



**RUKMINI DEVI**  
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**Circular No. 07/RDPS/2022-23**  
**Syllabus for April-May**  
(Duration: 01.04.2022 to 13.05.2022)  
**Class: II**

**Date: 01.04.2022**

Dear Parent(s)

*"Develop a passion for learning. If you do, you will never cease to grow."*

With RDPS 'vision of 'Excellence in Education' and aim to accomplish the set goals during the current transitional phase of learning for the young learners, the school continues to trail ahead towards the progressive session 2022-23.

Kindly note:

1. The academic session will be divided in two Terms: Term-1 and Final Term.
2. Continuous and Comprehensive Evaluation will be done wherein Chapter End Assessment (CEA-Written) will be conducted by the subject teachers/mother teachers after completion of every chapter.
3. All CEA's will be mapped to Learning Outcomes of the concerned subject and class mentioned in the syllabus.
4. Term -I Evaluation will be compiled as per the reports of all the CEAs of Term-I and the same apply for Final Result.
5. The student's continuous performance for Oral Assessment will be consolidated at the month end by the respective subject teachers/mother teachers.

The syllabus to be covered during the month of April-May. i.e. from 01.04.22 to 13.05.2022, is as given below:

| English - 01.04.22 to 13.05.22<br>CEA date : 20.04.2022 (Ch-1) and 12.05.2022 (Ch-2)   |  |  |   |   |
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| Chapter no. and Name   | Learning Outcome   | Activity/Activities  | Use of ICT/Labs   | Parent's Involvement  |
| Prerequisite Knowledge<br>* Nouns<br>* Verbs<br>* Sentences<br>* Adjectives<br>* Prepositions<br><br>CB & WB<br>Ch-1 : Caterpillar<br><br>GB:<br>Ch-33 : The Cat and The Little Birds<br>Ch-34 : The Donkey who wanted to sing | ID_A/C/T-Eng LO/II/1: Sings songs or rhymes with action, in order to show understanding of new words by associating words with relevant action.<br>ID_C/T-Eng LO/II/2(a) : Responds orally to comprehension questions related to stories and poems, in home language or English or sign language.<br>D_C/T-Eng LO/II/2(b) : Responds to comprehension questions related to stories and poems, in home language or English or sign language, in writing (phrases / short sentences).<br>ID_C/T-Eng LO/II/3 : Identifies character, and sequence of events in a story demonstrating listening and analytical skills.<br>ID_A/C/T-Eng LO/II/4 : Expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language.<br>D_A/C/T-Eng LO/II/5(b) : Writes a few words or short sentences in response to poems and stories.<br>ID_A/C/T-Eng LO/II/8 : Listens to short texts from the children's section of newspapers, read out by the teacher. | 1. Word Train : The students will be given a sheet with an outline of a caterpillar and they will be asked to create a word chain with 4 or more letters. Each word will start with the last letter of the previous word. For example : Green-Nest-Tree-Eagle. Students will beautify their sheets by colouring it. After completing the activity each student will read out his/her words in front of the whole class.<br>2. Let's Explore: The students will be asked to draw the life cycle of butterfly on their own after the class discussion. | Collins Digisuite<br><br>Video related to the theme/moral of the story/poem.<br><a href="https://www.youtube.com/watch?v=qNBvGOOqIDg">https://www.youtube.com/watch?v=qNBvGOOqIDg</a> | Help your ward in reading the words/sentences in the surroundings to develop a rich vocabulary. |



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| <p>CB &amp; WB</p> <p>Ch-2 : Under My Bed</p> <p>GB</p> <p>Ch-2 Naming words</p> <p>Ch-3 Common nouns and Special names</p> <p>Ch-6 Countable and Uncountable Naming Words</p> <p>Ch-23 Capital Letters and Punctuations</p> | <p>ID_C/T-Eng LO/II/2(a) : Responds orally to comprehension questions related to stories and poems, in home language or English or sign language.</p> <p>D_C/T-Eng LO/II/2(b) : Responds to comprehension questions related to stories and poems, in home language or English or sign language, in writing (phrases / short sentences).</p> <p>ID_C/T-Eng LO/II/3 : Identifies character, and sequence of events in a story demonstrating listening and analytical skills.</p> <p>ID_A/C/T-Eng LO/II/4 : Expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language.</p> <p>ID_A/C/T-Eng LO/II/5(a) : Draws in response to poems and stories.</p> <p>D_A/C/T-Eng LO/II/5(b) : Writes a few words or short sentences in response to poems and stories.</p> <p>ID_A/C/T-Eng LO/II/8 : Listens to short texts from children's section of newspapers, read out by the teacher.</p> <p>D_C/T-Eng LO/II/10 : Uses pronouns related to gender like 'his / her / , 'he /she', 'it' and other pronouns like 'this /that', 'here /there' 'these /those' etc. in order to show the understanding of their appropriate use in sentences.</p> <p>D_A/C/T-Eng LO/II/12 : Uses adjectives /prepositions/sight words, to compose and write simple, short sentences with space between words, in order to demonstrate understanding of their appropriate application to language.</p> | <p>1. My Expression : The students will draw and name two expressions from the story and will share or speak about his/her personal experience related to the same. For example : With happy expression puppet the child may say "I was very happy when my sister bought me a new toy car".(Art Integration)</p> <p>2.Let's Play: The students will play Name, Place, Animal and Thing.</p> <p>3.Punctuate me : The students will be given sentences without punctuation. They will add appropriate punctuations to the sentences.</p> | <p>Collins Digisuite</p> <p>Video related to the theme/moral of the story/poem<br/><a href="https://www.youtube.com/watch?v=qIN8NkNO0GA">https://www.youtube.com/watch?v=qIN8NkNO0GA</a></p> <p>Nouns:<br/><a href="https://www.youtube.com/watch?v=xLYEBrBlfdU">https://www.youtube.com/watch?v=xLYEBrBlfdU</a></p> <p>Punctuations:<br/><a href="https://www.youtube.com/watch?v=Y-DTA0PeVz4">https://www.youtube.com/watch?v=Y-DTA0PeVz4</a></p> | <p>Narrate the incident about how Mahatama Gandhi Ji overcame his fear of darkness.</p> <p>Play the game 'Name, Place, Animal , Thing' with your ward.</p> <p>Help your ward in practicing the given worksheet to revise 'PUNCTUATION S':<br/><a href="https://www.liveworksheets.com/eb1392894ey">https://www.liveworksheets.com/eb1392894ey</a></p> |
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**Hindi - 01.04.22 to 13.05.22**  
CEA date : 19.04.2022 (Ch-1) and 11.05.2022 (Ch-2)

| Chapter no. and Name  | Learning Outcome  | Activity/Activities  | Use of ICT/Labs   | Parent's Involvement   |
|---|---|--|---|--|
| <p>पूर्व आवश्यक ज्ञान</p> <p>* मात्रा अभ्यास</p> <p>* बारहखड़ी</p> <p>पाठ:1 तितली और कली</p> <p>संज्ञा, चित्र वर्णन</p> | <p>ID_C/T- HINDI LO/II/1 : विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे- कविता, कहानी सुनाना, जानकारी के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना।</p> <p>ID_C/T- HINDI LO/II/2 : कही जा रही बात, कहानी, कविता आदि ध्यान से सुनकर अपनी भाषा में बताते सुनते हैं।</p> <p>ID_C/T- HINDI LO/II/3 : देखी सुनी बातें, कहानी, कविता, आदि के बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं।</p> <p>ID_C/T- HINDI LO/II/4 : अपनी निजी जिन्दगी और परिवेश पर आधारित अनुभवों को सुनी जा रही सामग्री जैसे कविता, कहानी, पोस्टर, विज्ञापन, आदि से जोड़ते हुए बातचीत में शामिल करते हैं।</p> <p>D_C/T- HINDI LO/II/5 : भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं जैसे :- एक था भाई पहाड़, उसका भाई था दहाड़, दोनों खेलने गए इत्यादि।</p> <p>D_C/T- HINDI LO/II/9 : चित्र के सूक्ष्म और प्रत्येक पहलुओं का बारीक अवलोकन करते हैं।</p> <p>ID_C/T- HINDI LO/II/12 : हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं।</p> <p>ID_A/T- HINDI LO/II/13 : स्कूल के बाहर और स्कूल के भीतर (पुस्तकालय से/ पुस्तक कोना ) में अपनी पसंद की किताबों को स्वयं चुनते हैं और पढ़ने की कोशिश करते हैं।</p> <p>D_C/T- HINDI LO/II/15 : सुनी हुई और अपने मन की बातों को अपने तरीके से और तरह-तरह से चित्रों/ वाक्यों/ शब्दों द्वारा (लिखित रूप से) अभिव्यक्त करते हैं।</p> | <p>1) मेरा मनपसंद खेल :- छात्र अपने मनपसंद खेल के बारे में बताएँगे। चर्चा करेंगे।</p> <p>2) आओ खेले अंदर बाहर :- छात्र घर के अंदर तथा बाहर खेलने वाले खेलों की सूची बनाएँगे तथा कक्षा में बताएँगे।</p> <p>3) एक अनेक का खेल :- बच्चों को विभिन्न वस्तुएँ दिखाई जाएगी तथा उन्हें एक या अनेक बताने को कहा जाएगा।</p> | <p>यूट्यूब वीडियो (पाठ से संबंधित)<br/><a href="https://www.youtube.com/watch?v=EXBi3lZkelA">https://www.youtube.com/watch?v=EXBi3lZkelA</a></p> <p>संज्ञा'<br/><a href="https://www.youtube.com/watch?v=zRmlKYvWRPU">https://www.youtube.com/watch?v=zRmlKYvWRPU</a></p> | <p>बच्चे को बाग - बगीचे लेकर जाएँ तथा उन्हें विभिन्न प्रकार के पेड़, पौधे, फूल, आदि दिखाएँ। उनकी महत्वता एवं लाभ पर चर्चा करें।</p> <p><a href="https://www.liveworksheets.com/ta2074056cr">https://www.liveworksheets.com/ta2074056cr</a></p> <p>ऊपर दी गई कार्यपत्रिका को करने में छात्र की सहायता करें।</p> |



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| पाठ:2 कागज़ की नाव<br>एक-अनेक, चित्र वर्णन | <p>ID_C/T- HINDI LO/II/1 : विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे- कविता, कहानी सुनाना, जानकारी के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना।</p> <p>ID_C/T- HINDI LO/II/2 : कही जा रही बात, कहानी, कविता आदि ध्यान से सुनकर अपनी भाषा में बताते सुनते हैं।</p> <p>ID_C/T- HINDI LO/II/3 : देखी सुनी बातें, कहानी, कविता, आदि के बारे में बातचीत करते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं।</p> <p>ID_C/T- HINDI LO/II/4 : अपनी निजी जिन्दगी और परिवेश पर आधारित अनुभवों को सुनी जा रही सामग्री जैसे कविता, कहानी, पोस्टर, विज्ञापन, आदि से जोड़ते हुए बातचीत में शामिल करते हैं।</p> <p>D_C/T- HINDI LO/II/5 : भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं जैसे :- एक था भाई पहाड़, उसका भाई था दहाड़, दोनों खेलने गए इत्यादि।</p> <p>D_C/T- HINDI LO/II/9 : चित्र के सूक्ष्म और प्रत्येक पहलुओं का बारीक अवलोकन करते हैं।</p> <p>ID_C/T- HINDI LO/II/12 : हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं ID_A/T- HINDI LO/II/13 : स्कूल के बाहर और स्कूल के भीतर (पुस्तकालय से/ पुस्तक कोना ) में अपनी पसंद की किताबों को स्वयं चुनते हैं और पढ़ने की कोशिश करते हैं।</p> <p>D_C/T- HINDI LO/II/15 : सुनी हुई और अपने मन की बातों को अपने तरीके से और तरह-तरह से चित्रों/ वाक्य/ शब्दों द्वारा (लिखित रूप से) अभिव्यक्त करते हैं।</p> | <p>1. रंग बिरंगी तितली: छात्र तितली का चित्र बनाएंगे तथा उसे वेस्ट मटीरियल (waste material) से सजाएंगे। (ICA)</p> <p>2. कविता वाचन: छात्र तितली या किसी भी जीव से सम्बंधित कोई भी कविता कक्षा में सुनाएंगे।</p> <p>3. चलो ढूँढे संज्ञा: छात्रों को चित्र दिखाया जाएगा तथा उन्हें चित्र देखकर नाम वाले शब्द (संज्ञा) बताने को कहा जाएगा। छात्रों को कोई शिक्षाप्रद कहानियों / पंचतंत्र / अकबर - बीरबल, आदि की पुस्तक पढ़ने के लिए प्रेरित किया जाएगा तथा कोई भी पांच संज्ञा शब्द ढूँढकर लिखने को कहा जाएगा।</p> | <p>यूट्यूब वीडियो (पाठ से संबंधित)</p> <p><a href="https://www.youtube.com/watch?v=EXBi3IzkelA">https://www.youtube.com/watch?v=EXBi3IzkelA</a></p> <p>संज्ञा'</p> <p><a href="https://www.youtube.com/watch?v=zRmIKYvWRPU">https://www.youtube.com/watch?v=zRmIKYvWRPU</a></p> | <p>बच्चे को बाग - बगीचे लेकर जाएँ तथा उन्हें विभिन्न प्रकार के पेड़, पौधे, फूल, आदि दिखाएँ।</p> <p>उनकी महत्वता एवं लाभ पर चर्चा करें।</p> <p><a href="https://www.liveworksheets.com/ta2074056cr">https://www.liveworksheets.com/ta2074056cr</a></p> <p>ऊपर दी गई कार्यपत्रिका को करने में छात्र की सहायता करें।</p> |
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**Mathematics - 01.04.22 to 13.05.22**  
CEA date : 25.04.2022 (Ch-1) and 04.07.2022 (Ch-2)

| Chapter no. and Name   | Learning Outcome   | Activity/Activities  | Use of ICT/Labs  | Parent's Involvement   |
|--|--|--|--|--|
| <p>Prerequisite Knowledge:</p> <p>* 1-Digit and 2-Digit Numbers</p> <p>* Number Names</p> <p>Ch.1 Numbers up to 1000</p> | <p>D_C/T-Math LO/II/1(a) Works with two-digit and three-digit numbers a) Reads and writes numerals for numbers up to 999</p> <p>D_C/T-Math LO/II/1(b) Uses place value in writing and comparing two-digit and three-digit numbers.</p> <p>D_C/T-Math LO/II/1(c) forms the greatest and smallest two-digit and three-digit numbers(with and without repetition of given digits)</p> <p>D_A/C/T-Math LO/II/1(d) solves simple daily life problems /situations based on addition of two-digit and three-digit numbers</p> <p>D_A/C/T-Math LO/II/1(e) solves daily life situations based on subtraction of two-digit and three-digit numbers</p> | <p>1. Let's form Numbers : The students will be asked to bring flash cards from home with numbers from 0-9, they will be asked to create different 2-digit or 3-digit numbers from them.</p> <p>2. Join the Dots : The students will be given a sheet with numbers(2-digit and 3-digit) written on it. They will be asked to join numbers in increasing order and colour the image formed.</p>   | <p>Collins Digisuite</p> <p>Video link : <a href="#">Place Value and Face Value</a></p> <p><a href="https://www.youtube.com/watch?v=Paza3CbdamI">https://www.youtube.com/watch?v=Paza3CbdamI</a></p>   | <p>Help your ward in recapitulating the number system through the following YouTube video link.</p> <p><a href="https://www.youtube.com/watch?v=4AF7xi7pmWc">https://www.youtube.com/watch?v=4AF7xi7pmWc</a></p> |
| <p>Ch. 2 Addition of 2-digit Numbers</p> <p>(To be continued in July)</p>  | <p>D_A/C/T-Math LO/II/1(d):solves simple daily life problems /situations based on addition of two-digit and three-digit numbers</p>  | <p>1. Roll the dice : The students will be asked to roll the dice twice and make a 2-digit number. The student will roll the dice once again to form another 2-digit number.They will write both the numbers in their note-book and add them.</p> <p>2. Abacus Making : The students will be asked to make/ prepare an abacus and its beads using waste material at home. The students will show different numbers asked by the teacher on their abacus.</p> | <p>Collins Digisuite</p> <p>Video link : <a href="#">*Addition of numbers without regrouping.</a></p> <p><a href="https://www.youtube.com/watch?v=hLttJwoZk_0">https://www.youtube.com/watch?v=hLttJwoZk_0</a></p> <p><a href="#">*Addition of numbers with regrouping.</a></p> <p><a href="https://www.youtube.com/watch?v=RKL0TX8oqmw">https://www.youtube.com/watch?v=RKL0TX8oqmw</a></p> | <p>Help your ward in addition of the numbers that they come across in day to day life.</p>   |



| <b>E.V.S. - 01.04.22 to 13.05.22</b><br>CEA date : 18.04.2022 (Ch-1) and 10.05.2022 (Ch-2) |   |  |   |   |
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| Chapter no. and Name   | Learning Outcome  | Activity/Activities  | Use of ICT/Labs   | Parent's Involvement  |
| Prerequisite Knowledge:<br>*Body Parts<br>*Plants<br>*Animals<br><br>Ch-1 I am Me!         | D_C/T-EVS LO/II/4 : Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes.   | 1. Talk Time: The students will speak about themselves in the class. This activity will help them to know more about their peers.<br><br>2. Me Time: The students will speak about any one special thing (unique) about themselves.  | Collins Digisuite<br><br>Youtube video for self introduction<br><a href="https://www.youtube.com/watch?v=dTaz4vnUk3s">https://www.youtube.com/watch?v=dTaz4vnUk3s</a>               | Help your ward to find out their interest areas and hobbies. Help them explore more activities which people do in their leisure time. |
| Ch-2 Our Body  | D_C/T-EVS LO/II/4 : Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes.<br>D_A/T-EVS LO/II/5 : Groups objects, birds, animals, food we eat, features, activities according to differences/similarities using different senses. (e.g. appearance/place of living/ food/ movement/ likes-dislikes/ any other features).<br>ID_C/T-EVS LO/II/11 : Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps and slogans. | 1. Simon Says: The students will be told to touch different body parts or to do different actions as instructed by the teacher. (like jump, clap with hands, etc.)<br><br>2. Let's Sense: The students will be blind folded and then they will be asked to identify different items kept on the table like bottle, apple, ball, etc. Braille language will be discussed with the students. | Collins Digisuite<br><br>Youtube video on body parts<br><a href="https://www.youtube.com/watch?v=vOtu-IziXIA&amp;t=191s">https://www.youtube.com/watch?v=vOtu-IziXIA&amp;t=191s</a> | Help your ward to recapitulate body parts and specify the role of different body parts.   |

#### Co-Scholastic

| Subject           | Content to be covered  |
|-------------------|--|
| ICT               | <ul style="list-style-type: none"> <li>Chapter 1 (Collins-Smart Tech)- Parts And Uses Of A Computer</li> <li>Chapter 1 (Cambridge- Coding Sandpit)- Parts Of a Computer: Input-Output Devices</li> <li>Chapter 2 (Cambridge- Coding Sandpit)- Using Word</li> <li>Chapter 3 (Cambridge- Coding Sandpit)- File System Usage</li> <li>Chapter 1- Continued (Collins-Smart Tech)- Parts And Uses Of A Computer</li> <li>Chapter 4 (Cambridge- Coding Sandpit)- Using Paint</li> </ul> |
| General Knowledge | <b>Collins Windmills:</b> <ul style="list-style-type: none"> <li>Ch-1 Indoor Games</li> <li>Ch-4 Games in India</li> <li>Ch-6 Sports People Play</li> </ul> <b>Collins Knowledge Lighthouse 2:</b> <ul style="list-style-type: none"> <li>Ch-3 The Right Words</li> <li>Ch-5 Mishmash of Words</li> <li>Ch-14 Games of India</li> <li>Ch-15 Oh! Look at the Moon!</li> <li>Ch-17 Games We All Know</li> </ul>  |
| Value Education   | <ul style="list-style-type: none"> <li>Value Card: 3 Bring Lifestyle Changes</li> </ul>  |



|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>Value Card: 11 Being Polite</li> </ul>   |   |
| <b>Art &amp; Craft</b>                     | <ul style="list-style-type: none"> <li>Primary colours(pg-3)</li> <li>Secondary colours (pg-4)</li> <li>Landscape (pg-18)</li> <li>Fruit Study (pg-11)</li> <li>Thumb Impression (pg-20)</li> <li>Softy- Paper folding (pg-25)</li> </ul>   | <b>Topic:</b> Fish Folding<br><b>Material required:</b> origami papers, craft glue, scissors, sketch pens, oil pastel colours, art file, etc. |
| <b>Dance</b>                               | <ul style="list-style-type: none"> <li>Basic exercise with foot work on counting.</li> <li>Simple body movements.</li> <li>Dramatization related to nature/ plants.</li> </ul>  |   |
| <b>Music</b>                               | <ul style="list-style-type: none"> <li>Development of singing notes.</li> <li>Prayer.</li> <li>Song based on nature/ plants.</li> </ul>   |   |
| <b>Health and Physical Education</b>       | <b>Games:</b> <ul style="list-style-type: none"> <li>PEC 19 : Symmetric and asymmetric shapes</li> <li>PEC 10 : Movement with a ball</li> <li>Mock Drill (Safety related measures)</li> <li>Calisthenics exercise (Free hand exercise)</li> </ul> <b>Yoga:</b> <ul style="list-style-type: none"> <li>Basic warm up with stretching exercise</li> <li>Surya Namaskar (Step by step correction with breathing)</li> <li>Basic Postures</li> <li>Tadasana</li> <li>Padhastasana</li> <li>Kati-Chakrasana</li> </ul> |   |
| <b>Intra Class Activity<br/>29.04.2022</b> | Let's Draw and Decorate : रंग बिरंगी तितली<br>Theme: Best out of Waste<br>(Cognitive, Social, Aesthetic)  |   |

#### List of Holidays

|                                |                 |
|--------------------------------|-----------------|
| <b>14.04.2022 (Thursday)</b>   | Mahavir Jayanti |
| <b>15.04.2022 (Friday)</b>     | Good Friday     |
| <b>03.05.2022 (Tuesday)</b>    | Id-UI-Fitr      |
| <b>16.05.2022 - 30.06.2022</b> | Summer-break    |

For any queries/concerns, you may contact the respective class teacher/ the coordinator.

We hope that together we succeed in enriching the skills of our children and nurturing their aptitude considerably.

Regards



**Mrs. Anjana Gupta**  
**Headmistress (Head Of The School)**  
**Rukmini Devi Public School, Rohini**