

**Espalier-The Heritage School**  
**Annual Academic Planning (2025-26)**  
**Textbook- Oxford Educate**

Grade: II				Subject : EVS							
Chapter : 1 About Myself											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Map work	activity	pg. no.	No. of lectures	
1	June	<u>Lesson No/Name :</u> 1. About Myself <u>Learning outcome-</u> 1. Recognize themselves and talk about themselves. 2. Identify their favourite things and activities. 3. Appreciate their individuality and the fact that everyone is unique and special in their own way. <u>Text Exercises.</u> *Paste your picture and write about yourself. * Fill in the blanks * Answer the following questions	<b>Step 1-</b> Teacher will encourage the students to speak out their names & talk about themselves. <b>Step 2 -</b> Teacher asks questions <b>Teacher questions</b> 1] What is your name ? 2] When is your birthday ? 3] What is the name of your parents 4] What is your favourite thing. <b>Step 3-</b> Teacher will show an identity card and tell its importance <b>Step 4-</b> Teacher will ask about favourite things & make students realize that they are special. <b>Step 5-</b> Teacher will teach that good manners are their identity. <b>Step 6 -</b> Teacher helps children to carry out various activities discussed in the book.	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	1)Textbook. 2)Brown colour paper ,white poster colour (Art activity) 3)Photograph of child.	classroom.	1) Describe about themselves and stick their photograph. 2) Making a hand print on paper and writing their hobbies. 3) Discuss about the activities they like to do in their free time.	Make a hand print on brown colour paper and list down their favourite hobbies.	1)Textbook page no. 7 to 9	4	

Chapter: 2 My Family											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required	
2	July	<u>Lesson No/Name :</u> 2. My Family <u>Learning outcome-</u> 1. Identify the different types of families and what type of family the live in. 2. Identify the different members in the family and understand that everyone has a special role in the family. 3. Realize the importance of sharing with and caring and respecting elders in the family.  <u>Text Exercises-</u> *Fill in the details about names of people in children's family *Match the rows * Fill in the blanks * Answer the following questions	<b>Step1-</b> Teacher will speak about the family & what it comprises. <b>Step 2 -</b> Teacher asks question to the students. <b>Teacher questions</b> 1] Who all are there in your family? 2] Do you have grandparents, uncle, aunts and siblings? 3] How do you help your family members? 4] Do you spend time with your family members? <b>Step 3-</b> Teacher will talk about different types of family. <b>Step 4-</b> Teacher will try to inculcate the value of helping, sharing & taking care of family members <b>Step 5 -</b> Teacher helps children to carry out various activities discussed in the book.	Observation, Open classroom discussion, sticking photographs, making scrapbook, explanation, Role play, writing, reading.	1)Textbook and animated video 2)Scrapbook, glue, decorative material, sketch pens (Art activity) 3)Photographs of child with family members.	classroom.	1) Tell about your family members & the role they play 2) Make a family tree 3) Show things they share with the family members. 4) Discuss about how they spend time with their family.	Make a family tree in your scrapbook with photographs of your family members or hand drawn pictures	1)Textbook page no. 10 to 13	4	

Chapter: 3 People who help us											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	required	
3	July	<u>Lesson No/Name :</u> 3. People who help us <u>Learning outcome-</u> 1. Identify the people who help us in our everyday life. 2. Appreciate their importance our life 3. Developing feeling of respect towards all the people who help us.  <u>Text Exercises-</u> * Choose the correct answer. *True or false. * Answer the following	<b>Step1-</b> Teacher will ask students the following questions: i) Are you able to do everything on your own at home. ii) Who gets milk for us everyday? iii) Who sweeps the road everyday? iv) Who drives the school bus? v) Who treats us when we are sick? <b>Step -2</b> Teacher will explain to the students that there are many people who around who help us.	Observation, Open classroom discussion, explanation, writing, reading.	Textbook and animated video	Home ,online classroom.	1) Teacher will ask the students to enter the kitchen and observe and write five vegetable names and colour them.	Teacher will ask the students to colour the vegetables observed by them in the kitchen.	1)Textbook page no. 14 to 17	4	

Chapter: 4 Our Neighbourhood											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	required	

4	August	<p><b>Lesson No/Name :</b> 4. My Neighbourhood</p> <p><b>Learning outcome-</b></p> <p>1. Understand the concept of neighbourhood and neighbours 2. Recognize the different places in their neighbourhood 3. Understand and value the importance of keeping the neighbourhood clean and tidy.</p> <p><b>Text Exercises-</b></p> <ul style="list-style-type: none"> <li>* Slove the puzzle with the help of different colour pencils.</li> <li>* Match the rows.</li> <li>* Fill in the blanks</li> <li>*Answer the following</li> </ul>	<p><b>Step1-</b> Teacher will discuss about different places they see around themselves</p> <p><b>Step 2 -</b> Teacher asks question to the students.</p> <p><b>Teacher questions</b></p> <p>1. Who lives near your house ? 2. Is there a market place near your house ? 3. Where to you go when you are sick ? 4. Which is your favourite park ?</p> <p><b>Step 3 -</b> Teacher will introduce the concept of neighbours.</p> <p><b>Step 4-</b> Teacher will explain about different neighbourhood places &amp; their importance.</p> <p><b>Step 5-</b> Teacher will try to inculcate the value of cleanliness in neighbourhood.</p> <p><b>Step 6 -</b> Teacher helps children to carry out various activities discussed in the book.</p>	<p>Observation, Open classroom discussion, explanation, writing, reading, presentation.</p>	<p>1)Textbook and animated video 2) PPT of different places in the neighbourhood.</p>	classroom	<p>1)Draw &amp; colour the picture of a nearby park. 2) Discuss about how will you keep your neighbourhood clean 3) Discuss about what kinds of shops are there in the market.</p>	<p>Stick pictures of various neighbourhood places in your scrapbook.</p>	<p>1)Textbook page no. 18 to 23</p>	5
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Chapter: 5 Our School										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
5	August	<p><b>Lesson No/Name :</b> 5. our School</p> <p><b>Learning outcome-</b></p> <p>1. Realize the importance of going to school 2. Know about the helpers in school 3. Understand the importance of following school rules.</p>	<p><b>Step1-</b> Teacher will show the picture of Espalier heritage school.</p> <p><b>Step 2 -</b> Teacher asks question to the students.</p> <p><b>Teacher questions</b></p> <p>1] What is the name of your school? 2] What are the things that you do in school ? 3] Do you like your school ? Why ?</p> <p><b>Step 3-</b> Teacher will explain the importance of going to school.</p> <p><b>Step 4-</b> Teacher will discuss the role of teachers, principal in the school.</p> <p><b>Step 5-</b> Teacher will explain the different places of school &amp; associate them with activities.</p> <p><b>Step 6 -</b> Teacher helps children to carry out various activities discussed in the book.</p>	<p>Observation, Open classroom discussion, explanation, writing, reading, identification of pictures.</p>	<p>1)Textbook and animated video 2)Picture of School 3) Picture of principal 4) Photographs of various places in school.</p>	classroom,	<p>1) Discuss about your favourite thing in school 2) Discuss about your favourite place in school.</p>		<p>1)Textbook page no. 24to 27</p>	4

Chapter: 6 Our country										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
6	August	<p><b>Lesson No/Name :</b> 6- Our country</p> <p><b>Learning outcome-</b></p> <p>1. Understand the concepts of a country and capital city. 2. Grasp the significance of the three colours in our national flag. 3. Identify the different national symbols of India.</p> <p><b>Text Exercises-</b></p> <ul style="list-style-type: none"> <li>* Match the row</li> <li>* Fill in the blanks</li> <li>* Answer the following</li> </ul>	<p><b>Step1-</b> Teacher will ask the students to do the first page activity.</p> <p><b>Step 2 -</b> Teacher explain the students the outline they have traced is the map of India, the country they live in.</p> <p><b>Teacher questions</b></p> <p>1] What they know about India ? 2] What is the colour of our national flag ? 3] Ask the students if they know about Mahatama Gandhi ?</p>	<p>Observation, Open classroom discussion, explanation, writing, reading,</p>	<p>1) PPT 2) Text &amp; animated video</p>	classroom	<p>Joinning the dots given on the first page of the book and colouring the map formed out of joinning the dots.</p>	<p>Joinning the dots and colouring the map given on the first page of the chapter.</p>	<p>1)Textbook page no. 28to 31</p>	4

Chapter: 7 More about plants										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

7	August	<p><b>Lesson No/Name :</b>  <u>7. More about plants</u></p> <p><b>Learning outcome-</b></p> <p>1. Identify the different types of plants such as trees, shrubs, climbers and herbs.</p> <p>2. Identify the different types of plant and develop a basic understanding of their functions.</p> <p>3. Appreciate and understand the importance of plants in our lives.</p> <p><b>Text Exercises-</b></p> <p>* choose the correct answer.</p> <p>* Fill in the blanks</p> <p>* Answer the following question</p>	<p><b>Step 1-</b> Teacher will show a picture of the garden &amp; ask them what they can see in the garden.</p> <p><b>Step 2 -</b> Teacher will ask questions</p> <p><b>Teacher questions</b></p> <p>1] Are all the plants same ?</p> <p>2] What is the difference that you notice ?</p> <p>3] What are the things that you notice in the garden ?</p> <p><b>Step 3-</b> Teacher will explain about different kinds of plants.</p> <p><b>Step 4-</b> Teacher will emphasise on usefulness of plants</p> <p><b>Step 5 -</b> Teacher will explain big and small plants, plants with weak stems and discuss parts of plants.</p> <p><b>Step 6 -</b> Teacher helps children to carry out various activities discussed in the book.</p>	<p>Observation, Open classroom discussion, explanation, writing, reading, picture identification.</p>	Textbook and animated video	classroom	<p>1) Discuss about big trees &amp; small trees.</p> <p>2) Discuss why do we water the plants.</p>	<p>Make a cut-out of a tree &amp; decorate it with small samples with various things that plants give us like fruits, vegetables, pulses, cotton etc.</p>	1)Textbook page no. 32 to 36.	5
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Chapter: 8 More about Animals											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required	
8	September	<p><b>Lesson No/Name :</b>  <u>8. More about Animals.</u></p> <p><b>Learning outcome-</b></p> <p>1. Know the three different groups into which animals can be divided on the basis of food they eat.</p> <p>2. Categorize animals as pet, domestic and wild animals</p> <p>3. Understand that different animals need different types of homes</p> <p>4. Understand that all animals have young ones that look like them.</p> <p><b>Text Exercises-</b></p> <p>* True or false</p> <p>* Fill in the blanks.</p> <p>* Answer the following.</p>	<p><b>Step1-</b> Teacher will show a picture of animals in a jungle.</p> <p><b>Step 2 -</b> Teacher will ask questions</p> <p><b>Teacher questions</b></p> <p>1] What are the different animals that you see ?</p> <p>2] Which animals are big ?</p> <p>3] Which animals do we keep at home ?</p> <p>4] How do animals help us ?</p> <p><b>Step 3-</b> Teacher will explain the terms of wild animals, pet animals &amp; domestic animals.</p> <p><b>Step 4-</b> Teacher will emphasise on the importance of animals &amp; need to take care of them.</p> <p><b>Step 5 -</b> Teacher will explain the concept of plant eating animals &amp; flesh eating animals.</p> <p><b>Step 6 -</b> Teacher will explain different homes that different animals live in.</p> <p><b>Step 7 -</b> Teacher helps children to carry out various activities discussed in the book.</p>	<p>Observation, Open classroom discussion, explanation, drawing, writing, reading, Project based learning</p>	<p>1)Textbook and animated video</p> <p>2)PPT of shelter of animals and things we get from animals.</p> <p>3) Picture of jungle.</p>	classroom	<p>1) Discuss about what animals are kept in a farm.</p> <p>2) Ask which animal is the largest &amp; the tallest animal ?.</p> <p>3) Make a forest using the things at home.</p>	<p>Make a cut out of your favourite animal &amp; paste it in the scrapbook, then write 5 lines about it.</p>	1)Textbook page no. 37 to 41	5	

Chapter: 9 My body											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required	
9	September	<p><b>Lesson No/Name :</b>  <u>9. My body</u></p> <p><b>Learning outcome-</b></p> <p>1. Identify and grasp the functioning of external organs.</p> <p>2. Identify and grasp the functioning of some internal organs.</p> <p>3. Relate the five senses to the sense organs.</p> <p><b>Text Exercises-</b></p> <p>* Fill in the blanks</p> <p>* Write True or false.</p> <p>* Answer the following</p>	<p><b>Teacher questions</b></p> <p>1] Do you have bath daily ?</p> <p>2] Do you brush your teeth before you go to bed at night ?</p> <p>3] Do you wash your hands after coming home after playing ?</p> <p>4] Do you wash your hands before eating your meals ?</p> <p><b>Step 1-</b> Teacher will emphasise on the parts of the body.</p> <p><b>Step2 -</b> Teacher will tell about different sense organs and their functions.</p> <p><b>Step 3-</b> Teacher will speak about different internal organs which help our body to function properly.</p>	<p>Observation, Open classroom discussion, explanation, drawing, writing, reading, listening.</p>	<p>1)Textbook and animated video .</p> <p>2) Tooth brush, soap, handwash, Tongue cleaner</p>	classroom	<p>1) Discuss about importance of washing hands.</p> <p>2) Discuss about how to save water while bathing.</p>	<p>Cut out pictures of various things we use to keep our body clean &amp; make a chart of it.</p>	1)Textbook page no. 45 to 49	4	

Chapter : 10 Healthy habits											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required	

10	September	<p><b>Lesson No/Name :</b> <u>10. Healthy habits</u></p> <p><b>Learning outcome-</b></p> <ol style="list-style-type: none"> <li>Identify the habits that are part of basic hygiene.</li> <li>Understand the concept of a habit.</li> <li>Identify habits that help us to stay healthy.</li> <li>Recognize the different kinds of milk products</li> <li>Learn about the different sources of food such as plants and animals</li> </ol> <p><b>Text Exercises.</b></p> <ul style="list-style-type: none"> <li>*True or false.</li> <li>* Match the rows.</li> <li>* Think and answer</li> <li>* Answer the following</li> </ul>	<p><b>Step 1-</b> Teacher will ask the students to do the first page activity.</p> <p><b>Step 2 -</b> Teacher asks question to the students.</p> <p><b>Teacher questions</b></p> <ol style="list-style-type: none"> <li>Which food do you like to eat ?</li> <li>What would happen if you don't have bath daily ?</li> <li>Where do you get your energy to play, study &amp; do all activities ?</li> </ol> <p><b>Step 3 -</b> Teacher will explain the importance of a clean body.</p> <p><b>Step 4-</b> Teacher will explain about importance of healthy body .</p> <p><b>Step 5-</b> Teacher will explain the different sources of food.</p> <p><b>Step 6-</b> Teacher will inculcate the habit of having good lifestyle and a healthy living.</p> <p><b>Step 7 -</b> Teacher helps children to carry out various activities discussed in the book.</p>	<p>Observation, Open classroom discussion, explanation, writing, reading.</p>	Textbook & animated video.	classroom	<ol style="list-style-type: none"> <li>Discuss about favourite food &amp; when do you like to eat it.</li> <li>Discuss about keeping your body clean and doing regular exercises.</li> </ol>	Find different kinds of exercises people do and paste them in a scrapbook.	1)Textbook page no. 50 to 54	5
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Chapter: 11 Our food										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
11	November	<p><b>Lesson No/Name :</b> <u>11. Our food</u></p> <p><b>Learning outcome-</b></p> <ol style="list-style-type: none"> <li>Identify the different sources of food that they eat everyday.</li> <li>Realize the importance of healthy food.</li> <li>Identify the different kinds of milk product.</li> <li>Learn about different sources of food like plants and animals ,identify the three meals that they have in a day.</li> </ol> <p><b>Text Exercises-</b></p> <ul style="list-style-type: none"> <li>*True or false.</li> <li>* Fill in the blanks.</li> <li>* Think and answer</li> <li>* Answer the following</li> </ul>	<p><b>Step1-</b> Teacher will ask the students to do the first page exercise.</p> <p><b>Step 2 -</b> Teacher asks question to the students.</p> <p><b>Teacher questions</b></p> <ol style="list-style-type: none"> <li>What is your favourite food?</li> <li>Teacher will explain about importance of food we eat to keep our body functioning well.</li> <li>teacher will explain different kinds of foods.</li> </ol> <p><b>Step 3-</b> Teacher will explain about energy giving foods.</p> <p><b>Step 4-</b> Teacher will explain bodybuilding foods.</p> <p><b>Step 5 -</b> Teacher will explain about protective foods.</p> <p><b>Step 6 -</b> Teacher helps children to carry out various activities discussed in the book</p>	<p>Observation, Open classroom discussion, explanation, writing, reading.</p>	<p>1)Textbook and animated video 2)Pictures of different foods.</p>	Home,online classroom.	Draw different kinds of food you like to eat.	List down different names they can think of from each food group on the chart paper.also draw the pictures of the food they eat.	1)Textbook page no. 55 to 59	4

Chapter: 12 Types of houses										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

12	December	<p><b>Lesson No/Name :</b> 12. Types of houses</p> <p><b>Learning outcome-</b></p> <p>1. Understand why people need houses to live in. 2. Differentiate between kuchcha and pucca houses , understand that different surroundings need different types of houses. 3. Realize the basic relationship between people's needs and the kind of houses they build.</p> <p><b>Text Exercises-</b> *True or false. * Match the rows. * Think and answer * Answer the following</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Begin the lesson by asking the students to describe what kind of houses they would like to live in.Also ask them why they need a house to live in.</li> <li>• Now explain to them that houses protect us from heat, cold, rain and storms and all other kinds of dangers. Therefore, we all need houses to live in.</li> </ul> <p><b>Different Kinds of Houses</b></p> <ul style="list-style-type: none"> <li>• You can begin this section by talking to the students about kuchcha houses. Explain that kuchcha houses are made of straw, mud and wood and that they are temporary because they are not strong.</li> <li>• Ask them if they have ever seen such houses. If so, where?</li> <li>• Now explain to the students that the second type of houses are the pucca houses that are made of bricks, stone, cement and steel. Explain that such houses are permanent because they are strong and last long.</li> <li>• <b>Discuss the different types of pucca houses</b></li> </ul>	<p>Observation, Open classroom discussion, explanation, writing, reading.</p>	<p>Textbook and animated video.</p>	<p>Home ,online classroom.</p>	<p>colouring the house given on the first page.</p>	<p>Make a house of match stick &amp; Stick it in the scrapbook.</p>	<p>1)Textbook page no. 60 to 64.</p>	4
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Chapter: 13 A good home										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
13	December	<p><b>Lesson No/Name :</b> 13. A good home</p> <p><b>Learning outcome-</b></p> <p>1. Understand that a good home is clean.well-maintained and airy. 2. Identify the features of a good home. 3. Realize that each family member has to work towards making a house a good home.</p> <p><b>Text Exercises-</b> *Fill in the blanks *Write true or false. *Answer the following * Think and answer.</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Begin the lesson by asking the students to complete the opening activity given at the beginning of the chapter.You can ask them to call out the differences they see between the two pictures.</li> <li>• Ask them which of the two houses they would like to live in.</li> <li>• Next, ask the students to describe the house they actually live in. teacher will speak about clean, and ventilated home.<b>Our Home</b></li> <li>• Explain to the students that it is very important to live in a clean, good home.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>• Draw the attention of the students to the picture of a well-ventilated room on page 66 of the textbook. Explain to them that ventilators help stale air leave a room. This keeps the house smelling fresh and clean.</li> <li>• Ask the students why they are instructed to throw waste paper, pencil shavings, etc. in the dustbin in the classroom.</li> </ul>	<p>Observation, Open classroom discussion, explanation,writing, reading.</p>	<p>Textbook &amp; animated video.</p>	<p>Home,online classroom,</p>	<p>Draw the picture of a house and colour it in your scrap book.</p>	<p>Make a cutout of a house and colour it.</p>	<p>1)Textbook page no. 65 to 68</p>	4

Chapter: 14 Our clothes										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

14	Janurary	<p><b>Lesson No/Name :</b>  <b>14. Our clothes</b></p> <p><b>Learning outcome-</b></p> <p>1. Relate the different kind of clothes we wear to the different types of weather.  2. Understand how clothe are made from different sources.  3. Understand the concept of uniform and costumes.</p> <p><b>Text Exercises-</b></p> <ul style="list-style-type: none"> <li>* Match the columns</li> <li>* Fill in the blanks</li> <li>* Answer the following and think and answer.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Begin the lesson by asking the students why they think we wear clothes. Allow various responses.</li> <li>• Next, explain to the students that clothes cover our body and also protect us from heat, cold, wind and rain.</li> <li>• Ask them to name the different types of clothes they like to wear.</li> </ul> <p><b>Types of Clothes</b></p> <ul style="list-style-type: none"> <li>• Ask the students if they can tell the difference between the types of clothes they wear in the summer, in winter and in the rainy season.</li> <li>• Explain to the students why we wear cotton clothes in the summer, warm clothes in the winter and clothes that keep us dry during the rainy season. Provide them with examples in each case.</li> <li>• Explain to them that some clothes are made from leather and fur and that animals have to be killed to get these. Impress upon them that, therefore, we should not use such materials.</li> <li>• Ask the students if they like wearing their school uniform. Allow for varied responses.</li> <li>• Explain the concept of a uniform to the children and give them a few examples of professions which require grown-ups to wear uniforms. Ask them if they can give a few more examples of people wearing uniforms to work. Write the correct</li> </ul>	<p>Observation, Open classroom discussion, explanation, writing, reading.</p>	1)Textbook and animated video	Home ,online classroom.	Collect the different kinds of dresses that people wear in different countries and paste it in the scrap book.	Tell the children that they can draw the costume of any fictional character they like, such as Spiderman, Batman, Little Red Riding Hood, etc. in their	1)Textbook page no. 73 to 77	4
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Chapter: 15 Celebrating together											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required	
15	Janurary	<p><b>Lesson No/Name :</b>  <b>15. Celebrating together</b></p> <p><b>Learning outcome-</b></p> <p>1. Identify the differences between religious festivals and harvest festivals  2. Understand why people all over the country celebrate certain days such as Independence Day, Republic Day and Gandhi Jayanti</p> <p><b>Text Exercises-</b></p> <ul style="list-style-type: none"> <li>* Fill in the blanks</li> <li>* Write true or false.</li> <li>* Answer the following questions.</li> <li>* Think and answer the following questions.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Start the lesson by asking the students about their favourite festivals, and what they do, eat and wear during these times. Explain that festivals are a time of happiness and celebration.</li> </ul> <p><b>Religious Festivals</b></p> <ul style="list-style-type: none"> <li>• Use the textbook to explain the different religious festivals celebrated in India—Diwali, Eid, Gurpurab and Christmas. Relate them to the respective religions in which they are observed.</li> <li>• Explain that these are just a few of the many religious festivals that are celebrated in India.</li> </ul> <p><b>Harvest Festivals</b></p> <ul style="list-style-type: none"> <li>• Explain to the students that most people in India are farmers. Harvest is a time of great happiness for them as they finally get the reward for a whole year of hard work. Thus, every part of India has a harvest festival of its own.</li> <li>• Use the textbook to familiarize the students with harvest festivals from different states such as Onam in Kerala, Bihu in Assam and Lohri in Punjab.</li> </ul> <p><b>National Celebrations</b></p> <ul style="list-style-type: none"> <li>• Explain that there are certain days which are very important in India's history. These days—Independence Day, Republic Day and Gandhi Jayanti—are celebrated by all Indians.</li> <li>• Explain the significance of each of these occasions.</li> </ul>	<p>Observation, Open classroom discussion, explanation, drawing, writing, reading.</p>	Textbook and animated video	Home,online classroom,	Solving crossword given on the first page of the chapter.	Children can fold a colourful sheet of paper in two equal parts or use a chart paper. They can draw something nice on the front half and write a message greeting their friend on a particular festival on the inside. Ask them to gift the greeting card to their friend	1)Textbook page no. 78 to 82.	4	

Chapter: 16 Safety Rules											
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required	

16	February	<p><b>Lesson No/Name :</b> 16. Safety Rules</p> <p><b>Learning outcome-</b></p> <p>1. Realize the value of following rules that keep us safe. 2. Understand basic safety rules for home ,school, and on the roads.Understand what first aid means and know a few basic first aid measures.</p> <p><b>Text Exercises.</b></p> <ul style="list-style-type: none"> <li>*Match the rows</li> <li>* Write true or false.</li> <li>* Answer the following questions</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Begin the lesson by asking the students what they think safety means.</li> <li>• After getting a few responses, explain the concept of safety as protecting ourselves from coming to harm or getting hurt.</li> <li>• Ask the students to give a few examples of safety rules they follow in their daily activities.</li> </ul> <p><b>At Home</b></p> <ul style="list-style-type: none"> <li>• Instruct the students to read the various safety rules to follow at home, as provided in their textbooks. Explain why these rules are necessary.</li> <li>• Ask them to provide a few more suggestions of how they can be safe at home.</li> </ul> <p><b>At School</b></p> <ul style="list-style-type: none"> <li>• Instruct the students to read the various safety rules to follow at school, as provided in their textbooks. Explain why these rules are necessary.</li> <li>• Ask them to provide more examples of safety rules that they follow in school. Also ask them why they think such rules are needed.</li> <li>• Ask the students why they think following safety rules on the road is necessary.</li> </ul> <p><b>16 Safety Rules</b></p>	<p>Observation, Open classroom discussion, drawing, explanation, writing, reading.</p>	Textbook & animated video.	Home,online classroom.	Circe the things that can harm us given on the first page of the book.	Make a poster about safety rules and paste it in the scrap book.	1)Textbook page no. 83 to 87.	4
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Chapter: 17 Directions										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
17	February	<p><b>Lesson No/Name :</b> 17. Directions</p> <p><b>Learning outcome-</b></p> <p>1. Understand what directions mean. 2. Identify the four main directions ,Have a basic idea of how maps work 3. Understand the importance of learning how to read a map</p> <p><b>Text Exercises.</b></p> <ul style="list-style-type: none"> <li>* True or false</li> <li>* Fill in the blanks.</li> <li>* Answer the following</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Begin the lesson by asking the students to describe the way they take to come to school every day.</li> <li>• Ask the students how they would manage if they had to take a different way to school. Allow them a few minutes to think and answer.</li> <li>• Tell the students that in order to go from one place to another without getting lost, we must learn about the different directions.</li> <li>• Explain the four main directions: North, South, East and West. Use arrow marks to draw these directions on the blackboard.</li> <li>• Instruct the students to remember that the sun always rises in the east and sets in the west.</li> <li>• You can also provide examples of well-known places to help them grasp the concept of the four main directions. For example, tell them that Kashmir is in the north, Chennai is in the south and Guwahati is in the east, etc.</li> <li>• Explain to the students that maps are drawings of different places on a flat surface such as paper.</li> <li>• You can bring an atlas to class and show the different maps inside it to the students.</li> <li>• Ask them to carefully study the map given in their textbooks and find the four main directions on the map.</li> </ul>	<p>Observation, Open classroom discussion, explanation, writing, reading.</p>	Textbook, Atlas,	Home,online classroom.	<p>Activity (Page 90)-Draw a picture of a rising sun and a boy facing it.Then draw a tree on the west side and a house on the south side.</p>		1)Textbook page no. 89 to 92	4

Chapter: 18 Means of transport										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

18	February	<p><b>Lesson No/Name :</b> 18. Means of transport</p> <p><b>Learning outcome-</b></p> <ol style="list-style-type: none"> <li>Identify the different means of transport</li> <li>Differentiate between slow, fast and very fast modes of transport</li> <li>Understand that fuel is used to run most vehicles.</li> </ol> <p>Text Exercises-</p> <ul style="list-style-type: none"> <li>Fill in the blanks</li> <li>True or false</li> <li>Answer the following questions</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Start the lesson by asking the students how they come to school every day. You can write some of their responses on the blackboard and explain to them that just as they use different types of vehicles to come to school every day, people use different types of vehicles to go to different places.</li> <li>Tell them how the early humans used to travel and how their discovery of the wheel changed things. Point out that the vehicles we use today also run on wheels.</li> </ul> <p><b>Slow, Fast and Very Fast Vehicles</b></p> <ul style="list-style-type: none"> <li>Explain to the students that all vehicles are not the same. Some are slow, some are fast and some are very fast. You can use the illustrations given in the textbook as examples of each category.</li> <li>You can also ask the children to name the slowest and/or the fastest vehicle they have travelled in.</li> <li>Also discuss with them how some vehicles run on land, some in the air and some on water. Illustrations given in the textbook can be shown as examples. You can also ask them if they have ever travelled on a vehicle that travels on water.</li> </ul> <p><b>Fuels</b></p> <ul style="list-style-type: none"> <li>Explain to the students that vehicles use a variety of fuels to run. Read out about the different kinds of fuels from the text book. You can ask the students if</li> </ul>	<p>Observation, Open classroom discussion, explanation, writing, reading.</p>	<p>Textbook and animated video</p>	<p>Home,online classroom</p>	<p>Colouring activity on page no.-93</p>	<p>Drawing pictures of vehicles which move on water, air and road in the scrap book.</p>	<p>1)Textbook page no. 93 to 96.</p>	4
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Chapter: 19 Means of communication										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
19	February	<p><b>Lesson No/Name :</b> 19. Means of communication</p> <p><b>Learning outcome-</b></p> <ol style="list-style-type: none"> <li>Understand the meaning and importance of communication.</li> <li>Have a step-by-step understanding of how to send a letter.</li> <li>Identify other important means of communication.</li> <li>Realize how means of communication have changed over time.</li> </ol> <p><b>Text Exercises-</b></p> <ul style="list-style-type: none"> <li>Draw any 2 ways in which we use water at home.</li> <li>Write true or false.</li> <li>Fill in the blanks.</li> <li>Answer the questions</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Begin the lesson by asking the students to look at the pictures given in the activity at the beginning of the chapter and fill in the answers in the space given under them.</li> <li>Now ask the students to imagine how it would be if we all lived alone and had no way of talking to each other. How would they feel?</li> <li>Explain to the students the concept of communication as being the act of talking or writing to someone to share and exchange ideas and information.</li> <li>Ask the students to name the different ways in which they talk to others. You can also tell them that all the pictures in the</li> </ul> <p><b>Means of Communication</b></p> <ul style="list-style-type: none"> <li>Explain to the students the meaning of the term 'means of communication' and provide a few examples.</li> <li>Tell them how people communicated in olden days, before the invention of modern devices like the telephone and computers.</li> <li>Next, discuss all the different means of communication with the students.</li> <li>Begin by asking the students if they have ever sent anyone a letter. If so, ask them to describe how they communicate with each other.</li> <li>Explain to the students the meaning of the term 'Communication'</li> </ul>	<p>Observation, Open classroom discussion, explanation, writing, reading.</p>	<p>Textbook and animated video</p>	<p>Home,online classroom</p>	<p>How will you communicate to your friend to invite him/her to your birthday party. Write three different ways.</p>	<p>Collect interesting information from the newspapers and place them on a sheet of a chart paper and create your own news paper.</p>	<p>1)Textbook page no. 97 to 101</p>	4

Chapter: 20 The Earth										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

20	March	<b>Lesson No/Name :</b> 20. The Earth <b>Learning outcome-</b> 1. Understand the different physical features found on the Earth's surface. 2. Feel the need to look after our planet and keep it free of pollution <b>Text Exercises:</b> * Write true or false. * Fill in the blanks. * Answer the following	<b>Step 1-</b> Teacher will bring an orange or globe in class & tell earth looks like it. <b>Step 2 -</b> Teacher asks question to the students. <b>Teacher questions</b> 1] What does the blue colour on the globe represent ? 2] Where would you like to go for a holiday, plains or mountains ? 3] How should we keep our earth clean ? <b>Step 3-</b> Teacher will explain the concept of different forms of land & water. <b>Step 4-</b> Teacher will explain how we experience day & night on earth. <b>Step 5-</b> Teacher will emphasise on the subject of clean earth. <b>Step 6 -</b> Teacher helps children to carry out various activities discussed in the book.	Observation, Open classroom discussion, explanation, drawing, writing, reading.	1)Textbook & animated video. 2) Globe or orange 3) Picture of mountains, V shaped valleys & deserts. 4) Pictures of Lake, river, sea & ocean 5) Torch & a ball.	Home,online classroom.	1) Discuss about not throwing rubbish & waste on land & in water.	Draw a scenery in your scrapbook.	1)Textbook page no. 103 to 107	4
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#### Chapter: 21 Our Universe

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
21	March	<b>Lesson No/Name :</b> 20. Our Universe <b>Learning outcome-</b> 1. Identify the idea of , the sun, the moon and the stars as being parts of the universe. 2. Understand that the solar system is the name for the sun and the eight planets around it, including earth. <b>Text Exercises.</b> * Write true or false. * Fill in the blanks. * Answer the following	<b>Step1-</b> Teacher will show the picture of day & night & recite the poem of twinkle twinkle little stars. <b>Step 2 -</b> Teacher asks question to the students. <b>Teacher questions</b> 1] What can you see in the sky ? 2] How does it look before it starts raining ? 3] What brings rain ? 4] Does the moon change its shape every day ? <b>Step 3-</b> Teacher will explain the concept of sky & how dark clouds bring rain. <b>Step 4-</b> Teacher will explain about the significance of the sun & the moon. <b>Step 5-</b> Teacher will describe the phrase as to shine like a star. <b>Step 6 -</b> Teacher helps children to carry out various activities discussed in the book.	Observation, Open classroom discussion, explanation, writing, reading.	1)Textbook, & animated video. 2) Shiny paper & scissor	Home,online classroom.	1) Discuss about why do we not see stars during the day. 2) Discuss why we cannot count the stars 3) Discuss when does a rainbow come	Make a star out of shiny paper & stick it in your scrapbook.	1)Textbook page no. 108 to 111.	4

#### Chapter: 22 Time

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
22	March	<b>Lesson No/Name :</b> 22. Time <b>Learning outcome-</b> 1. Identify the different times of the day. 2. Relate different activities to different times in a day 3. Develop basic understanding of morning, noon, evening and midnight. <b>Text Exercises.</b> * Match the rows. * Fill in the blanks. * Answer the following	Introduction • Begin the lesson by asking the students to look at the different pictures showing the different times of the day on page 112 and help them to complete the opening activity by explaining to them the different times of the day and the different kinds of things we do at these times. • Now draw a clock on the blackboard and explain to the students how it is used to tell time. Explain the concept of hours, minutes and seconds to the children. • Next, draw a diagram of the sun at different times of the day and explain how one can tell the time from the sun's position. • Explain the different parts of a day by the sun position in the sky.	Observation, Open classroom discussion, drawing, explanation, identification of differences writing, reading.	1)Textbook & animated video.	Home, online classroom.	Make your weekly time table for your activities at home. do it for a month.	Draw and colour what you do at different times of the day in your scrap book.	1)Textbook page no. 112 to 115	4

#### Chapter: 23 Days and Months

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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23	March	<p><b>Lesson No/Name :</b> <u>23. Days and Months</u></p> <p><b>Learning outcome-</b></p> <p>1.Name the days of the week and months in a year.</p> <p>2.Understand the relation between weeks ,months and years.</p> <p>3. Grasp the concept of a leap year.</p> <p><b>Text Exercises.</b></p> <p>* True or false.</p> <p>* Fill in the blanks.</p> <p>* Answer the following</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Begin the lesson by asking the children what day and what month it is. List their responses on the blackboard.</li> <li>• Also ask them if they know how many days make a week and how many months make a year.</li> <li>• Help them understand the concept of days and months by asking them to complete the opening activity.</li> <li>• Explain to the students that understanding time is important for us to know how to organize our life and work.</li> <li>• Now write the names of all the days of a week on the blackboard and ask the students to read the names aloud and count them as well.</li> <li>• Next, write down the names of the months on the blackboard and ask the students which months are important for them: their birthday months, the months with festivals, examination months, etc.</li> <li>• Explain to them that February is the only month which has 28 days.</li> <li>• Explain the concept of a year to them.</li> <li>• Then tell them what a leap year is. You can ask them to find out which was the last leap year.</li> <li>• You can divide the class into small groups and make them recite the poem given on page 117 of the textbook to learn about the months better.</li> </ul>	<p>Observation, Open classroom discussion, explanation, writing, reading.</p>	1)Textbook & animated video.	Home, online classroom.	Activity given on page no. 117	Make a calendar of current year. Mark all the important school dates in it. And put it up in your room.	1)Textbook page no. 116 to 119.	4
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Chapter: 24 Weather and Seasons										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
24	March	<p><b>Lesson No/Name :</b> <u>24. Weather and Seasons</u></p> <p><b>Learning outcome-</b></p> <p>1. Understand the difference between weather and seasons.</p> <p>2.Distinguish between different seasons.</p> <p>3. Understand how our daily life gets affected by different seasons.</p> <p><b>Text Exercises.</b></p> <p>* Match the rows.</p> <p>* Fill in the blanks.</p> <p>* Answer the following</p>	<p><b>Step1-</b> Teacher will carry out the activity given in the text book &amp; explain the changes that indicate different kinds of weather.</p> <p><b>Step 2 -</b> Teacher asks question to the students.</p> <p><b>Teacher questions</b></p> <p>1] What do you do when you feel hot ?</p> <p>2]When do we use an umbrella ?</p> <p>3] When do we use a blanket ?</p> <p>4) How do you feel when you go in a garden ?</p> <p><b>Step 3-</b> Teacher will explain the concept of weather and how the air keeps changing.</p> <p><b>Step 4-</b> Teacher will talk about different kinds of weather that we experience.</p> <p><b>Step 5-</b> Teacher will explain the reason of climate change at a particular place</p> <p><b>Step 6-</b> Teacher will explain the importance of planting trees</p> <p><b>Step 7 -</b> Teacher helps children to carry out various activities discussed in the book.</p>	<p>Observation, Open classroom discussion, drawing, explanation, Identification of differences writing, reading.</p>	1)Textbook & animated video.	Home, online classroom.	<p>1) Discuss about what will happen if we cut down all trees.</p>	<p>Draw and colour a picture of your favourite weather in your scrapbook.</p>	1)Textbook page no. 120 to 124.	4