

Estd.1991

Phone No.: 2402606

# GREEN VALLEY

## EDUCATIONAL INSTITUTE

(An Alma-mater of Mental and Physical Development)



**SYLLABUS FOR 2<sup>nd</sup> STANDARD**  
**SESSION 2016 – 17**

Name of the Student: \_\_\_\_\_

Roll No.: \_\_\_\_\_

Section: \_\_\_\_\_

Ellahi-Bagh, Buchpora, Srinagar, Kashmir.

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# ENGLISH

(Cambridge Global English – 2) (Learner's Book) Cambridge

Unit I		
<b>Lesson:</b> <ul style="list-style-type: none"> <li>Look in a book</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>Board Presentation</li> <li>Reading</li> <li>Word Bank (Vocabulary)</li> </ul> <b>B: Life – Skills:</b> <ul style="list-style-type: none"> <li>Books and parts of books</li> <li>Classroom objects</li> <li>Our clothes and personal possessions.</li> </ul> <b>C: Conversation:</b> <ul style="list-style-type: none"> <li>What is about?</li> <li>How do you spell?</li> <li>How do you say?</li> </ul> <b>D: Writing:</b> <ul style="list-style-type: none"> <li>Question / Answers</li> <li>Making sentences</li> <li>Exercises</li> <li>Quiz</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Singular / plural nouns</li> <li>There is / There are</li> <li>Present simple</li> <li>Possessive pronouns (mine , your's)</li> <li>Genetives</li> <li>Have got + noun</li> <li>Like + ing</li> </ul> <b>Poem:</b> <b>This Book is My Window</b> <b>A:</b> <ul style="list-style-type: none"> <li>Recite with action / tone</li> <li>Smart board presentation.</li> </ul> <b>B:Life Skills</b> <ul style="list-style-type: none"> <li>Importance of book</li> <li>Love for our book</li> <li>To become active</li> </ul> <b>C:Activity</b>	<b>Phonics / Word Study:</b> <b>A:</b> <ul style="list-style-type: none"> <li>Letter names &amp; sounds</li> <li>Vowels and Consonants</li> <li>Sounds: Sh, Ch, th</li> </ul> <b>B: Writing:</b> <ul style="list-style-type: none"> <li>Spelling Dictation</li> <li>Compound words</li> <li>Critical thinking:</li> <li>What can you find in a book.</li> <li>Classifying</li> <li>Values:</li> <li>Taking care of book and school supplies (responsibility and respect)</li> </ul>
Unit II		
<b>Lesson:</b> <ul style="list-style-type: none"> <li>Good Neighbours</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>Board presentation.</li> <li>Reading</li> <li>Vocabulary</li> </ul> <b>B: Life – Skills:</b> <ul style="list-style-type: none"> <li>People and places in the community</li> <li>Extended family</li> <li>Places in the world</li> <li>Community helpers.</li> </ul> <b>C: Conversation:</b> <ul style="list-style-type: none"> <li>Ordinal numbers</li> <li>Left / right.</li> <li>A lot of</li> </ul> <b>D:Writing</b> <ul style="list-style-type: none"> <li>Question / Answers</li> <li>Making sentences</li> <li>Exercises</li> <li>Quiz</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Present continuous</li> <li>Question forms</li> <li>Present simple +3rd person endings –s ,-es</li> <li>Irregular plurals</li> </ul> <b>Poem:</b> A Lot of Kids <b>A:</b> <ul style="list-style-type: none"> <li>Recite with action / tone</li> <li>Smart board presentation.</li> </ul> <b>B: Life Skills</b> <ul style="list-style-type: none"> <li>Knowledge of neighbourhood.</li> <li>Care and love for neighbours and community helpers (respect)</li> </ul> <b>C:Discussion and Role Play:</b>	<b>Phonics / Word Study:</b> <b>A:</b> <ul style="list-style-type: none"> <li>Occupation words ending with –er: singer, writer etc.</li> <li>Prefix –un</li> </ul> <b>B: Writing:</b> <ul style="list-style-type: none"> <li>Prefix exercises.</li> </ul> <b>Critical thinking:</b> <b>A:</b> <ul style="list-style-type: none"> <li>Asking Interview questions</li> <li>Interpreting maps</li> </ul> <b>B: Values:</b> <ul style="list-style-type: none"> <li>In a caring community people help each other.</li> </ul>

<b>Term I</b>		
<b>Lessons:</b> <ul style="list-style-type: none"> <li>Ready, Steady go...</li> <li>The Big Sky</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>Board Presentation</li> <li>Reading</li> <li>Word Bank (Vocabulary)</li> </ul> <b>B: Life – Skills:</b> <ul style="list-style-type: none"> <li>Parts of the body actions</li> <li>Info about weather and shadows</li> <li>Movement verbs</li> <li>Feelings</li> </ul> <b>C: Conversation:</b> <ul style="list-style-type: none"> <li>Discuss likes and dislikes.</li> <li>Act out poems / song</li> </ul> <b>D: Writing:</b> <ul style="list-style-type: none"> <li>Question / Answers</li> <li>Exercises</li> <li>Quiz</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Imperatives (can / can't)</li> <li>Adverbs (Slowly, quickly)</li> <li>Conjunctions (and, but, or)</li> <li>Determiners</li> <li>Past simple –ed be question forms</li> <li>Time expression</li> </ul> <b>Story:</b> <b>Bear and the turtle</b> <b>A:</b> <ul style="list-style-type: none"> <li>Narration</li> <li>Role Play</li> </ul> <b>B: Life Skills</b> <ul style="list-style-type: none"> <li>Moral of the story</li> </ul>	<b>Phonics / Word Study:</b> <b>A:</b> <ul style="list-style-type: none"> <li>Long vowel sounds and spellings: ai, ay, e</li> <li>Long i spelling: i, igh</li> </ul> <b>B: Writing:</b> <ul style="list-style-type: none"> <li>Spelling Dictation</li> <li>Compound words</li> </ul> <b>Critical thinking:</b> <b>A:</b> <ul style="list-style-type: none"> <li>How can we move in different ways</li> <li>Comparing and Contracting</li> </ul> <b>B: Values:</b> <ul style="list-style-type: none"> <li>Team work</li> <li>Appreciating and learning about natural world.</li> </ul>
<b>Unit III</b>		
<b>Lessons:</b> <ul style="list-style-type: none"> <li>Lets count and measure</li> <li>Bugs: fact and fiction</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>Board presentation.</li> <li>Reading</li> <li>Word Bank (Vocabulary)</li> </ul> <b>B: Life – Skills:</b> <ul style="list-style-type: none"> <li>Measurement, time, shapes</li> <li>Parts of insects</li> <li>Action verbs.</li> </ul> <b>C: Conversation:</b> <ul style="list-style-type: none"> <li>Memory games</li> <li>Insect game</li> </ul> <b>D: Writing</b> <ul style="list-style-type: none"> <li>Question / Answers</li> <li>Exercises</li> <li>Making sentences</li> <li>Quiz</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Past simple regular and irregular</li> <li>Countable and uncountable nouns</li> <li>prepositions</li> <li>Determiners</li> <li>Use of How, When, What, Do, Does, How many</li> </ul> <b>Story:</b> <ul style="list-style-type: none"> <li>Clever Birbal</li> <li>Many ways to count ten</li> <li>Little ant</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>Smartboard Presentation.</li> <li>Narration.</li> </ul> <b>B: Life Skills</b> <ul style="list-style-type: none"> <li>Info About insects</li> </ul> <b>Poem:</b> <ul style="list-style-type: none"> <li>A cricket on the floor</li> <li>Fuzzy Wuzzy Caterpillar</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>Recitation with action and tone</li> </ul>	<b>Phonics / Word Study:</b> <b>A:</b> <ul style="list-style-type: none"> <li>Homophones</li> <li>Long e spellings (e, ee, ea me..)</li> <li>Rhyming Words</li> </ul> <b>B: Writing:</b> <ul style="list-style-type: none"> <li>Question / Answers.</li> <li>Spellings</li> </ul> <b>Critical thinking:</b> <b>A:</b> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Sequencing</li> <li>Estimating</li> </ul> <b>B: Values:</b> <ul style="list-style-type: none"> <li>We can work together to help ourselves learn.</li> </ul>

<b>Term II</b>		
<b>Lessons:</b> <ul style="list-style-type: none"> <li>• <b>Our Green Earth</b></li> <li>• <b>Home, Sweet home</b></li> <li>• <b>Inside and outside cities</b></li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>• Board presentation.</li> <li>• Reading</li> <li>• Word Bank (Vocabulary)</li> </ul> <b>B: Life – Skills:</b> <ul style="list-style-type: none"> <li>• Environmental issues Info</li> <li>• International science</li> <li>• Homes around the world</li> <li>• World, places, climates</li> <li>• Mountains, beach, desert etc</li> </ul> <b>C: Conversation:</b> <ul style="list-style-type: none"> <li>• Discussion about planet, cities.</li> <li>• Listen for information</li> </ul> <b>D: Writing</b> <ul style="list-style-type: none"> <li>• Description of things</li> <li>• Question / Answers</li> <li>• Autobiography</li> <li>• Writing Captions.</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• ing forms as nouns</li> <li>• determiners</li> <li>• present perfect</li> <li>• comparative adjectives</li> <li>• agreement &amp; disagreement</li> </ul> <b>Story:</b> <ul style="list-style-type: none"> <li>• The city mouse and the country mouse.</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>• Narration.</li> <li>• Smart board Presentation</li> </ul> <b>Poem:</b> <ul style="list-style-type: none"> <li>• The Princess in the Tower</li> <li>• The Green grass grew all around.</li> </ul> <b>A:</b> <ul style="list-style-type: none"> <li>• Recitation with action</li> <li>• Role Play</li> </ul>	<b>Phonics / Word Study:</b> <b>A:</b> <ul style="list-style-type: none"> <li>• Long O spellings</li> <li>• Long U spellings</li> <li>• Identify opposites</li> <li>• Count Syllables</li> <li>• Variant Sounds of ‘C’</li> </ul> <b>Critical thinking:</b> <b>A:</b> <ul style="list-style-type: none"> <li>• How can we care for earth</li> <li>• Kinds of homes</li> </ul> <b>B: Values:</b> <ul style="list-style-type: none"> <li>• Taking care of earth</li> <li>• Homes around the world.</li> <li>• Respecting different opinions and preferences</li> </ul>

## **MATHEMATICS**

*(Cambridge Primary Mathematics – 2) (learner’s Book) Cambridge*

### **Unit – 1<sup>st</sup>**

- Numbers upto 100
- Addition
- Place value and Face Value

#### ***Activities:***

- Hundred’s Grid [Addition]
- Throwing 2 dices and adding 2 numbers.
- Using snakes and ladders game.
- To develop an understanding place value in 3 digit numbers.

## **Unit – 2<sup>nd</sup>**

- Subtraction
- Shapes
- Number Line

### ***Activities:***

- Hundred's Grid [Subtraction]
- Throwing 2 dices and subtracting 2 numbers.
- Fold a paper five times in any way. Unfold and draw any shape on the creases formed. Record the number of edges and corners of shapes drawn.
- Use a ruler to draw a straight line and mark the numbers on the drawn line.

## **Term – 1st**

- Multiplication
- Comparison
- Odd and even numbers
- Doubling

### ***Activities:***

- To demonstrate an understanding of multiplication using ice – trays and a bowl of rajma seeds.
- To use an envelope and counters for comparing numbers.
- To develop an understanding of odd and even numbers by shuffling a set of 0 to 50 number cards.
- Throwing a dice and doubling the particular number.
- Partition numbers into tens and ones. Double the tens and double the ones. Add them together to find double the original number.

## **Unit – 3rd**

- Division
- Time and Money

### ***Activities:***

- Sharing a packet of 28 toffees between 4 of your friends. How many do they each get and draw a picture also.

- Make a time scheduler from wake up time to bed time on working day and a holiday.
- Cards with the time of the clock are taped on the floor in a large circular shape. On the floor in a large circular shape. One student will stand at current time, inside the circle. Then will walk in a clockwise direction.

## **Term – 2nd**

- Measurement
- Fractions

### ***Activities:***

- To measure the dimensions of a door or a window of the classroom and a room in the house using a 1 metre lay thread.
- To measure the sides of the following objects:
  - Ruler
  - Rectangular paper
  - Circular Paper
  - Dice
  - Shoe Box
  - Notebook
- To find a half, split an object or quantity taken into two equal pieces or amounts.
- To find a quarter, split an object or quantity into four equal pieces or amounts.

## **SCIENCE**

*(Cambridge Primary Science – 2) (Learner's Book) Cambridge*

## **Unit - 1<sup>st</sup>**

- Going Outside.

### ***Activities:***

- Paste the pictures of different plants and animals that live in different environment.
- Go outside and look around. Can you see places where people do not look after the environment
- Paste the pictures of different types of extreme weather.

- Make a chart of those animals might live in the dry and wet places.

### **Activity Book name Skill builder:**

#### **Unit – 2nd**

- Looking at rocks.

#### **Activities:**

- Collect the different types of stones.
- Look around your school for rocks that have been used to make paths, walls, floors and roads.
- Look for different materials. Talk about the materials you find. Are they natural or are they man – made.

### **Activity Book name Skill builder:**

#### **Term – 1st**

- Changing materials

#### **Activities:**

- Draw the materials which you can bent, twist, stretch and squash.
- Make a toy by using different colour of balloons.
- Group discussion about the materials in the sea.
- Dissolving materials Sugar / Salt in the water.
- Change in materials on heating and cooling.

### **Activity Book name Skill builder:**

#### **Unit – 3<sup>rd</sup>**

- Electricity

#### **Activities:**

- Draw some things that use cells and some things that use mains electricity.

- Make a poster that shows others how to stay safe with electricity.
- Making a fan by using a motor and card.

### **Activity Book name Skill builder:**

### **Term – 2<sup>nd</sup>**

- Light and dark
- The Earth and The Sun

### **Activities:**

- Making shadow puppets and animal shadows.
- The formation of day and night by making globe.
- Debate on Solar energy.
- Find the sun in the sky but do not look straight at it. Draw a picture to show where it is and write down the time.

### **Activity Book name Skill builder:**

## **ISLAMİYAT**

*(Islamic Studies - 2) Cordova*

### **Term – 1<sup>st</sup>**

#### ***Activity***

- |                            |                                    |
|----------------------------|------------------------------------|
| • Allah Created Everything | • Make a chart of allah's creation |
| • Allah's Creations        | • Creative activity page no.11     |
| • I am a Muslim            |                                    |
| • Angels                   |                                    |
| • The Books of Allah       |                                    |



- Beautiful names of Allah
- The Prophets – Allah’s Messangers
- Prophet Adam (A.S)
- Islamic Manners
- Wadhu
- Five Pillars of Islam
- A – V Aids
- Video story of Prophet Adam<sup>(A.S)</sup>
- Performing Abulution
- Worksheet

## Term – 2<sup>nd</sup>

### *Activity*

- Salah (Daily Payers)
- How to offer Salah
- Glorious Quran
- Our beloved Prophet<sup>(S.A.W)</sup> (Part I)
- Our beloved Prophet<sup>(S.A.W)</sup> (Part II)
- Prophet Nuh<sup>(A.S)</sup>
- Prophet Nuh<sup>(A.S)</sup> and the big boat.
- Hadith
- Islamic crossword Pg.No 47.
- Video story of Prophet<sup>(saw)</sup>
- Islamic Maze Pg. No. 51
- Video story of Prophet Nuh<sup>(A.S)</sup>

## **QURAN**

(نوارنی قاعدہ)

فست ٹرم:-

صفحہ نمبر ۲۵ سے لے کے ۳۲ تک

سورۃ:- سورۃ تبت سورۃ الکافرون

صفحہ نمبر ۳۳ سے لے کے ۴۰ تک

سورة الماعون سورة الفيل

## COMPUTER

(It Beans – 2) Kips

### Term – 1<sup>st</sup>

#### *Theory:*

- Computer: A Machine
- Parts of a Computer
- How does a Computer work.

#### *Practical:*

- Fun with Paint
- Draw and colour shapes

### Term – 2<sup>nd</sup>

#### *Theory:*

- Operating a computer
- The Keyboard and its function.
- Handling a mouse.

#### *Practical:*

- Fun with tux math
- Tux typing

# Hindi

## Amrita Prevashika

- March
  - Introduction of Swar (अ,आ)
  - Reading and tracing
  - Writing
  - Worksheet
- April
  - Introduction of Swar (ई,इ)
  - Reading and tracing
  - Writing
  - Colouring
- May
  - Introduction of Swar (उ)
  - Reading and tracing
  - Writing
  - Activity
- June
  - Introduction of Swar (ऊ)
  - Reading and tracing
  - Writing
  - Worksheet
- July
  - Introduction of Swar (ए)
  - Reading and tracing
  - Writing
  - Colouring
- August
  - Introduction of Swar (अं)
  - Reading and tracing
  - Writing

- September
- Worksheet
- Introduction of Swar (ॐः)
- Reading and Writing
- Revision and tests

## **Drawing**

*(Master Strokes - B) Prachi*

### **Term – 1<sup>st</sup>**

- Rainbow
- Hut
- Circle within circle
- Cat Rat Race
- Kite flying
- Fly like birds
- Vegetables
- Fruits
- Joker (orgami)
- Boat racing
- Dancing peacock
- Pluck and Paste
- Penguin
- Striped tiger

### **Term – 2<sup>nd</sup>**

- Butterfly
- Rocket
- Fox face (Orgami)
- Thumb impression
- Twinkling stars
- Birthday cake
- Pluck and paste
- Envelope (orgami)
- Vegetable printing
- Numbers game
- Tulip (orgami)
- Paper collage
- Santa clause

## ٹرم اکھ

گرند (۱-۹)

آواز (اُ-ا)

آواز نشاید (ا-ا)

سبق نمبر (۱-۹) شکلہ پرز ناؤ و تہ تہند ناؤ و نو

زبانی :- پانو کا اثر لفظ (ا-ا) و نو

ورق نمبر :- (۱۲-۱۰) شکلہ پرز ناؤ و تہ لکھو

## ٹرم ز

گرند (۱۸ - ۱۰)

آواز (ا-ا)

آواز نشاید (ا-ا)

سبق نمبر (۱۸-۱۰)

ورق نمبر :- (۳۳-۳۲) تہ (۲۵-۲۴) شکلہ پرز ناؤ و تہ لکھو تہند ناؤ

یونٹ اول:-

حمد (نظم) - نماز

یونٹ دوم:-

صبح کی سیر - جھوٹ نہ بُول (نظم) - حامد گھر پر

ٹرم اول:-

ہوا (نظم) - ایک جھوٹے کی کہانی - ہماری غذا

یونٹ سوم:-

چڑیا آئی (نظم) - عیدین - ڈبو

ٹرم دوم:-

دیوالی - میں کون ہوں؟ - پارک کی سیر - پیاری گڑیا -  
مغروور گینڈا (تصویری کہانی)

ٹرم اول:-

پیرا گراف:- ہوا - تندرستی

خط:- پرنسپل کے نام ایک دن کی رخصت کی درخواست (محذوفات کی مدد سے)

گرائمر:- کلمہ کی قسمیں - اسم کی وضاحت اور مثالیں۔

فعل کی وضاحت اور مثالیں

مذکر / مونث - واحد / جمع

گنتی:- گیارہ (۱۱) سے تیس (۳۰) تک (ہندسے اور حروف)

ٹرم دوم:-

پیرا گراف:- عید - صبح کی سیر (اشارات کی مدد سے)

خط:- پرنسپل کے نام ایک ہفتے کی رخصت کی درخواست (محذوفات کی مدد سے)

گرائمر:- حروف کی وضاحت اور مثالیں - صفت کی وضاحت اور مثالیں

گنتی:- اکتیس (۳۱) سے چالیس (۴۰) تک (ہندسے اور حروف)

### **General Instructions:**

The student will be tested for Unit – I , Unit – II , Semester – I , Unit – III and Semester – II . Unit Test (I), Unit Test (II) and Unit Test (III) carries 10% of Marks each. 1st Semester carries 30% of Marks and 2nd Semester carries 40% of Marks. Besides testing the scholastic areas, the child would also be checked for co-scholastic areas like attentiveness, imagination, participation in programmes, games, communication, co-operation, team spirit, leadership qualities, sharing and his/her attitude towards teachers, school, value systems, cleanliness etc. The evaluation will be done on a grading system.

### **Grading Table**

<b>Marks Range</b>	<b>Grade</b>	<b>Grade Point</b>
91 – 100	A <sub>1</sub>	10.0
81 – 90	A <sub>2</sub>	9.0
71 – 80	B <sub>1</sub>	8.0
61 – 70	B <sub>2</sub>	7.0
51 – 60	C <sub>1</sub>	6.0
41 – 50	C <sub>2</sub>	5.0
33 – 40	D	4.0
21 – 32	E <sub>1</sub>	3.2
00 – 20	E <sub>2</sub>	2.0