **Learning Outcomes:**

Children will be able to:

1. Identify different compositions of their liking from the immediate surroundings.
2. Arrange different shapes, objects, images on paper (2 D space) and on ground/slab/corner (3D spaces).
3. Draw / paint compositions on themes, such as. myself, my family, my school, the park where I play.
4. Demonstrate use of extended vocabulary related to the theme.
5. Link the experience and understanding of composition with learning of language, maths and EVS.
6. Engage and learn to observe and explore immediate surroundings for the joy of knowing different compositions.
7. Feel better emotionally/internally after communicating and expressing through their arrangement of visual images.
8. Appreciate beauty in nature and in man-made objects around them.

## **Theme 5: Tools and Techniques | CLASSES 01 - 03**

The theme “Tools and Techniques’ is aimed at developing an understanding of different tools and techniques used for experiencing visual arts. The process of knowing and working with tools and techniques enhances skills, such as; observation, experimentation, problem solving and free expression. The prime focus of this theme is to identify, experiment and understand the appropriate use of different tools, materials and techniques used for expressing through the visual arts. It will promote understanding the relationship of tools and materials with that of techniques. For example, soft brushes for water based colours, poster colours for block printing, inks and water colours for blow painting, poster colours for hand painting and finger painting, etc.

Handling of different tools and techniques. For example; Use of soft but flat brushes (of bigger number) for broader strokes, Round brushes for drawing lines of varied thickness, dry colours (pencils, wax crayons, pastels etc.) for drawing images, filling colours mainly on paper, glue for fixing of paper cuttings and collage making, slab method and coil method for clay modelling etc. Experience with different tools and techniques can sharpen their common sense and make them a confident user.

### **Learning Outcomes:**

Children will be able to:

1. Identify and name different tools and techniques, such as. round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modeling, spray painting, origami, construction, paper craft, etc..
2. Create artwork using age appropriate tools.
3. Practice different techniques, such as. hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modeling with coil, slab and pressing and pinching, etc..
4. Demonstrate use of extended vocabulary related to the theme.
5. Link the experience and understanding of tools and techniques with learning of other subjects.

6. Engage and learn to explore immediate surroundings for the joy of knowing and creating with different tools, materials and techniques.
7. Feel better emotionally after learning to control and use different tools and techniques.
8. Appreciate beauty and a variety of methods and materials of visual expression.

## **Theme 6: Art Vocabulary (Visual Arts) | CLASSES 01 - 03**

The theme “Art Vocabulary’ is aimed at learning and using appropriate names and terms related to art techniques, to hues and shades of colours, to tools and accessories used, to different mediums and materials and to the art appreciation. The prime focus of this theme is to know, to remember, and to use art related vocabulary appropriately. For example, block printing is done with the blocks, block printing is a technique which is used to take same kind of impression again and again. Soft paint brushes are used for doing water based colours, flat brushes (of bigger number) are used for broader strokes whereas round brushes are used for drawing lines of varied thickness, slab method and coil method are techniques of making 3-D objects with potter's clay, etc. Knowledge and experience of art vocabulary helps in better learning of the subject on one hand and effective communication on the other. The process of knowing and using appropriate vocabulary will enhance the communication skills of the learner.

### **Learning Outcomes:**

Children will be able to

1. Identify and name different tools and techniques, such as. round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modeling, spray painting, origami, construction, paper craft.
2. Differentiate between painting and printing, soft and hard brushes, between coil technique and slab technique.
3. Narrate art experiences using appropriate vocabulary.
4. Practice different techniques, such as. hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modeling with coil, slab and pressing and pinching etc., with clear understanding of the art techniques and name of the materials to be used for that.
5. Demonstrate use of extended vocabulary related to the theme.
6. Link the knowledge of art vocabulary with learning of other subjects.
7. Appreciate beauty and variety of artistic expression using appropriate vocabulary.

## **Theme 7: Responding to the Artefacts and Nature | CLASSES 01 - 03**

The theme “Responding to the Artefacts and Nature’ is aimed at knowing, understanding and appreciating the beauty of nature and the artefacts. The process of responding to the artefacts and nature will enhance the skills of; observation, exploration, critical analysis and creative expression. The prime focus of this theme is to make children aware and sensitive towards beauty and value of natural, as well as human-made objects. The process of appreciation will sensitize their eye for aesthetics and will develop an attitude for accepting and appreciating different aspects of objects and situations.

For example; (i) block printing done by 'A' can be beautiful because it has nice pattern, (ii) printing done by 'B' can also be beautiful as it has been done with contrast colours, (iii) Printing done by 'C' can also be considered beautiful as all impressions taken are sharp and clear. Similarly, in nature;

beauty of the trees, of the flowers, of shape and colour of leaves, of the butterflies, of the birds and their nests, of sky in different colours, etc.

**Learning Outcomes:**

Children will be able to:

1. Identify the objects, scenes and situations of their liking in the immediate surroundings.
2. Appreciate the aesthetics of art work done in class.
3. Appreciate nature and natural objects. such as trees, plants, flowers, animals, lakes, sea beaches, rivers, mountains, clouds, wind, rain, sun and moon, sky, parks, butterflies etc..
4. Respond to the different kinds of artifacts.
5. Narrate their experiences of the art museum, by describing artifacts seen.
6. Demonstrate the use of extended vocabulary related to the theme.
7. Link the knowledge of appreciating and responding to nature and the artifacts with learning of other subjects.
8. Appreciate beauty and variety in nature and of artifacts.