

Class 2	LEARNING OUTCOME	COMPETENCIES	Topics / Chapter	Assessment	SDG
	<p>* Students will understand what a sentence is and its role in expressing thoughts clearly. *Identify and differentiate between different kinds of sentences while reading and writing. * Construct different types of sentences while writing or conversations.</p> <p>* Students will learn to write clear and structured sentences using basic punctuation correctly. *Identify different sentence types using punctuation. *Recognize pauses and intonations while reading aloud . * Use punctuation to express different emotions and tones. *Recognize punctuation errors in sentences . *Apply punctuation rules while writing .</p> <p>*Recognise articles as special words used before nouns. *Understand the difference between: • Indefinite articles: "a" and "an" (used for general nouns) and definite article: "the" (used for specific nouns). * Identify when to use "a" (before words that begin with consonant sounds). * Identify when to use "an" (before words that begin with vowel sounds). * Apply "a" and "an" correctly in sentences. * Understand that "the" is used for specific people, places, or things and Use "the" accurately in sentences. *Apply their knowledge of articles in writing and speaking .</p> <p>Understanding Nouns * Define nouns as words that name people, places, animals, or things. * Differentiate between common nouns and proper nouns. * Recognise common nouns and proper nouns (with capital letters) in sentences and texts. * Use common and proper nouns appropriately in writing and speaking. * Write sentences or short paragraphs using both common and proper nouns. *Enhance vocabulary by learning examples of various nouns.</p> <p>*Define and distinguish Between Countable and Uncountable Nouns *Classify nouns into countable and uncountable categories. * Understand that countable nouns have singular and plural forms, but uncountable nouns do not. *Write sentences or short paragraphs using both countable and uncountable nouns. *Identify countable and uncountable nouns in reading materials.</p> <p>*Define pronouns as words used in place of nouns (e.g., he, she, it, they). *Understand why pronouns are used to avoid repetition in sentences. Recognize pronouns in sentences and text. *Use pronouns correctly to replace nouns. *Write grammatically correct sentences using a variety of pronouns. Identify pronouns in short passages or sentences. *Improve sentence structure and fluency by using pronouns effectively. *Use pronouns accurately in sentences and conversations.</p>	<p>Develop social and interpersonal skills. Become more confident in expressing themselves improving both their spoken and written skills .</p> <p>By mastering punctuation, children enhance their writing clarity , reading comprehension and overall communication skills .They learn to read with expressions . Learn correct usage of capitalisation and comma to separate enlisted items .</p> <p>Improve reading and writing fluency by identifying how articles help with sentence flow .</p> <p>Children learn categorisation skills as they classify nouns into different groups Vocabulary building: Recognizing and using a wider range of words to describe people, places, and things.</p> <p>Children will learn Proper Use of Quantifiers like some, any, much, many, a lot of, a few, a little with countable and uncountable nouns.</p> <p>Expressing Quantity Accurately Using appropriate measurements for uncountable nouns (e.g., a glass of water, a bowl of rice, a piece of advice).</p> <p>Write and Speak fluently. Construct sentences with correct grammar, especially in conversations and compositions.</p>	<p>Kinds of sentence, punctuation, Articles , Nouns (Common/Proper), Countable & Uncountable nouns</p>	<p>Mid Term 1</p>	<p>Nouns (SDG 2: Zero Hunger) Example: Food is important for our health. students name different foods that help people stay healthy.</p> <p>Verbs (SDG 6: Clean Water and Sanitation) Example: We drink clean water every day. Students act out verbs like drink, wash, clean, and form sentences.</p> <p>Adjectives (SDG 3: Good Health and Well-being) Example: Fresh fruits and vegetables are healthy. Describe healthy habits using adjectives like strong, clean, safe.</p> <p>Pronouns (SDG 4: Quality Education) Example: We go to school to learn new things. students to replace nouns with pronouns in sentences.</p> <p>Prepositions (SDG 15: Life on Land) Example: Trees grow in the forest. Activity: Show pictures and ask students to describe locations using prepositions (on, in, under, near).</p> <p>Simple Sentences (SDG 13: Climate Action) Example: The air is clean when we plant trees. students form simple sentences about nature and caring for the Earth.</p> <p>Vocabulary building: Introducing vocabulary related to specific SDGs like "climate change," "gender equality," "poverty eradication," "sustainable development," etc. These terms will be used in context through reading passages, discussions, and writing exercises.</p> <p>Reading comprehension Articles from news paper stories, or reports that focus on SDG issues. students will be encouraged to identify key points and discuss solution through conversations.</p> <p>Writing assignments: Write creative writing on SDG related topics eg Plant Trees / Save Water /Helping people in need.</p> <p>Speaking activities: Conversations or Role-playing scenarios where students take on different perspectives regarding SDG challenges. Happy schools and learning for all SDG 4-Quality Education. Taking care of the Earth SDG 13 Climate action & SDG15-life on Land .</p>

TERM 1	<p>*Define "this," "that," "these," and "those" as words used to point to specific objects, people, or things.</p> <p>*Distinguish between singular and plural objects when using "this/that" (singular) and "these/those" (plural).</p> <p>*Identify when to use "this/these" for nearby objects and "that/those" for faraway objects. *Understand the function and usage of "this," "that," "these," and "those"</p> <p>*Correctly placing this ,that, these , those in sentences.</p> <p>*Constructing meaningful sentences using demonstrative nouns .</p> <p>*Understand singular nouns as names of one person, place, animal, or thing.</p> <p>*Recognise plural nouns as names of more than one person, place, animal, or thing.</p> <p>*Identify the basic rules for changing singular nouns to plural nouns:</p> <ul style="list-style-type: none"> • Add -s • Add -es • Change -y to -ies • Add -ves for some nouns ending in f/fe <p>Identify singular and plural nouns in sentences.</p> <p>Apply rules to form plurals for regular and some irregular nouns.</p> <p>*Using the correct form of nouns in conversations .</p> <p>*Clearly distinguishing between one item and multiple items while speaking .</p>	<p>After learning this , that , these and those the child will develop the skill of correctly identifying and using demonstrative pronouns to point out specific objects or people based on their proximity whether far they are close by or far away .This helps them to communicate more clearly and accurately in everyday conversations especially when describing things they see around them .</p> <p>As children learn about plurals and endings they will learn develop high levels of vocabulary and phonic skills that help read the text with accuracy . Children start understanding sentence structure and improve their reading skills .</p>	Singular & Plural (Adding s , es, ies ,ves) (words & sentences)
	<p>*Define verbs as action words that describe what someone or something is doing.</p> <p>*Identify that verbs can show actions (e.g., run, jump), states (e.g., is, are), or occurrences (e.g., become).</p> <p>*Enhance vocabulary by learning new action words.</p> <p>*Improve sentence structure by using verbs effectively in writing and speaking. *Write short sentences or paragraphs using verbs to describe actions.</p> <p>*Identify verbs in simple reading passages.</p> <p>*Using verbs to describe activities clearly in daily conversations .</p> <p>*Recognize "is," "am," and "are" as forms of the verb to be used to describe or state something.</p> <p>*Use "is" with singular subjects (e.g., He is happy).</p> <p>*Use "am" with the first-person singular (I am a student).</p> <p>*Use "are" with plural subjects and the second person (You are kind; They are playing). Use "is," "am," and "are" correctly in speaking and writing.</p> <p>*Match subjects with the appropriate verb form in sentences.</p> <p>*Identify and correct mistakes in the usage of "is," "am," and "are."</p> <p>*Form simple and meaningful sentences with confidence.</p>	<p>Develop better speaking and writing abilities by using verbs in compositions and conversations. Learning new action words to improve communication. Developed ability to structure sentence's properly using verbs.</p> <p>Builds Grammar skill Helps students understand the basic structure of English sentences using is , am , are. Improves sentence formation which is vital for their speaking and writing skills .</p>	Verbs (Doing Words), Is / Am / Are
	<p>Define tenses as the forms of verbs that show the time of an action.</p> <ul style="list-style-type: none"> • Recognize the three basic tenses: • Present tense: Actions happening now. • Past tense: Actions that already happened. • Future tense: Actions that will happen. Writing sentences in present, past, and future tenses. • Identify tenses in simple reading passages. <p>Understand how tenses help convey the timing of actions.</p> <p>Improve sentence structure and fluency by using appropriate tenses. Use verbs correctly to describe actions in each tense.</p> <p>Write grammatically accurate sentences in all three tenses.</p>	<p>Developed fluent speaking and writing skills using the correct usage of tense .</p> <p>Describing events in a logical sequence using the right tenses. Developed confidence and feeling more comfortable in expressing ideas accurately in different context of past , present and future .</p>	Tense (Simple Present , Simple past , simple future , present continuous)

Half yearly

Construct simple sentences using a subject and a predicate (e.g., The cat sleeps). Use correct punctuation and capitalization in sentences. Write grammatically correct sentences with proper punctuation and capitalization. Correct errors in sentences and create clear, complete thoughts.	Applying correct sentence structure, punctuation, and word order. Using a variety of words in meaningful ways. Expressing thoughts, ideas, and emotions clearly. Forming coherent and meaningful sentences for stories, essays, and daily writing. Understanding how sentences convey meaning while reading books Organizing words and ideas in a structured manner. Developing fluency and clarity in communication.	Sentence Construction		
Write simple, imaginative stories, descriptions on topics given. Use descriptive words to make their writing more engaging. Organize ideas clearly and creatively. Enjoy expressing themselves through writing.	Thinking outside the box and expressing unique ideas. Learning new words and using them effectively in writing. Applying correct punctuation, tense usage while framing sentences. Learning how to organize ideas logically in a story or essay . Analysing situations, solving problems, and making creative choices in writing. Expressing feelings, thoughts, and perspectives effectively. Noticing details in the environment and incorporating them into writing. Becoming more comfortable expressing ideas both in writing and verbally.	Creative Writing		
"Read and understand short passages or stories. Answer comprehension questions accurately and confidently. Use context clues to learn new words. Summarize and discuss the main ideas of the text. Enjoy reading and develop critical thinking skills through comprehension exercises."	Decoding, fluency, and vocabulary skills are key to reading and writing comprehension. Being able to connect ideas within and between sentences helps students understand the whole text. Reading aloud and talking about experiences can help kids build reading skills.	Comprehension		
*Define "has," "have," and "had" as forms of the verb to have used to show possession or describe actions. *Understand that "has," "have," and "had" are used for different tenses: *Has: Used with singular subjects (e. g., She has a book). *Have: Used with plural subjects and with "I" and "you" (e.g., They have toys, I have a pencil). *Had: Used to describe actions or possession in the past (e.g., He had a toy yesterday). *Improve sentence structure and clarity by using "has," "have," and "had" correctly. *Enhance understanding of past and present tense by using the correct forms of "have." *Use "has," "have," and "had" correctly in speaking and writing. *Form accurate sentences to show possession or describe actions in the present and past.	Children understand and use subject verb agreement correctly. Use different tenses correctly in sentence construction . Improve sentence construction and writing skills	Has/ Have/ Had		
*Use "was" for singular subjects in the past tense (e.g., He was happy). *Use "were" for plural subjects and with "you" in the past tense (e.g., They were playing, You were there). *Identifying 'Was' and 'Were' in Sentences *Identify when "was" or "were" is used in sentences to describe past actions or states. Match subjects with the correct form of the verb (e.g., She was, They were). Write sentences using "was" and "were" to describe past actions or states. Use "was" and "were" correctly in speaking and writing.	Children develop skills Of Understanding how verbs change based on singular and plural subjects Using past tense verbs correctly in sentences Forming more complex sentences with past tense linking verbs Using past tense to describe events in sequence, which helps with storytelling skills.	Was/ Were		

TERM 2	<p>Define gender as the category of male and female used to describe living things.</p> <p>•Recognize the two main types of gender:</p> <p>•Masculine: Refers to male (e.g., boy, man, father).</p> <p>•Feminine: Refers to female (e.g., girl, woman, mother). Learn how to change certain nouns from masculine to feminine and vice versa Form correct masculine and feminine nouns.</p> <p>Use gendered words correctly in speaking and writing.</p> <p>Understand the concept of gender and apply it in daily language use.</p>	<p>Will learn using gendered pronouns correctly (e.g., "He is running" vs. "She is playing").</p> <p>Learning words associated with gender roles .</p> <p>e.g., brother/sister, uncle/aunt).</p> <p>Constructing more detailed sentences using gendered terms .</p> <p>Understanding family roles and relationships .</p> <p>e.g., "Mom is a woman, Dad is a man").</p> <p>Ability to Include gendered descriptions in narratives .</p>	Gender (Words & sentences)	Mid Term 2			
	<p>Identify and correctly use contractions eg can't , don't.</p> <p>Learn how contractions are formed by combining words and using apostrophes.</p> <p>Differentiate between Singular and Plural possessive eg (the cat's toy vs the cat's toys)</p>	<p>Recognise contractions in texts ,aiding fluency and understanding.</p> <p>Correctly use apostrophes to show possession .</p> <p>Correctly use apostrophes to show possession .</p>	Contractions & Possessive Nouns				
	<p>Define adjectives as words that describe or modify nouns (e.g., happy, tall, blue).</p> <p>Recognize that adjectives provide more information about people, places, things, or animals. Use adjectives to describe nouns in their own sentences (e.g., The dog is big).</p> <p>Place adjectives before the nouns they describe (e.g., a beautiful flower). Expand vocabulary by learning new adjectives.</p> <p>Enhance communication skills by using descriptive words effectively to make sentences more vivid.</p> <p>Expand their vocabulary and improve sentence construction with descriptive words.</p>	<p>The students develops the skill to describe things more vividly and accurately by adding details about size, color, shape, and other qualities to their language, which improves their communication and expression, enhancing creativity in writing, and strengthening their understanding of reading comprehension as they encounter descriptive words in text.</p>	Adjectives and its kinds				
	<p>Define prepositions as words that show the relationship between a noun or pronoun and other words in a sentence.</p> <p>Recognize that prepositions indicate location, direction, time, and manner (e.g., in, on, under, next to, before, after). Use prepositions to describe the position, direction, or time of things .</p> <p>Improve understanding of sentence structure by using prepositions correctly in context. Form clear and accurate sentences with prepositions to show relationships between nouns and other words.</p> <p>Enhance their language skills and sentence construction with prepositions.</p>	<p>Understanding where things are relative to each other, like "the ball is under the table" or "the cat is on the chair."</p> <p>Ability to accurately interpret directions that use prepositions, like "put the book on the shelf" or "walk behind the tree."</p> <p>Incorporating prepositions into sentences to create more detailed and precise descriptions .</p> <p>Learn to add new preposition words to their vocabulary and using them appropriately in conversation .</p>	Prepositions (in ,on, under, over, above , in front of ,behind ,beside between)				
	<p>Define adverbs as words that describe or modify verbs, adjectives, or other adverbs.</p> <p>Recognize that adverbs tell us how, when, where, or how often something happens (e.g., quickly, soon, here, always). Identify and use adverbs to modify verbs, adjectives, or other adverbs.</p> <p>Create sentences with adverbs to express how, when, or where something happens.</p> <p>Use adverbs correctly to add detail and clarity to their sentences.</p> <p>Improve their writing and speaking by using a variety of adverbs.</p>	<p>Using adverbs to paint a clearer picture with words, adding depth and richness to their stories and descriptions.</p> <p>Choosing the right adverb to convey the exact manner, time, or place of an action, leading to more accurate communication.</p> <p>Understanding how adverbs fit into a sentence and their relationship to verbs and adjectives.</p> <p>Incorporating new adverbs into their vocabulary to express themselves more effectively</p>	Adverbs				
	<p>Define conjunctions as words that connect words in a sentence.</p> <p>Recognize that conjunctions help join ideas and make sentences clearer and more meaningful (e.g., and, but, or, because). Use conjunctions to connect words or phrases in simple sentences (e.g., I like apples and bananas).</p> <p>Join two simple sentences with appropriate conjunctions (e.g., I want to go, but I have to study).</p> <p>Improve sentence construction by using conjunctions to make writing flow more smoothly.</p> <p>Expand vocabulary and language by learning how to connect ideas effectively using conjunctions.</p>	<p>The student develops the skill to connect ideas more clearly within sentences, build more complex sentence structures, express relationships between different parts of a sentence improve their writing fluency, and communicate more effectively while gaining a deeper understanding of grammar and sentence construction.</p>	Conjunctions				
	<p>Use can and can't correctly in short sentences .</p> <p>Learn that can shows ability and can't shows inability.</p>	<p>Differentiate between possible and impossible actions .</p> <p>Use can and can't correctly in simple written exercises.</p>	Can/ can't				

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Term	Learning Outcomes	Competencies (Skills/Sub skills)	Topic/Chapter	Assessment	SDG	
Term 1	Number Recognition & Counting	Recognize, read, and up to 999. Compare and order numbers using <, >, =.		Mid Term 1		
	Read, write, and represent numbers up to 999 in numerals and words.		Number Names, Write in figures			
	Arrange numbers in ascending and descending order.		Ascending and Descending Order			
	Compare numbers using greater than (>), less than (<), and equal to (=).		Greater than, Less than, Equal to			
	– form the greatest and smallest three digit numbers (with and without repetition of given digits)	Form the greatest and smallest 2 or 3 digit numbers	Formation of numbers			
	Place Value & Number Properties					
	Identify the place value of digits in a 2-digit and 3-digit number.	– uses place value in writing and comparing three digit numbers.	Place Value			
	Expand numbers based on their place value (e.g., 342 = 300 + 40 + 2).		Expanded form			
	Recognize odd and even numbers.	Understand odd and even numbers.	Odd and even numbers			
	Addition & Subtraction					
	Add 2-digit and 3-digit numbers with/without regrouping.	Perform addition up to 3-digit numbers with/without regrouping.	Addition (with and without carryover)	Half Yearly	SDG 3, 4, 12, 14 and 15 can be incorporated while doing addition word problems	
	– solves simple daily life problems/ situations based on addition of three digit numbers	Solve word problems involving addition	Addition Word Problems			
	Subtract 2-digit and 3-digit numbers with/without regrouping.	Perform subtraction up to 3-digit numbers with/without regrouping.	Subtraction (with and without borrowing)		SDG no. 3, 4, 5, 12, 14 and 15 can be incorporated while doing subtraction word problems	
	– solves daily life situations based on subtraction of three digit numbers	Solve word problems involving subtraction	Subtraction Word Problems			
	Understand the relationship between addition and subtraction (fact families).		Properties of addition and subtraction			
	Shapes & Spatial Understanding . describes basic 3D and 2D shapes with their observable chracteristics	Identify basic 2D and 3D shapes (square, rectangle, circle, triangle, cube, sphere, etc.).	Shapes			
	Identify and describe 2D shapes (square, rectangle, circle, triangle).					
	– distinguishes between straight and curved lines					
	– draws/ represents straight lines in various orientations (vertical, horizontal, slant)	Knowledge and skills to draw different lines	Geometry and lines			
	Critical Thinking					

	Identify missing numbers in sequences.				
	Use mental math strategies to add and subtract quickly.				
	Apply logical thinking in simple mathematical puzzles.	Use logical reasoning to solve puzzles and number sequences.	Mental Math		
Term	Learning Outcomes	Competencies (Skills/Sub skills)	Topic/Chapter	Assessment	SDG
	Multiplication				
	Understand multiplication as repeated addition.				
	Learn and recall multiplication tables of 2, 3, 4, 5, and 10.				
	Solve simple multiplication problems (e.g., $4 \times 3 = 12$).	Learn multiplication tables (2, 3, 4, 5, 10).	Multiplication		and 15 can be incorporated while doing multiplication word problems
	Solve real-life word problems using multiplication.		Multiplication word problems		
	Length, Weight & Capacity				
	Estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/spoon/bucket etc.			Mid Term 2	
	Measure objects using centimeters (cm) and meters (m).				
	Use kilograms (kg) and grams (g) to measure weight.				
	. compares objects as heavier/lighter than using simple balance.				
	Use liters (L) and milliliters (mL) to measure liquids.				
	Compare and order objects based on length, weight, and capacity.	Measure length, weight, and capacity using standard/non-standard units.	Metric Measures (Length, Mass and Capacity)		
	Division				
	Understand division as equal sharing and grouping.				
	Solve simple division problems with small numbers (e.g., $12 \div 4 = 3$).	Introduction to simple division as repeated subtraction.	Division		
	Time				
	Read time on an analog and digital clock (hours and half-hours).				

Term 2	Sequences the events occurring according to their duration in terms of hours/days; for example, Does a child remain in school for a longer period than at home?	Read and understand time (hours and half-hours).	Time and Calendar	Final Term	
	Identifies the days of the week and months of the year	identifies the days of the week and months of the year			
	Calculate days, weeks, and months using a calendar.				
	Money	Identify coins and notes, perform simple transactions.	Money		SDG 1, 8 and 10 can be incorporated while learning about money
	Identify and count different coins and notes.				
	Perform simple addition and subtraction with money in real-life situations (e.g., buying items).				
	represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations of play money				
	Patterns	Recognize and extend simple patterns (shapes, numbers, objects).	Patterns		
	Identify, complete, and extend number patterns (e.g., 2, 4, 6, 8, __).				
	Recognize and create shape patterns.				
	Data Handling	Collect, organize, and interpret data using pictographs/bar graphs.	Data Handling		SDG 3, 4 and 5 can be incorporated while doing pictographs and data handling
	Draws inference based on the data collected such as the number of vehicles used in Samir's house is more than that in Angelina's.				
	Organize data in pictographs and simple bar graphs.				
	Answer simple questions based on graphs.				
	Critical Thinking	Use logical reasoning to solve puzzles and number sequences.	Mental Math		
	Identify missing numbers in sequences.				
	Use mental math strategies to add and subtract quickly.				
	Apply logical thinking in simple mathematical puzzles.				

Class 2	Learning outcome	Competencies (Skills/Sub skills)	Topic /Chapter	Assessment	SDG		
	<p>Identify and name body parts and explain their functions.</p> <ul style="list-style-type: none"> Understand the role of sense organs and their importance in daily life. Demonstrate healthy habits to take care of their body. Develop self-awareness and appreciate the uniqueness of their own body. Understand the importance of movement and the need to protect their body. <p>Identify family members and understand their roles.</p> <ul style="list-style-type: none"> Show care, empathy, and respect for family and others. Participate in family responsibilities and simple tasks. Demonstrate positive values like sharing, kindness, and cooperation. Appreciate the importance of both family and community in their lives. <p>Identify different types of festivals:</p> <ul style="list-style-type: none"> Religious festivals (e.g., Diwali, Christmas, Eid, Guru Nanak Jayanti). National festivals (e.g., Independence Day, Republic Day, Gandhi Jayanti). Harvest festivals (e.g., Pongal, Baisakhi, Onam). Understand the significance and traditions associated with major festivals. Respect and appreciate cultural diversity through the celebration of festivals. Demonstrate the values of sharing, kindness, and togetherness during festivals. Describe how festivals bring families and communities closer. <p>Identify that air is all around us, even though we cannot see it.</p> <ul style="list-style-type: none"> Recognize that air is essential for breathing and is necessary for all living things. <p>Properties of Air</p> <ul style="list-style-type: none"> Understand the basic properties of air, such as: Air occupies space. Air has weight. Air can move (e.g., wind). Learn the uses of air in daily life, such as: Breathing for humans, animals, and plants. Burning (fire needs air to burn). Inflating objects like balloons and tires. Helping in flying kites and moving boats with sails. Identify activities that pollute the air (e.g., smoke from vehicles and factories, burning garbage). Recognize the harmful effects of polluted air on health and the environment. <p>Caring for Clean Air</p> <ul style="list-style-type: none"> Learn simple ways to keep the air clean, such as: Planting more trees. Avoiding burning waste. Reducing the use of vehicles by walking or cycling. 	<p>Differentiating body parts. Develop gross motor skills ,fine motor skills , hand eye coordination etc.</p> <p>Life skills (cleaning & organizing). Cultural and family traditions. Social and emotional skills.</p> <p>Teamwork and collaboration. Organisational skills.Enhance communication and linguistic skills.</p> <p>Enhancing problem solving and critical thinking skills.Understanding basic scientific concepts thereby increasing scientific thinking skills.</p>	<p>Me and my Body</p> <p>Family and caring for others</p> <p>Festivals we celebrate</p> <p>Air Around Us</p>	Mid Term 1	SDG goal 3 - Good health and well being	SDG goal 16 : Peace ,justice and strong institutions.	SDG 11 : Sustainable cities and communities
					SDG goal 3 : Good health and well being and SDG 13 - Climate action.		

Term 1	<p>Understanding the Importance of Water •Recognize that water is essential for all living things. •Identify the uses of water in daily life, such as drinking, cooking, cleaning, bathing, and watering plants.</p> <p>Sources of Water •Identify natural sources of water like rivers, lakes, ponds, wells, and rain. •Understand that rain is the main source of fresh water.</p> <p>Properties of Water •Understand basic properties of water, such as: •Water has no color, smell, or taste. •Water takes the shape of its container. •Water can exist in three forms: solid (ice), liquid (water), and gas (steam).</p> <p>Conservation of Water •Learn the importance of saving water and preventing wastage. •Demonstrate ways to conserve water, such as: •Turning off taps when not in use. •Collecting rainwater. •Reusing water where possible (e.g., using leftover water to water plants).</p> <p>Clean and Safe Water •Recognize that clean water is necessary for drinking and health. •Learn simple ways to keep water clean, such as boiling or filtering it before drinking.</p> <p>•Describe the water cycle in simple terms (e.g., rain forms from clouds and fills rivers and lakes).</p> <p>•Appreciate water as a valuable natural resource and take steps to protect it.</p>	<p>Engaging in hands on activities like pouring,splashing,stirring etc .</p> <p>Strengthening coordination through water based play like squeezing sponge,swimming etc)</p>	We Need Water	Half Yearly	SDG-12 Responsible Consumption and Production
	<p>Understanding the Importance of Food •Recognize that food is essential for growth, energy, and staying healthy. •Understand that all living beings need food to survive.</p> <p>Sources of Food •Identify different sources of food: •Plants (e.g., fruits, vegetables, grains, nuts). •Animals (e.g., milk, eggs, meat, fish).</p> <p>Types of Food •Classify foods into categories, such as: •Energy-giving foods (e.g., rice, bread, potatoes). •Body-building foods (e.g., milk, eggs, meat, pulses). •Protective foods (e.g., fruits and vegetables).</p> <p>Healthy Eating Habits •Learn the importance of eating a balanced diet that includes different types of food. •Understand the benefits of drinking water and avoiding junk food. •Recognize the importance of eating meals on time and in moderation.</p> <p>Good Hygiene Practices •Learn basic hygiene practices while eating, such as washing hands before meals and keeping food covered. •Recognize the importance of clean and fresh food for staying healthy.</p>	<p>Strengthening fine motor skills through activities like peeling,cutting, mixing. Enhancing coordination through activities like kneading dough or serving food.</p>	Food We Eat		SDG 2 - Zero Hunger & SDG 3 Good Health and Well Being

<p>Understanding the Importance of Clothes</p> <ul style="list-style-type: none"> •Recognize that clothes protect our body from heat, cold, rain, and dirt. •Understand that clothes also make us look neat and presentable. <p>,Types of Clothes</p> <ul style="list-style-type: none"> •Identify different types of clothes we wear based on: •Seasons: •Summer: Light and cotton clothes. •Winter: Woolen clothes. •Rainy: Waterproof clothes like raincoats and gumboots. •Occasions: Festive, casual, and formal clothes. •Recognize traditional and modern clothing styles. <p>Sources of Clothes</p> <ul style="list-style-type: none"> •Learn that clothes are made from: •Natural fibers like cotton, wool, and silk. •Synthetic fibers like nylon and polyester. <p>Caring for Clothes</p> <ul style="list-style-type: none"> •Learn basic practices to keep clothes clean and tidy, such as washing, drying, and ironing. •Understand the importance of folding and storing clothes properly. 	<p>Organisational and life skills by learning how to fold sort and organise clothes properly. Creativity & imagination by exploring patterns, colours and fashion styles.</p>	<p>Clothes We Wear</p>	<p>SDG goal 9 : Industry , Innovation and Infrastructure</p>
<p>Understanding Cleanliness</p> <ul style="list-style-type: none"> •Recognize the importance of keeping oneself and the surroundings clean. •Identify personal hygiene habits, such as bathing, brushing teeth, washing hands, and wearing clean clothes. <p>Importance of Health</p> <ul style="list-style-type: none"> •Understand that staying healthy involves eating nutritious food, drinking clean water, and getting enough sleep. •Learn the role of regular exercise and outdoor activities in maintaining good health. <p>Practicing Personal Hygiene</p> <ul style="list-style-type: none"> •Demonstrate good hygiene practices, such as: •Washing hands before and after meals. •Keeping nails trimmed and clean. •Covering the mouth while sneezing or coughing. <p>Keeping Surroundings Clean</p> <ul style="list-style-type: none"> •Understand the importance of a clean home, school, and environment for staying healthy. •Learn simple ways to keep surroundings clean, such as proper waste disposal and not littering. <p>Avoiding Germs and Illness</p> <ul style="list-style-type: none"> •Recognize how germs spread and how to avoid getting sick. •Understand that staying clean helps prevent illnesses like colds and stomach infections. <p>Healthy Lifestyle Habits</p> <ul style="list-style-type: none"> •Learn the importance of eating fresh and healthy food, drinking water, and avoiding junk food. •Understand the role of rest and relaxation in maintaining health. 	<p>Gross motor skills by practising actions like scrubbing,wiping ,washing etc . Developing problem solving skills by figuring out unclean areas and how to clean them.</p>	<p>Being Clean and Healthy</p>	<p>SDG -11: Sustainable cities and Communities</p>

<p>Understanding the Need for Safety</p> <ul style="list-style-type: none"> •Recognize the importance of staying safe to prevent accidents and injuries. •Understand that safety rules are necessary to protect oneself and others. <p>Safety at Home</p> <ul style="list-style-type: none"> •Identify common hazards at home, such as: •Sharp objects (e.g., knives, scissors). •Hot objects (e.g., stove, iron). •Electrical appliances and sockets. •Learn basic safety practices at home, such as: •Avoiding playing with sharp or hot objects. •Staying away from electrical outlets and wires. •Keeping toys and objects in their proper place to avoid tripping. <p>Safety Outside the Home</p> <ul style="list-style-type: none"> •Understand safety rules for outdoor activities, such as: •Crossing the road using a zebra crossing or with an adult. •Avoiding playing on the road. •Staying in safe, designated play areas. •Being cautious with strangers and not accepting gifts or rides from them. <p>Emergency Awareness</p> <ul style="list-style-type: none"> •Learn how to react in emergencies, such as: •Informing an adult in case of injury. •Knowing how to dial emergency numbers (e.g., police, fire, ambulance). •Staying calm and seeking help from trusted adults. <p>Traffic and Road Safety</p> <ul style="list-style-type: none"> •Understand basic traffic rules, such as: •Stopping at red lights and walking on the sidewalk. •Looking both ways before crossing a road. •Using seat belts or helmets for safety 	<p>Develop independent thinking skills , confident,problem solving skills and awareness of how to protect oneself in various situations.</p>	<p>Safety at Home and Outside</p>	<p>Mid Term 2</p>	<p>SDG4 Quality education & SDG 16 Peace , Justice & strong institutions</p>
<p>Understanding the Neighbourhood</p> <ul style="list-style-type: none"> •Recognize that the neighbourhood is the area around their home. •Identify important places in the neighbourhood, such as schools, parks, hospitals, markets, and places of worship. <p>People in the Neighbourhood</p> <ul style="list-style-type: none"> •Learn about the people in the neighbourhood who provide services, such as: •Teachers, doctors, nurses, shopkeepers, police officers, and firefighters. •Understand the roles and importance of these people in daily life. <p>Caring for the Neighbourhood</p> <ul style="list-style-type: none"> •Recognize the importance of keeping the neighbourhood clean and safe. •Learn ways to care for their surroundings, such as: •Throwing garbage in bins. •Avoiding littering and helping to plant trees. <p>Community Life</p> <ul style="list-style-type: none"> •Understand the value of being a good neighbour by: •Helping others. •Respecting others' space and property. •Participating in neighbourhood activities like celebrations or clean-up drives. <p>Exploring the Neighbourhood</p> <ul style="list-style-type: none"> •Identify landmarks in their neighbourhood (e.g., library, post office). •Understand how to ask for and give directions within the neighbourhood. 	<p>Learn safety ,communication skills thereby gaining a better understanding of the world around them.Develop observation and navigation skills by learning how to read basic signs, maps and directions .</p>	<p>Our Neighbourhood</p>		<p>SDG goal 11 : Sustainable cities and communities & SDG goal 16 : Peace Justice and Strong Institutions</p>

Term 2	<p>Understanding Community Helpers •Recognize that community helpers are people who perform essential services to help others. •Identify various helpers, such as teachers, doctors, nurses, farmers, police officers, firefighters, shopkeepers, postmen, and cleaners. Roles and Importance •Learn the specific roles of different helpers: •Teachers educate us. •Doctors and nurses take care of our health. •Police officers maintain law and order. •Farmers grow the food we eat. •Firefighters protect us from fire and other emergencies. •Understand how these helpers contribute to the smooth functioning of society. Tools and Workplaces •Identify the tools and workplaces associated with helpers (e.g., stethoscope for doctors, chalk and blackboard for teachers, fire engines for firefighters).</p> <p>Respect for Helpers •Recognize the hard work and dedication of community helpers. •Learn to respect and appreciate their contributions by saying “thank you” or helping them when possible.</p> <p>Caring for Helpers •Understand the importance of supporting and treating helpers with kindness and fairness. •Learn that everyone’s work, big or small, is valuable.</p>	Develop essential life skills , responsibility skills fostering select and appreciation for the people who serve the community.	Our Helpers	SDG 8 : Decent work and Economic growth
	<p>Identification and Classification: •Identify common plants around them (e.g., trees, shrubs, herbs, climbers, creepers). •Distinguish between big and small plants or flowering and non-flowering plants. Parts of a Plant: •Name and recognize the basic parts of a plant (roots, stem, leaves, flowers, fruits, and seeds). •Understand the role of each part (e.g., roots absorb water, leaves make food). Uses of Plants: •List the uses of plants (e.g., food, oxygen, shelter, medicines, clothing like cotton). •Understand how plants are important to animals, humans, and the environment. Growth of Plants: •Learn what plants need to grow (sunlight, water, air, and soil). •Observe how a seed grows into a plant (basic life cycle of a plant). Respect for Nature: •Develop an appreciation for plants by understanding their role in providing shade, food, and beauty. •Encourage planting trees and taking care of plants.</p>	Children develop scientific curiosity, environmental responsibility, creativity and a deeper understanding of the natural world .Enhancing fine motor skills through touching,smelling and describing different plant textures and scents.	Plants	SDG 13 : Climate action & SDG 15 : life on land

<p>Identification and Classification:</p> <ul style="list-style-type: none"> •Identify and name common animals in their surroundings (e.g., domestic, wild, water, and pet animals). •Classify animals based on habitat (land, water, air) and movement (walk, fly, crawl, swim). <p>Animal Habitats:</p> <ul style="list-style-type: none"> •Understand that animals live in different habitats like forests, deserts, oceans, and homes. •Recognize that animals adapt to their surroundings (e.g., fish have fins, birds have wings). <p>Animal Needs:</p> <ul style="list-style-type: none"> •Learn that animals need food, water, and shelter to survive. •Differentiate between herbivores, carnivores, and omnivores based on their food habits. <p>4.Parts and Features of Animals:</p> <ul style="list-style-type: none"> •Identify basic body parts of animals (e.g., wings, tails, fins, fur) and their functions. •Recognize the importance of body coverings like feathers, scales, and fur. <p>Importance of Animals:</p> <ul style="list-style-type: none"> •List the ways animals help humans (e.g., providing food like milk and eggs, transportation, and companionship). •Understand the role of animals in nature (pollinators, maintaining balance in ecosystems). <p>Caring for Animals:</p> <ul style="list-style-type: none"> •Develop sensitivity toward animals by learning about their needs and how to take care of them. •Understand the importance of kindness and avoid harming animals. 	<p>Children develop scientific and observation skills by observing animal behaviours , habitats and adaptations. learn about environmental awareness and responsibility, learn animal related behaviour thereby enhancing their language and communication skills .</p>	<p>Animals</p>		<p>SDG 14:life below water , SDG 15 : Life on land , SDG 13 : Climate Action</p>
<p>Types of Transport:</p> <ul style="list-style-type: none"> •Identify and classify modes of transport into land, water, and air transport. •Recognize examples of each type (e.g., car, boat, airplane). <p>Uses of Transport:</p> <ul style="list-style-type: none"> •Understand the need for transport to move people and goods. •Learn the role of transport in daily life (e.g., going to school, delivering food). <p>Characteristics of Different Modes:</p> <ul style="list-style-type: none"> •Compare the speed of different modes of transport (e.g., airplanes are faster than cars). •Understand which mode is suitable for short or long distances. <p>Safety and Rules:</p> <ul style="list-style-type: none"> •Learn the importance of following traffic rules and safety measures (e.g., wearing seat belts, helmets, and crossing at zebra crossings). •Understand the role of traffic signals and road signs. <p>Environmental Awareness:</p> <ul style="list-style-type: none"> •Recognize the impact of transport on the environment (e.g., pollution from vehicles). •The importance of using eco-friendly transportation like bicycles or carpooling. 	<p>Children gain knowledge about the world moves , develop safety awareness and build problem solving skills for real life situations. Enhance mathematical and measurement skills by counting different types of vehicles , measuring distances etc</p>	<p>Transport</p>	<p>Final</p>	<p>SDG 7 :Affordable and clean energy & SDG 11: Sustainable cities and Communities</p>

Terms	Learning Outcomes	Competency	Topic	Assessment	SDG	
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Term 1	1. পড়া: সহজ ও ছোট বাক্য পড়তে পারা এবং তার অর্থ বুঝতে পারা।	1. মৌলিক ভাষা দক্ষতা অর্জন:	প্রথম পাঠ, দ্বিতীয় পাঠ	Mid Term 1	Goal 15 Life on Land
	2. লেখা: সহজ বাক্য লিখতে পারা, যেমন নিজের পরিচয়, পরিবারের সদস্যদের সম্পর্কে বা দৈনন্দিন জীবনের সাধারণ বিষয় নিয়ে।	পঠন দক্ষতা: সরল গল্প, কবিতা, উপকথা ও নানারকম পাঠ্যসামগ্রী পড়ে শিক্ষার্থী মূল ভাব ও তথ্য ধারণ করতে পারবে। এতে শব্দচয়ন, বর্ণমালা ও বাক্যগঠন শেখার মাধ্যমে পাঠে আগ্রহ বৃদ্ধি পাবে।	তৃতীয় পাঠ, চতুর্থ পাঠ, কবিতা হাট	Half Yearly Exa	Goal 3 Good Health
	3. শোনা ও বলা: সহজ গ ল প বা বাক্য শুনে তার সারমর্ম বল	লেখন দক্ষতা: সহজ বাক্য রচনা, সঠিকভাবে হাতের লেখার মাধ্যমে নিজের চিন্তা ও অনুভূতি প্রকাশের সুযোগ তৈরি হবে।	পঞ্চম পাঠ, ষষ্ঠ পাঠ	Mid Term 2	Goal 2 Zero Hunger
	4. শব্দভাণ্ডার: দৈনন্দিন জীবনে ব্যবহৃত সাধারণ শব্দ ও তাদের অর্থ জানা এবং সঠিকভাবে ব্যবহার করতে পারা।	মৌলিক ব্যাকরণ ও লেখার নিয়ম শেখার মাধ্যমে স্পষ্ট ও সুচিন্তিত লেখার ভিত্তি গড়ে উঠবে।	সপ্তম পাঠ, অষ্টম পাঠ, কবিতা ঐখানে মা পুকুর গাড়ে	Final Term Exa	Goal 4 Quality Education
	5. বর্ণ ও উচ্চারণ: বাংলা বর্ণমালা সঠিকভাবে চিনতে পারা, উচ্চারণ করতে পারা এবং সঠিকভাবে লিখতে পারা।	শ্রবণ ও কথোপকথন: শ্রবণ দক্ষতার মাধ্যমে শ্রবণ ও ধারণার ক্ষমতা বৃদ্ধি পাবে। পাশাপাশি, স্পষ্ট ও সঠিকভাবে কথোপকথনে অংশগ্রহণ করে শিক্ষার্থী নিজের মতামত ও প ্রশ্ন প্রকাশ করতে			
Term 2		2. শব্দভাণ্ডার ও ব্যাকরণিক জ্ঞান: নতুন শব্দ ও অভিব্যক্তি শিখে সঠিক প্রয়োগের মাধ্যমে শব্দভাণ্ডার সমৃদ্ধ হবে।			
		বর্ণমালা ও শব্দ			

TERM	LEARNING OUTCOMES	COMPETENCIES	TOPICS	ASSESSMENT		
	वर्णमाला लिखना और पढ़ना।	कविता का भाव समझना	* वर्ण और वर्णमाला			
	उचित मात्रा का प्रयोग करते हुए शब्द रचना	उचित भाव के साथ कविता वाचन	* मात्राएँ		Goal 15	
	वाक्य की रचना करने में सक्षम होना	अपने नजदीकी रिश्तेदारों की जानकारी होना	* बोली	MIDTERM 1	Life on Land	
	चीजों को गिन कर लिखना	अपने आसपास के वस्तुओं को गिनना	* हमारी भाषा			
	करीबी रिश्तेदारों का परिचय लिखित रूप में देना	पशुओं की बोली से परिचित होना	* गिनती 1 से 20 तक			
	पाठ से पूछे गए प्रश्नों के उत्तर लिखना	शब्दों और वाक्य की रचना में सक्षम होना	* कविताएँ, कहानियाँ, अनुच्छेद			
TERM 1						
	सार्यक और निरर्थक शब्द और वाक्य की पहचान	सार्यक और निरर्थक शब्द और वाक्य की पहचान	* शब्द और वाक्य		goal 3	
	त्योहारों की पहचान और उसका महत्व	त्योहारों की पहचान और उसका महत्व	* नाम वाले शब्द		Good Health	
	लिंग भेद द्वारा सटीक वाक्य रचना	लिंग भेद द्वारा सटीक वाक्य रचना	* सर्वनाम	HALF YEARLY		
	एक और एक से अनेक चीजों की पहचान	एक और एक से अनेक चीजों की पहचान	* गिनती 11 से 20 तक			
	एक ही शब्दों के अलग-अलग अर्थ का ज्ञान	एक ही शब्दों के अलग-अलग अर्थ का ज्ञान	* सब्जियों के नाम, रंगों के नाम, फूलों के नाम			
			कविताएँ, कहानियाँ, अनुच्छेद, विलोम शब्द			
			लिंग, वचन, समानार्थी शब्द			
	वाक्य में आए काम वाले शब्दों को पहचानेंगे।	हिंदी में गिनती करने में सक्षम होंगे।				
	दोनों के नाम लिखने में सक्षम होंगे।	सप्ताह के दिनों के नाम उन्हें याद होंगे।	* क्रिया			
	अपने पालतू पशु के बारे में लिख सकेंगे।	कविता याद कर कविता सुन सकेंगे	* दिनों के नाम		GOAL 2	
	त्योहारों के बारे में लिख सकेंगे।	कहानी के माध्यम से अपने भाव को व्यक्त करें	* लिंग, वचन, विलोम शब्द, समानार्थी शब्द	MIDTERM 2	Zero hunger	
	आसपास की चीजों को गिनने में और उन्हें लिखने में	अलग-अलग चीजों को देखकर उसे पर अपना व	* गिनती 21 से 30 तक			
	स्वयं वाक्य रचना करने में सक्षम होंगे।	पालतू पशु और जंगली पशु की पहचान सकेंगे।	* कविताएँ, कहानियाँ, अनुच्छेद			
	पाठ द्वारा पूछे गए प्रश्नों का उत्तर देंगे।	प्रिय त्योहार के बारे में भाव व्यक्त करेंगे।				
		छोटे छोटे पाठ पढ़ कर सुनने में सक्षम होंगे।				
		पाठ के भाव को व्यक्त करेंगे।				
TERM 2						
	वाक्य में से विशेषण शब्दों को चुन सकेंगे।	किसी चीज के गुण और अवगुण को बता सकेंगे	* विशेषण			
	चीजों को गिन कर बता सकेंगे	महीनों के नाम की जानकारी होगी	* महीनों के नाम		Goal 4	
	हिंदी में महीना के नाम उन्हें याद रहेंगे।	ऋतुओं का ज्ञान होगा।	* लिंग, वचन, विलोम शब्द, समानार्थी शब्द	FINAL	quality Education	
	साल में आने वाली ऋतु की पहचान होगी	अलग-अलग त्योहारों के बारे में बता सकेंगे।	* गिनती 31 से 50 तक			
	वाक्य रचना करने में सक्षम होंगे।	अपने पर्यावरण के बारे में संक्षिप्त जानकारी देंगे	* कविताएँ			
	एक ही शब्द के अलग-अलग अर्थों का ज्ञान होगा		* कहानियाँ			
			* अनुच्छेद			

Computers	Learning Outcomes	Competencies	Topics/ Page Numbers	Term	SDG 5 P's
Term 1	<p>Understand what a computer is and its uses.</p> <p>Identify the parts of a computer (Monitor, Keyboard, Mouse, CPU).</p> <p>Recognize how computers help in daily tasks.</p> <p>Recognize different types of computers (Desktops, Laptops, etc.).</p>	<p>Develop basic computer literacy.</p> <p>Build awareness of computer applications in daily life.</p> <p>Identify and differentiate computer parts.</p>	Introduction to Computers	Mid Term 1	People Goal 4 : Quality Education
	<p>Identify places where computers are used (Schools, Offices, Homes, Shops, Hospitals).</p> <p>Understand how computers help in various fields.</p>	<p>Enhance observational and logical thinking.</p> <p>Relate technology to real-world scenarios.</p> <p>Build an understanding of computer applications in society.</p>	Uses of Computers		People Goal 4 : Quality Education

	<p>Identify and use keys on the keyboard (Alphabet, Number, Special Keys).</p> <p>Demonstrate basic mouse operations (Clicking, Scrolling, Moving).</p> <p>Recognize the function of the mouse pointer.</p>	<p>Develop fine motor skills and hand-eye coordination.</p> <p>Improve familiarity with input devices.</p> <p>Build confidence in using digital tools.</p>	<p>More about Keyboard and Mouse</p>	<p>Half Yearly</p>	<p>People Goal 4 : Quality Education</p>
	<p>Open and use the Paint program.</p> <p>Draw basic shapes and pictures.</p> <p>Use tools like Eraser, Magnifier, and Pencil in Paint.</p> <p>Save and close drawings.</p>	<p>Foster creativity and imagination.</p> <p>Enhance digital art and design skills.</p> <p>Build foundational knowledge of software tools.</p>	<p>More on Paint</p>	<p>Mid Term 2</p>	<p>People Goal 4 : Quality Education</p>
	<p>Open and use WordPad to type text.</p> <p>Insert drawings and save work.</p> <p>Recognize the parts of the WordPad window.</p>	<p>Develop basic word processing skills.</p> <p>Improve typing and digital writing.</p> <p>Build familiarity with document creation.</p>	<p>Introduction to WordPad</p>		<p>People Goal 4 : Quality Education</p>

Term 2	<p>Understand what ICT (Information and Communication Technology) is.</p> <p>Identify simple uses of ICT in daily life (Communication, Research, Learning).</p> <p>Recognize how technology helps us gain knowledge.</p>	<p>Develop critical thinking about technology.</p> <p>Build awareness of the role of ICT in communication and learning.</p> <p>Relate ICT concepts to real-world applications.</p>	Learning About ICT	Final Term	<p>People</p> <p>Goal 4 : Quality Education</p>
	<p>Complete simple project work using basic computer tools.</p> <p>Demonstrate learned skills through practice activities and assessments</p>	<p>Apply knowledge practically through tasks.</p> <p>Develop confidence in using digital tools.</p> <p>Enhance problem-solving and digital creativity skills.</p>			<p>Goal 4 : Quality Education</p>