

Syllabus for session 2026-27

Class : II

Sub : ENGLISH

Term I

S. No.	Month	Unit No. and Name	Name of Chapter	Targeted Competency	Targeted Learning Outcomes/Objectives	Suggested Activities
1	April-May	UNIT 1 FUN WITH FRIENDS	CHAPTER 1 MY BICYCLE	<p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems</p> <p>C-9.7 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</p> <p>C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination</p>	<p>➤ Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference. Produces rhyming words and alliterations.</p> <ul style="list-style-type: none"> ● Use new words related to daily life like bicycle, road, ride etc. ● Responds orally to simple comprehension questions related to poem. 	<p><u>FAST OR SLOW?</u> : Physical Integration Teacher calls out: - “FAST”! – children move quickly “Slow”! - children move slowly.</p> <p><u>Sound Recognition:</u> 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.</p> <p><u>Activity - Rhyme Creator Game:</u> 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 such as the ringing of the school bell, bicycle bell, temple bell, etc. one by one with pauses to respond and reflect.</p>
			CHAPTER 2 PICTURE READING	<p>C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline,</p>	<p>➤ Identifies characters and sequence of events in a story</p>	<p><u>Find my opposite.</u> Students can be given word cards and they call out to identify and pair with the student holding the opposite word, developing vocabulary and listening skills.</p>

			OUT! OUT!	<p>and what the author wants to say</p> <p>C-10.2 Understands the basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks</p> <p>C-11.2 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</p>	<ul style="list-style-type: none"> ➤ Will be able to tell the names of the objects used in making the ball. ➤ Engages in discussion about a topic and raises and responds to questions. 	<p><u>Extended learning</u> Asking parents and grandparents what games they used to play.</p> <p><u>Picture Observation:</u> 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? What do you think is happening? What do you wonder about? Encourage turn-taking, active listening, and responding to peers</p>
2.	July-September	UNIT 2 WELCOME TO MY WORLD	CHAPTER 1 IT IS FUN	<p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems</p> <p>C-9.7 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</p>	<ul style="list-style-type: none"> ➤ Can form short sentences using like a/like an ➤ Identifies action words and animal movements mentioned in the poem. ➤ Follow oral instructions during action-based activities. 	<p><u>Experiential learning</u> Teacher recites one line of the poem. students act out the movements- Leap like a lamb! Hop like a rabbit! <u>Sight word hopping game</u> Teacher writes sight word on the floor, students hop on the called-out words (this, that, like, to, them.) <u>“I is oneself”</u> Students can introduce themselves while understanding the notion of “I” E.g. I am (student name). <u>Treasure Hunt</u> – Follow the Instructions: Teachers will place simple clues around the</p>

				C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination.		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.)
			CHAPTER 2 SEEING WITHOUT SEEING	<p>C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline, and what the author wants to say</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p>	<ul style="list-style-type: none"> ➤ Answers who/ what/ how questions in a sentence. ➤ Verbally describes objects using touch, smell, sound and taste. ➤ Maintains the thread of the conversation across multiple exchanges. ➤ Engages in discussion about a topic and raises and responds to questions. 	<p><u>Smell station</u> Teacher can set up a smell station with safe items like rose, lemon peel, soap. Students can describe the smell in their own words.</p> <p>➤ <u>Warm-Up Talk</u></p> <ul style="list-style-type: none"> ● 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. <p><u>The “Blindfold Trail” Game:</u> 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. Take 3 steps straight, then go beside the chair.</p>

	<p>Unit 3</p> <p>Going places</p>	<p>Chapter 1</p> <p>Come back soon</p>	<p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems</p> <p>C-9.2 Creates simple songs and poems on their own.</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p>	<ul style="list-style-type: none"> ➤ Listens to the poem and recites it with proper rhythm and expressions. ➤ Produces rhyming words and alliterations. ➤ Learners will be able to create and speak or write short lines using the patterns of the poem. 	<p>Activity-</p> <p>Find Rhyming words Students will first listen to a passage from the "Come back soon" chapter. The teacher will then guide them to identify rhyming words such as "train" and "plane" or "car" and "far." Students will repeat the rhyming words aloud.</p> <p>➤ Warm-Up Word Web: Teacher will start with a word from the poem ("bus", "road", "tyre", etc.). Ask children to give words related to it (e.g., "plane", "air", "wings") Introduce 2–3 new words and ask students to guess the meaning using context</p>
		<p>Chapter 2</p> <p>Between home and school</p>	<p>C-9.6 Narrates short stories with clear plot and characters</p> <p>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</p>	<ul style="list-style-type: none"> ➤ Describes their journey from home to school using simple sentences and familiar words. ➤ Express personal experiences orally during classroom interaction. ➤ Engages in discussion about a topic and raises and responds to questions. ➤ Ch- blend words: chart, chalk, chair 	<p>Checklist activity</p> <p>Children get a picture checklist of things seen on the way to school like house, road, tree, bus, and shop. They tick items they see and share 1–2 sentences in class. This improves observation, vocabulary, and speaking skills.</p> <p>Make a map : Art Integration</p> <p>Children draw a simple map showing their route from home to school using symbols for roads, trees, shops, and signals. They label places with single words and explain the map in one or two sentences. This develops spatial understanding, vocabulary, and speaking skills.</p>
		<p>CHAPTER 3 THIS IS</p>	<p>C-10.3 Recognises all the letters of the</p>	<ul style="list-style-type: none"> ➤ Learners will be able to understand and use 	<p>➤ Alphabet Warm-Up: Town Letter Bingo- Teacher will give students alphabet</p>

		MY TOWN	<p>alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p> <p>C-10.5 Reads short stories and comprehends their meaning - by identifying characters, storyline and what the author wants to say - on their own</p> <p>C-11.2 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</p>	<p>simple prepositions (as, in, on, near)</p> <ul style="list-style-type: none"> ➤ Using this/that correctly while speaking and writing about places. ➤ Identifies and uses naming words (house, school, park, tree etc) ➤ Sh- blend words: Shirt, shell, shoe 	<p>cards. Call out town-related words (bank, post office, station). Students will pick the letters from their pile to form the word</p> <p>➤ Activity - Sight Word Walk: Find it in Town- 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.</p> <p>➤ Activity -Town Tour Talk: Role Play Time- 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</p>	
The given syllabus must be completed before Mid-Term Examination						
Term II						
3.	October	UNIT 4 LIFE AROUND US	CHAPTER 1 A SHOW OF CLOUDS	<p>C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segments words into phonemes/syllables</p> <p>C-10.6 Reads short poems and begins to appreciate the poem for</p>	<ul style="list-style-type: none"> ➤ Learners will be able to listen to the poem attentively and speak in simple sentences to describe what they see in the sky using expressions like “I see...” and “It looks like...”. 	<p>Draw and write – “My Cloud”</p> <p>Students draw a cloud and imagine its shape. They write one or two simple sentences such as - I see a cloud. It looks like a</p> <p>➤ Activity -Poem Listening 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</p>

				<p>its choice of words and imagination</p> <p>C-11.2 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</p>	<ul style="list-style-type: none"> ➤ Learners will be able to understand and recognize familiar and sight words (as, up, in, lie etc) ➤ Will use descriptive words while talking about the clouds and sky (black, white, blue etc) ➤ Ck- blend words: back, pack, lack, jack etc 	<p>part did you like the most? Why? Have you ever seen clouds like in the poem?</p> <p>➤ <u>Create-a-Rhyme - My Cloud: Art Integration</u></p> <p>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-shape.</p>
4.	November - December		<p>CHAPTER 2</p> <p>MY NAME</p>	<p>C-9.6 Narrates short stories with clear plot and characters</p> <p>C-9.7 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</p> <p>C-10.5 Reads short stories and comprehends their meaning - by identifying characters, storyline and what the author wants to say - on their own</p>	<ul style="list-style-type: none"> ➤ Learners will be able to listen to the story attentively and respond to simple questions, using polite expressions like “Do you know my name?”. ➤ Learners will be able to understand and use new words from the story in simple sentences. ➤ BL- blend words: black, blue, blanket etc 	<p><u>Story Role Play (Experiential Activity)</u></p> <p>Assign roles: fly, ant, tree, cow, grass, leaf. Students enact the story with simple dialogues: “Do you know my name?” “I don’t know.”</p> <p>➤ Activity - Say My Name: 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 their peers questions related to their names e.g.-Do you have a nickname?</p>

		<p>CHAPTER 3</p> <p>THE CROW</p>	<p>C-9.7 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</p> <p>C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segments words into phonemes/syllables.</p> <p>C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination</p>	<ul style="list-style-type: none"> ➤ Learners will be able to listen to the poem attentively and recite it with proper rhythm, pronunciation, and expressions ➤ Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference. Produces rhyming words and alliterations. ➤ Creates their own stories, with complex plots and multiple characters (as a group). 	<p><u>Clap and count syllable (Physical Integration)</u> Teacher says a word aloud. Children repeat the word and clap for each syllable (ta-ble = 2 claps, pen-cil = 2 claps). This fun activity builds phonological awareness, listening skills, and correct pronunciation.</p> <p>➤ <u>Activity -Rhyme Time</u> 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.</p> <p>➤ <u>Group Story Making: Build the Crow’s Tale-</u> 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.</p>
		<p>CHAPTER 4</p> <p>THE SMART Monkey</p>	<p>C-9.3 Converses fluently and can hold a meaningful conversation</p> <p>C-10.5 Reads short stories and comprehends their meaning - by identifying characters, storyline and what the author wants to say - on their own.</p>	<ul style="list-style-type: none"> ➤ Learners will be able to: listen to a short story attentively understand the sequence of events, respond orally to simple questions related to the story. ➤ read short sentences with understanding and identify characters and 	<p>➤ <u>Activity Title: Be Like the Monkey: Story Time-</u> Teacher will narrate the story and ask questions related to the story e.g. What did the monkey do right? What should we do with waste?</p> <p>➤ <u>Activity - Role Play Time:</u> 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.</p> <p>➤ <u>Activity -Drawing & Slogan writing</u> Let students draw a picture of the monkey throwing the peel in the dustbin. Ask them</p>

				<p>C-10.8 Writes a paragraph to express their understanding and experiences.</p>	<p>actions in the story. Can relate the story to real-life situations.</p> <ul style="list-style-type: none"> ➤ understand and use new words such as market, packet, dustbin, nearby ➤ use simple sentences to describe actions and events 	<p>to write or dictate a caption like: Cleanliness is a good habit.</p>
5.	January	UNIT 5 HARMONY	CHAPTER 1 LITTLE DROPS OF WATER	<p>C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p>C-11.2 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</p>	<ul style="list-style-type: none"> ➤ <u>Listening & Speaking</u> Learners will be able to listen attentively to the poem and recite it with proper rhythm and expression, and speak simple sentences related to the theme of kindness. ➤ <u>Reading</u> ➤ Learners will be able to read the poem with understanding and identify key words and repeated phrases from the text. ➤ Learners will be able to understand and use new words such as drops, grains, mighty, 	<ul style="list-style-type: none"> ➤ <u>Warm-up (Alphabet Recognition Game)</u> Teachers may show flashcards with letters; ask children to say the sound and a word beginning with it. Example: "B" for "bird", "W" for "water" ➤ <u>Activity -Sight Word Match-Up</u> 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. <u>Make a Sentence (Writing Practice)-</u> Teachers may use sentence strips, give students jumbled sight word phrases like: e.g.- blue / water / is / clean.

					kindness, deeds in simple oral sentences.	
			CHAPTER 2 WE ARE ALL INDIANS	<p>C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p>C-10.8 Writes a paragraph to express their understanding and experiences</p>	<ul style="list-style-type: none"> ➤ Maintains the thread of the conversation across multiple exchanges. ➤ Engages in discussion about a topic and raises and responds to questions. ➤ Sings/recites songs/poems with two to three stanzas. ➤ Creates short poems/rhymes independently in their own words. 	<p><u>Creative Writing</u> 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.</p> <p><u>Buddy Talk</u> 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:</p> <ul style="list-style-type: none"> • What is your name?. • Which state are you from? • What do you eat in your state? Etc.
The given syllabus must be completed before 31st Jan 2027. Revision must be completed before commencement of Annual Examination						