

# SYLLABUS FOR THE SESSION 2025-26

## CLASS – II

### SUBJECT – ENGLISH

#### TERM I

S . No.	Unit	Name of the chapter	Targeted Competencies	Targeted Learning Outcomes / Learning Objectives	Suggested activities
1.	UNIT 1 <b>FUN WITH FRIENDS</b>	CHAPTER 1 <b>MY BICYCLE</b>	<ul style="list-style-type: none"> <li>➤ C9.1 Listens to and appreciates simple songs, rhymes, and poems</li> <li>➤ C11.1 Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference. Produces rhyming words and alliterations.</li> <li>➤ Breaks down syllables into their consonant and vowel sounds.</li> <li>➤ Combines sounds (vowel and consonant) to form the most familiar word.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Warm-Up Rhyme:</b> Teacher recites a fun rhyme "I ride my bike in the bright sunlight, With a bell that rings and tires so white. Zooming fast, it's such a delight, Riding with friends till it's night!" Ask students to identify rhyming words (e.g., sunlight–white–delight–night). Teacher will discuss which part they liked most and why.</li> <li>➤ <b>Sound Recognition</b> Show a picture of a bicycle and say the word "bicycle" aloud and some other words related to the chapter. Teacher will break it into three syllables: "bi-cy-cle." Clap for each syllable: "bi" (clap), "cy" (clap), "cle" (clap). Have students repeat, clapping along.</li> <li>➤ <b>Activity - Rhyme Creator Game:</b> Teachers will give students words like bike, bell, ride. Ask them to come up with rhyming words or alliterations (e.g., bike–like–strike / big blue bike). Children will hear various kinds of bells</li> </ul>

					<p>such as the ringing of the school bell, bicycle bell, temple bell, etc. one by one with pauses to respond and reflect.</p> <p>➤ <b>Activity - Share &amp; Sing:</b> Students create a line or two of their own rhyme about riding a bicycle. Sing or recite them in a fun class “poetry circle”.</p>
		<p>CHAPTER 2</p> <p><b>PICTURE READING</b></p>	<p>➤ C-9.3: Converses fluently and can hold a meaningful conversation</p> <p>➤ 9.6: Narrates short stories with clear plot and characters</p>	<p>➤ Maintains the thread of the conversation across multiple exchanges.</p> <p>➤ Engages in discussion about a topic and raises and responds to questions.</p> <p>➤ Creates their own stories, with complex plots and multiple characters (as a group).</p>	<p>➤ <b>Picture Observation:</b> Teacher may display the picture of the chapter through K-yan or ask the students to see in book. Give students 2–3 minutes to observe silently. Ask students to discuss in group What do you see in the picture?</p> <p>What do you think is happening?</p> <p>What do you wonder about?</p> <p>Encourage turn-taking, active listening, and responding to peers.</p> <p>➤ <b>Build-a-Story (Group Activity):</b> Teacher will ask students to work collaboratively to create a story based on the picture:</p> <p>Setting: Where does the story take place?</p> <p>Characters: Who is in the picture?</p> <p>Problem: What could go wrong?</p> <p>Solution: How is the problem solved?</p> <p>Teachers will encourage students to add imaginative elements- give characters names, backstories, feelings. Each group narrates their story to the class. Other groups can ask questions or suggest alternate endings.</p>

2	UNIT 2 <b>WELCOME TO MY WORLD</b>	CHAPTER 1 <b>IT IS FUN</b>	<ul style="list-style-type: none"> <li>➤ C9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.</li> <li>➤ Understands oral instructions for a complex task and gives clear oral instructions for the same to others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses children's dictionaries to identify meanings of unknown words encountered in texts</li> <li>➤ Gives clear instruction that includes mathematical (e.g., precise directions, spatial and temporal dimensions).</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Warm-Up Word Web:</b> Teacher will start with a fun word from the story ("fun", "play", "jump", etc.). Ask children to give words related to it (e.g., "game", "laugh", "run") Introduce 2–3 new words and ask students to guess the meaning using context</li> <li>➤ <b>Treasure Hunt – Follow the Instructions:</b> Teachers will place simple clues around the classroom or school area. Each clue gives precise instructions like: “Take 3 steps forward and turn left.” “Look under the table next to the blackboard.” “Find a red bag near the Almirah. Inside is your next clue!” Include new words, and ask children to use the dictionary to find meanings. Once students finish the hunt, each child picks a spot in the class and creates their own oral instruction for a friend to reach it (using time/spatial words like “before,” “after,” “besides,” “under,” “turn,” etc.)</li> </ul>
		CHAPTER 2 <b>SEEING WITHOUT SEEING</b>	<p>C-9.3: Converses fluently and can hold a meaningful conversation</p> <p>C9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others</p>	<ul style="list-style-type: none"> <li>➤ Maintains the thread of the conversation across multiple exchanges.</li> <li>➤ Engages in discussion about a topic and raises and responds to questions.</li> <li>➤ Follow instructions that have conditional branching (for e.g., if it is raining, do not water the plants, do weeding instead, otherwise water the plants).</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Warm-Up Talk</b> Teacher will begin with a simple discussion: What if you had to find your way with your eyes closed? What can help you move safely?  Encourage questioning and sharing thoughts.  The “Blindfold Trail” Game: One child is blindfolded; another is the navigator. The navigator gives oral instructions with if-then conditions and spatial clues like:  If you feel a mat, stop and turn left. If you hear a clap, take 2 steps forward. Otherwise, wait.</li> </ul>

				<ul style="list-style-type: none"> <li>➤ Gives clear instruction that includes mathematical (e.g., precise directions, spatial and temporal dimensions).</li> </ul>	<p>Take 3 steps straight, then go beside the chair.</p> <ul style="list-style-type: none"> <li>➤ <b>Reflective Chat Circle:</b> After the activity, Teacher will discuss: <p>What was easy or hard? How did you help your friend understand your instructions? What helped you listen carefully?</p> </li></ul>
3	UNIT 3 <b>GOING PLACES</b>	CHAPTER 1 <b>COME BACK SOON</b>	<ul style="list-style-type: none"> <li>➤ C9.3 Converses fluently and can hold a meaningful conversation.</li> <li>➤ C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</li> </ul>	<ul style="list-style-type: none"> <li>➤ Maintains the thread of the conversation across multiple exchanges.</li> <li>➤ Engages in discussion about a topic and raises and responds to questions.</li> <li>➤ Interprets the motivations of the author to write the story and retell the story as if they were the author.</li> </ul>	<p><b>Story Listening &amp; Chat:</b></p> <p>Teacher will read aloud or play the story “Come Back Soon” and discuss with students: Who are the main characters? What happened in the story? How do the characters feel? Why?</p> <p><b>Activity - Retell with a Twist</b> – “If I Were the Author”. Students retell the story in their own words, changing or adding something: A new ending, A surprise character, A letter from one character to another. Students will share retold versions with the class.</p>
		CHAPTER 2 <b>BETWEEN HOME AND SCHOOL</b>	<ul style="list-style-type: none"> <li>➤ C9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</li> <li>➤ C11.1 Develops phonological awareness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses children’s dictionaries to identify meanings of unknown words encountered in texts.</li> <li>➤ Produces rhyming words and alliterations.</li> <li>➤ Breaks down syllables into their consonant and vowel sounds.</li> <li>➤ Combines sounds (vowel and consonant) to form the most familiar word.</li> </ul>	<p><b>Activity- Find Rhyming words</b></p> <p>Students will first listen to a passage from the "Between Home and School" chapter. The teacher will then guide them to identify rhyming words such as "home" and "comb" or "school" and "pool." Students will segment these words into syllables and phonemes (e.g., "home" = h-ome), practicing blending the sounds together. Students will repeat the rhyming words aloud.</p> <p><b>Word Detective – Dictionary Hunt:</b></p>

			and blends phonemes/syllables into words and segment words into phonemes/syllables.		Teachers will display pictures with unfamiliar story-related words. Ask children to guess the meanings first. Then use a dictionary to confirm the meaning and let them write the word, meaning, and draw a small picture.
		CHAPTER 3 <b>THIS IS MY TOWN</b>	<ul style="list-style-type: none"> <li>➤ C11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences.</li> <li>➤ C9.3 Converses fluently and can hold a meaningful conversation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes all the letters in the alphabets</li> <li>➤ Reads simple three to four-syllable words that are familiar.</li> <li>➤ Recognizes as sight words commonly used articles, pronouns, and connecting words.</li> <li>➤ Maintains the thread of the conversation across multiple exchanges.</li> <li>➤ Engages in discussion about a topic and raises and responds to questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Alphabet Warm-Up: Town Letter Bingo</b> Teacher will give students alphabet cards. Call out town-related words (bank, post office, station). Students will pick the letters from their pile to form the word</li> <li>➤ <b>Activity - Sight Word Walk: Find it in Town</b> Teachers will give students sight word cards (e.g., this, is, my, in, the, he, she, and, but). Ask them to use the town map to build and read simple sentences. e.g. -This is my school. He is in the park. She goes to the market.</li> <li>➤ <b>Activity -Town Tour Talk: Role Play Time</b> Teachers will divide students into pairs or small groups. Students can ask questions like:  Where is the hospital in your town?  Which place do you like the most?  The other students will answer, continuing the conversation for at least 3–4 turns</li> </ul>
<b>The above-mentioned syllabus along with revision must be completed before Mid Term Examination.</b>					

TERM II					
4	UNIT 4  <b>LIFE AROUND US</b>	CHAPTER 1  <b>A SHOW OF CLOUDS</b>	<ul style="list-style-type: none"> <li>➤ C9.1 Listens to and appreciates simple songs, rhymes, and poems</li> <li>➤ C-9.2: Creates simple songs and poems on their own</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference.</li> <li>➤ Sings/recites songs/poems with two to three stanzas.</li> <li>➤ Creates short poems/rhymes independently in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Activity -Poem Listening</b> Teacher will begin with reading or singing of a simple cloud poem (2–3 stanzas) and ask students: What did you feel while listening? What part did you like the most? Why? Have you ever seen clouds like in the poem?</li> <li>➤ <b>Create-a-Rhyme: My Cloud, My Poem</b> Teacher will show pictures of different clouds or types of weather. Ask students to create a 2–3-line rhyme using rhyming words Example: Clouds so white, up in the sky, Floating gently, way up high. Let them draw a picture to go with their poem on a cloud-shaped paper.</li> </ul>
		CHAPTER 2  <b>MY NAME</b>	<ul style="list-style-type: none"> <li>➤ C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</li> <li>➤ C9.3 Converses fluently and can hold a meaningful conversation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses children’s dictionaries to identify meanings of unknown words encountered in texts.</li> <li>➤ Maintains the thread of the conversation across multiple exchanges.</li> <li>➤ Engages in discussion about a topic and raises and responds to questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Activity - Say My Name</b> Each child shares their name and what they know about it e.g. Who gave it to them. What it means. How they feel about it  Teachers will encourage students to ask questions related to their names to peers e.g.-Do you have a nickname?</li> <li>➤ <b>Activity - Name Word Web</b> Children will create a Word Web using their name in the centre and ask them to add 4–5 connecting bubbles with descriptive or emotional words related to their name e.g., Happy, Brave, Flower, Strong.</li> </ul>

		<p>CHAPTER 3</p> <p><b>THE CROW</b></p>	<ul style="list-style-type: none"> <li>➤ C9.1 Listens to and appreciates simple songs, rhymes, and poems</li> <li>➤ C-9.6: Narrates short stories with clear plot and characters</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference. Produces rhyming words and alliterations.</li> <li>➤ Creates their own stories, with complex plots and multiple characters (as a group).</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Activity -Rhyme Time</b> Teacher will use flashcards to generate rhyming words and alliterations e.g. -Crow-go-show-low, Clever crow climbs calmly Let students make their own short 2-line rhymes about the crow.</li> <li>➤ <b>Group Story Making: Build the Crow's Tale</b> Teacher will divide the class into small groups and give each group 3–4 picture cards. Ask them to build a story using the crow as the main character. Teachers will encourage inclusion of other animals or places. Groups will narrate their crow stories to the class.</li> </ul>
		<p>CHAPTER 4</p> <p><b>THE SMART MONKEY</b></p>	<ul style="list-style-type: none"> <li>➤ C-9.6: Narrates short stories with clear plot and characters</li> <li>➤ C9.3 Converses fluently and can hold a meaningful conversation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creates their own stories, with complex plots and multiple characters (as a group).</li> <li>➤ Maintains the thread of the conversation across multiple exchanges.</li> <li>➤ Engages in discussion about a topic and raises and responds to questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Activity Title: Be Like the Monkey: Story Time</b> Teacher will narrate the story ask questions related to the story e.g. What did the monkey do right? What should we do with waste?</li> <li>➤ <b>Activity - Role Play Time</b> Teacher will divide the class into groups of 4. Roles: Anju, Farida, Monkey, Narrator or tree Let students act out the story using simple lines.</li> <li>➤ <b>Activity -Drawing &amp; Slogan</b> Let students draw a picture of the monkey throwing the peel in the dustbin. Ask them to write or dictate a caption like: Cleanliness is a good habit.</li> </ul>
5	<p>UNIT 5</p> <p><b>HARMONY</b></p>	<p>CHAPTER 1</p>	<ul style="list-style-type: none"> <li>➤ C11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes all the letters in the alphabets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Warm-up (Alphabet Recognition Game)</b> Teachers may show flashcards with letters; ask children to say the sound and a word beginning with it.</li> </ul>

		<b>LITTLE DROPS OF WATER</b>	of the script, and uses this knowledge to read and write simple words and sentences	<ul style="list-style-type: none"> <li>➤ Read simple three to four-syllable words that are familiar.</li> <li>➤ Recognizes as sight words commonly used articles, pronouns, and connecting words.</li> </ul>	<p>Example: "B" for "bird", "W" for "water"</p> <ul style="list-style-type: none"> <li>➤ <b>Activity -Sight Word Match-Up</b> Teachers may spread word cards on the floor and read out a sentence -e.g. She is happy. Ask students to pick out the matching sight words and place them in correct order.</li> <li>➤ <b>Make a Sentence (Writing Practice)</b> Teachers may use sentence strips, give students jumbled sight word phrases like: e.g.- blue / water / is / clean.</li> </ul>
		CHAPTER 2 <b>WE ARE ALL INDIANS</b>	<ul style="list-style-type: none"> <li>➤ C9.3 Converses fluently and can hold a meaningful conversation.</li> <li>➤ C-9.2: Creates simple songs and poems on their own</li> </ul>	<ul style="list-style-type: none"> <li>➤ Maintains the thread of the conversation across multiple exchanges.</li> <li>➤ Engages in discussion about a topic and raises and responds to questions.</li> <li>➤ Sings/recites songs/poems with two to three stanzas.</li> <li>➤ Creates short poems/rhymes independently in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Creative Writing</b> Ask children to draw the picture of their favourite Indian festival or place and write 2–3 lines of a poem/song about it in their own words. Teachers may guide them with the rhyming words if needed e.g. - star/car, sun/fun, play/day. Recite it in the class also.</li> <li>➤ <b>Buddy Talk</b> Teacher may divide the class into pairs. Give each pair a state card or let them choose a state they want to pretend they are from.  In pairs students may ask simple guided questions like: <ul style="list-style-type: none"> <li>• What is your name?</li> <li>• Which state are you from?</li> <li>• What do you eat in your state? Etc.</li> </ul> </li> </ul>
<b>The above-mentioned syllabus along with revision must be completed before Annual Term Examination.</b>					