

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)

First 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) Meena Likes School  
2) The Clever Mouse  
3) The One – Winged Swallow  
4) The Kind Farmer

**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.

Second 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: 1) Selfless Aruni  
2) The Birth of a Rainbow  
3) The Tiger and the Traveller  
4) The Mighty Banyan

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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.

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**First 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

**Second 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.

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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 syllabus

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 syllabus

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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1<sup>st</sup> Term

UNIT 1 : Me and My Body

- Myself
- Growing Older

UNIT 2 : My Needs

- What To Wear
- Our Food Habits
- Air,Air Everywhere
- Water
- Health is Wealth

UNIT 3 : My Family and My Home

- Recreation
- Our Festivals
- Where We Live
- Home Sweet Home
- Our Dream House

2<sup>nd</sup> Term

UNIT 4 : My Neighbourhood

- I Love my Neighbourhood
- Neighbourhood Services
- Occupations
- My School
- Safety Rules

UNIT 5 : Transport and Communication

- Means of Transport

UNIT 6 : Natural Environment

- Directions
- Time
- Seasons
- The World of Plants
- Plants are Useful
- The Animal Kingdom
- Animals Are Useful To Us
- Our Beautiful Earth

**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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**Suggestions**

- 1) No books to be prescribed, no evaluation.
- 2) Teachers to plan out specific topics for allotted classes \* (same topic from I-IV but different approach).
- 3) Library periods will be utilised for both Value education and library (Every section will be divided for library and value education class, on the basis of gender. When the boys go to the library, the girls will be attending value education class and vice versa)
- 4) Suggested group activities – socially useful activities like – a) gardening b) classroom cleaning c) organizing the library books etc.
- 5) Creative work like – chart making, composing songs, poetry writing, writing prayers and arranging for prayer service during exams, indoor games involving group activity, playing any musical instruments etc.
- 6) Awards will be given at the end of the year based on the student’s all-round personality development.

**Suggested Topics**

- 1) Discipline
  - 2) Honesty
  - 3) Health & Hygiene
  - 4) Friendship
  - 5) Respect towards elders
  - 6) To develop healthy competitive spirit.
  - 7) To develop a sense of responsibility.
  - 8) Etiquette
- These 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.
  - All round development through the various activities stated will help to make the students more focused in academics, increase power of concentration and make them more dedicated.

**Socially Useful Productive Work**

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

- |                       |   |
|-----------------------|---|
| 1. Health & Hygiene   | Keeping the classroom clean. Make dustbins.   |
| 2. Food               | A Chart on different types of pulses. Thumb printing , Match Stick craft, Gift wrapping |
| 3. Shelter & Clothing | Making a handkerchief, Models of Animal houses.   |

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

- |  |   |
|--|---|
| 1. Culture & Recreation                  | Card Making, Decoration of Candles, Rangoli.. |
| 2. Community Work<br>&<br>Social Service | Making hand puppets, Paper bags, Envelopes.   |

**Explanatory Notes:**

The Children love to play, to explore, touch and handle objects and materials. This whole-hearted enjoyment of visual and tactile experience is the beginning of art and the making of the child as an artist and a craftsman.

The students will be provided the materials like paint, brush, paper, wax, wrapping paper to rouse their natural curiosity. They will scribble, draw, paint, paste, tear, and cut to make different objects.

<b>Term</b>	<b>Topic</b>	<b>Support Program</b>
1 <sup>st</sup>	Health & Hygiene	Shirt House Snail
	Food	Lady's Finger Printing Bitter – Gourd Printing Softy
	Shelter & Clothing	Cotton Printing Paper Activity Foil Activity Dog Yacht Whale House
2 <sup>nd</sup> Term	Culture & Recreation	Thumb Printing Leaf Printing Shining Dust Activity Activity of Cotton Pasting Duck Santa Clause

**Socially Useful Productive Work**

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Bird  
Peacock

Community Work &  
Social Service

Ice Cream Stick Activity  
Button Activity  
Thermocol Activity  
Envelop  
Pinwheel  
Box

Computer Studies

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

1.A smart Machine

- The computer-A machine
- Humans and Computer
- Types of Computers
- Starting and shutting down a Computer

2. Parts of a Computer

- Monitor
- CPU Cabinet
- Keyboard
- Mouse
- Printer
- Microphone Speakers and Headphones
- Input and Output Devices
- UPS
- Floppy disk, Hard disk, CD, DVD and Pen Drive

3.Keyboard

- Cursor Control Keys
- Backspace Key
- Delete key and Caps Lock Key
- Num Lock Key and Shift Key
- Tab Key and Escape Key

4.Uses of Computers

- Schools
- Railway Stations and Airports
- Making Films
- Banks
- Hospitals
- Offices
- Designing
- Space Research and Publishing

5. Typing Master

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

6. Let's Paint

- Starting Point
- Closing Point
- Using tools
- Saving a drawing

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- Starting a new drawing
- Opening an already saved drawing

**7.Drawing in Paint**

- Curve Tool
- Shapes Group
- Polygon Tool
- Eraser Tool
- Fill with colour Tool
- Text Tool
- Select Tool
- Magnifier Tool
- Colour Picker Tool

**8.Let's Start Word 2013**

- Word Processing Software
- Starting Word 2013
- Parts of the Word 2013 Window
- Creating a New Document
- Opening a Document

**9.Typing Master**