

English I

(Based on new curriculum issued by the council for the Indian School Certificate  
Examination, New Delhi  
First – Edition Nov 2016, Published by RDCD)

**1<sup>ST</sup> Term Syllabus**

1. Kinds of Nouns –Common and Proper
2. Singular and Plural Nouns
3. Pronouns
4. Gender
5. Articles
6. I am/ She is/ He is/ You are/ They are
7. Was / Were
8. Has/ Have
9. This/ That/ These/ Those
10. Punctuation
11. Comprehension:
  1. The Gain of Wheat
  2. Mili Likes School
  3. Colours around Me
  4. I Love My Pet

**Creative Writing/ Activities.**

1. Class discussion on age, self, family and so on.
2. Draw and describe.
3. Listening to small unseen pieces from "Comprehension and More" to be read out by the teacher.
4. Poem recitation from "Comprehension and More".
5. Story Telling.
6. Develop vocabulary.

**2<sup>ND</sup> Term Syllabus**

12. Tenses: Simple Present, Present Continuous, Simple Past(Regular and Irregular Verbs)
13. Adjectives
14. Adjectives of Quantity
15. Conjunctions
16. Prepositions
17. Kinds of Nouns (Continued)
18. Punctuation (Continued)
19. Articles (Continued)
20. Comprehension:
  5. The Rainbow
  6. Gopa's Chair
  7. A Trip to Jaipur
  8. A Good Play

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**Creative writing / Activities.**

1. Sentences on different topics like My favourite festival, My birthday party and so on.
2. Speaking about what is in and around the child.
3. Short paragraph writing.
4. Poem recitation with expression and action from "Comprehension and More".
5. Listening to a variety of texts.

**Teaching and Learning experience:**

Very young children love to name things (nouns), identify where things are (prepositions) and do things (verbs). This opens up a world of action and forms the first step to language learning.

The teaching of grammar should be situational and communicative. Formal rules and definitions should be avoided.

There is no place for formal grammar in the primary school. Grammar should be integrated with reading and with written work.

English II

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**1<sup>ST</sup> Term Syllabus**

1. The Wolf and the Little Goats
2. *The Crocodile*
3. Dumbo
4. Pinocchio
5. *My Garden*
6. Cuckoo!
7. Tommy in Fairyland
8. *Ice-cream Man*
9. Mrs Goose Forgets
10. Bingo and the Bully

**2<sup>ND</sup> Term Syllabus**

11. Arribada
12. *Wind on the Hill*
13. Little Star
14. *O, Look at the Moon*
15. The Ice King
16. Jason and the Golden Fleece
17. *A Good Boy*
18. Jack and the Beanstalk
19. *Who Has Seen the Wind?*
20. The Monkeys and the Fast

**Note : In Eng 2, syllabus Words in Italics indicate poems**

**Teaching and Learning Notes:**

The introduction of literature in Prose will be through story telling, and the pupils' attitude towards books and good literature will be based on this foundation.

The next stage will be through reading of stories by the teacher. These stories should appeal to the children and the teacher should read as expressively as possible to make the story alive.

From reading aloud by the teacher, the pupils should be introduced to the silent reading of stories. Children find interest in tales based on History, mythology, legend, mystery and adventure. Folk tales also have appeal.

## English II

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Teachers should permit plenty of discussion at convenient points. The books and stories should be used for composition exercises. The teacher should be able to encourage children to want to read for themselves.

Note: Stories must be selected with great care. There should be no cruelty portrayed, lest sensitive children can be disturbed or others inspired to cruelty. Also avoid undue violence and deceit, especially that which involves step-mother/sister/brothers

### Criteria of Good Handwriting

1. It should be distinctive – each letter should have a characteristic of its own.
2. It should be simple with no unnecessary flourishes.

### Written Expression

Oral discussion should be followed by guided written work.

Writing a few sentences about my books; my toys, my teacher. The games I like to play; What I do on a rainy day.

1. How I help my mother / father.
2. Writing short answers to Questions based on pictures.
3. Writing short answers to question based on reading.
4. Building sentences.
5. Writing questions to answers.
6. Vocabulary exercise.
7. Making small words from a single large word e.g. from the word teacher

### Spelling and Dictation

Some people remember words by the sound, some by the work, while others remember them by writing. Spelling is learnt through the eye, or the ear and is fixed by spoken and written repetition. All these processes must be used to inculcate good spelling habits.

### General ways to help pupils

1. The children's attention should be drawn to the appearance; sound and structure of the words and to irregularities among the words and so help them to acquire a feel for the underlying rules of spelling.
2. Give children a lot of practice so that good spelling becomes habitual and automatic.  
Suggested stories for various levels

### Play Acting

Children in the age group of 5 to 6 like dressing up and like to use dramatic properties, Something, just some symbolic dress is enough, like a train for a nurse, turban and stick for an old man.

Here again the play of children will be undirected, but where possible, group play will be stimulated. The teacher will help by tactfully making suggestions.

2<sup>nd</sup> Language – Hindi

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**1<sup>st</sup> Term Syllabus**

**GunjanHindi Pathmala – 2**

- 1.Sooraj
- 2.Mithu and kaura
- 3.Khilone ki sabha
- 4.Ibantuta
- 5.Gutru Gadha
- 6.Payal ka sahas
- 7.Badal
- 8.India gate

**Bhasha Adhigam evam Vyakaran – 2**

- 1.Varn
- 2.Shabd
- 3.Naam
- 4.Vachan
- 5.Ling
- 6.Viseshan
- 7.Kriya

**2<sup>nd</sup> Term Syllabus**

**GunjanHindi Pathmala – 2**

- 1.Mini ka e-mail
- 2.Titli rani
- 3.Bulbul ke bachche
- 4.Bade kaam ka thaila
- 5.Chidiya ka geet
- 6.Sheruda
- 7.Bari-bari aate mausam

**Bhasha Adhigam evam Vyakaran – 2**

- 1.Ginti
- 2.Kahani lekhan
- 3.Unseen passage
- 4.Anuched lekhan
- 5.Chitra varnan

**2<sup>nd</sup> Language – Bengali (NO STUDENTS)**

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**Part- I**

**Sahaj Path – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, path**

**Sahaj path- Poetry: Haat, Aami je roj sakal hale**

**Aamra pari aamra likhi – 8 – 19**

- Juktakswar
- make sentences
- opposite words
- numeric and spellings
- Name of seven days
- Name of months and seasons
- Essay

**Part- II**

**Sahaj Path – Poetry : Ek din rate, Anjana nadi tire**

**Aamra pari aamra likhi - 21- 35**

- Noun
- Adjective
- Gender
- Singular plural
- Essay

**3<sup>rd</sup> Language – GUJARATI**

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**1<sup>ST</sup> TERM**

- 1) Revision of swar and vyanjan
- 2) Matra ni orakh .a, aa.
- 3) Two and Three letters words
- 4) Introduction of words with pictures
- 5) Poem
- 6) Conversation
- 7) Samanaya Gyan

**2<sup>ND</sup> TERM**

- 1) Counting 1-20 in English to Gujarati
- 2) Handwriting
- 3) Matra – e , ee thi banta Shabda
- 4) Conversation
- 5) Poem
- 6) Samanaya Gyan

**Mathematics**

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**1<sup>st</sup> Term**

1. 2 - Digit Numbers
2. Addition and Subtraction of 2 Digit Numbers
3. 3 – Digit Number
4. Addition and Subtraction of 3 Digit Numbers
5. Shapes and Pattern
6. Multiplication
7. Time

**2<sup>nd</sup> Term**

1. 3 - Digit Numbers(continued)
2. Addition and Subtraction of 3 Digit Numbers(continued)
3. Division
4. Money
5. Measurements
6. Handling Data



**Environmental Studies**

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**1st Term**

1. More About Myself
2. My Body
3. Types of Families
4. Food for Health
5. Houses and Houses
6. Time to Dress up
7. Air and Water
8. Health Is Wealth
9. Safety Rules
10. Neighbourhood Services

**2nd Term**

11. Days to Celebrate
12. Occupations
13. It's Travel Time
14. Let's Communicate
15. Directions
16. Time
17. Seasons
18. Our Green Friends
19. Animals Around Us
20. World Around Us

**General Knowledge  
(Common to all Classes with varying degree of learning objective)**

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1. **SUCCESS SKILL - PERSONALITY DEVELOPMENT**
  - The grooming of self-confidence begins with the developing of one communication skills.
  - Just bookish knowledge is not enough
  - To be successful in today's world, we must know how to express what we know.
2. **SUCCESS SKILL – LIFE SKILL**
  - The relevant knowledge required for everyday existence.
  - To encourage students to be aware of what is happening around them and how to respond and react in their everyday environment.
3. **SUCCESS SKILL – GENERAL KNOWLEDGE**
  - Relevant and useful information for everyday life.
  - Gradation of knowledge according to class.
4. **SUCCESS SKILL – CREATIVITY AND THINKING SKILLS**
  - Like our bodies, our brain too needs regular exercise.
  - Interactive exercises and mind games that will help the students to think logically and to stimulate their thought processes.

**Note :**

- Class-wise detailed syllabus will be as per the series of the prescribed book. ( The series number corresponds to the class)
- Classes I-IV – Projects & worksheet based
- Classes V-VII – a) Written exams with grades
  - b) Quiz /Scrap books on different topics
  - c) Projects – Current affairs, Geography, History etc
  - d) Quiz may be conducted by the students on any of the above mentioned subjects.
  - e) Question bank may be compiled.

**Value Education  
(Common to all Classes with varying degree of learning objective)**

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**1<sup>st</sup> Term**

1. Working As a Team
2. Habit of Saving
3. Respect Hard Work
4. Proud to Be What I Am
5. Don't Be Selfish

**2<sup>nd</sup> Term**

6. Hygiene and Cleanliness
7. Hard Work Has No Shortcut
8. Anger Is A Bad Habit
9. Exercise Is the Best Medicine
10. Being Disciplined

The above can be channelized into academics for senior students in the following ways-

- The writing skills can be channelised into literary works which involves imagination.
- Activities which involve public speaking and shouldering responsibilities, will embolden the student in the higher classes, to take up greater responsibilities like captainship, oral projects and literary events which require addressing a crowd.
- If Value education is taught to a small group, every child will get individual attention so students will be able to overcome their inhibitions and be interactive in academic sphere.

Art

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**Form**

Forms; Lines, shapes and sizes of the objects in the immediate surroundings/environment, both natural and man-made.

**Colour**

Colours and naming them after common objects /flowers /fruits / vegetables /animals etc. Understanding and using the characteristics of colour – hue, tint, shade.

**Tools and Techniques**

Use of flat and round brushes, exploring 2-D and 3D methods & materials, such as; drawing, painting, printing, collage making, paper crafts, clay modelling, pottery, construction of objects & situations, mask making, etc.

**Learning Outcomes:**

- Children will be able to: identify and name different colours of household objects, furniture items, flowers, vegetables, fruits, plants and trees
- paint directly on paper with liquid (water based) colours
- draw images (dry colours) of their liking from the immediate surroundings and colour them in appropriate colours
- create new colours/shades by mixing primary colours
- demonstrate use of extended vocabulary related to theme
- link the experience and understanding of colours with learning of language and EVS
- engage and learn to observe and explore immediate surroundings for joy of knowing different hues and colours
- feel better emotionally/internally after experiencing with colours of their choice;
- appreciate beauty in nature and in human-made object

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**1<sup>st</sup> Term**

1. Computer - An Electronic Device

- Computer, an electronic device
- Functions/ working of a computer
- Advantages (Speed, storage capacity, electronic presentation, automation, calculation, teaching, learning etc.)
- Disadvantages ( impact on environment)

2. Role of Computers

- Role of computers in enhancing the learning and teaching process.
- Impact of computers

3. Input and Output Devices

- Input and output devices and their functions
- Output devices as storage devices

4. Learn to create computer programs, develop problem-solving skills, and work through fun challenges by using Pre –Reader Express (Version 2022)

- Loops with Scratch
- Loops with laurel
- Ocean scene with Loops

**2<sup>nd</sup> Term**

1. Keyboard - Special Keys

- Special keys and punctuation keys
- Key combinations on a keyboard

2. Mouse - an Input Device

3. Introduction to Paint

- Introduction to paint software
- Opening, minimizing, maximizing and closing paint window
- Saving the file at the desired location
- Opening / editing the existing file
- Paint window
- Open and save a file
- Shape tools

4. File Management - An introduction

- Introduction to the concept of saving a file and its purpose
- Saving a file in the specified path

**Computer Studies**

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5. Learn to create computer programs, develop problem-solving skills, and work through fun challenges by using Pre –Reader Express (Version 2022)

- Drawing Gardens with Loops
- On the Move with Events
- A Royal Battle with Events

**Suggested Learning Resources:**

1. Windows 10 (Handling mouse and keyboard)
2. Typing Master (To identify the keys of keyboard)
3. MS Paint
4. Code.org – To learn Coding with Pre-Reader Express (Version: 2022)

**Music**

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1. Develop competence in playing pieces in several parts.
2. Develop competence in presenting performances.
3. Develop competence in responding to music.
4. Develop competence in recording compositions
5. Songs for Rabindra Jayanti Celebration.
6. Song for Independence Day.
7. Songs for Republic Day.

**PHYSICAL EDUCATION**

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**First Term Syllabus**

<b>Key Concepts</b>	<b>Suggested Processes/Activities</b>	<b>Suggested Learning Resources</b>
Speed	20 metres run 20 metres relay races (with equipment) Standing high knees Partner chase	Race track Baton
Agility	Quadrant jump Obstacle run/race Ladder drills Hop scotch	Flat surface with appropriate marking Cones (of different sizes), bean bags, hoops Ladder Hop scotch marking
Flexibility	Stretching exercises (solo stretches and partner stretches) Toe touch - stand and touch the toes slowly Sit and reach - sitting down with leg straight and feet together Bridge	
Coordination	Skipping Rotating hula hoop around waist Gymnastic rolls (egg roll, pencil roll and front roll) Physical Training (PT) Drills (with or without equipment)	Skipping rope Hula hoop Gym mats Lazium/Dumb bells or any other equipment
Balance	Balance walk (walk on bench with bean bag on head) Walking on bricks Aeroplane balance Backward running and sideward running	Bench 6 inch/12 inch width and two feet high Bean bag
Endurance	Step-Ups Line shuttle run Jumping Jack Cross-leg	Steps (appropriate height) Lines marked on the ground
Strength	Over arm throw Clock walk Hopping relay Frog Jump	Basketball size-4 Flat surface Circle marked on the ground Cones



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**1<sup>ST</sup> Term**

**Games/Sports Skills**

Team Game

1. Basket ball

**2<sup>nd</sup> Term**

**Games/Sports Skills**

Team Game

2. Football
  3. Cricket
  4. Athletics
- Key Concepts

**DANCE**

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- \* Exercise to improve body language for dance.
- \* Name of single-hand mudras – Asamyukta hastamudra.
- \* Basic steps of Hiphop dance.
- \* Basic steps of Bharatanatyam