



Bal Bharati
PUBLIC SCHOOL

Gangaram Hospital Marg, New Delhi-110060
(An Institution of the Child Education Society (Regd.))
Website : bbpsgr.balbhharati.org ; e-mail : bbpsgrh@balbhharati.org

Circular No. 1a/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

You can come to buy books & notebooks (for all classes except XI) for your ward from bookshop at BBPS, GRH Marg as per below mentioned schedule:

3rd April,2024 Wednesday-2:30pm to 4:30pm

4th April,2024 Thursday-2:30pm to 4:30pm

5th April,2024 Friday-2:30pm to 4:30pm

Regards





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Circular No. 1b/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

You can come to buy books & notebooks for your ward from bookshop at BBPS, GRH Marg as per below mentioned schedule:

10th April,2024 Wednesday-2:30pm to 4:00pm

11th April,2024 Thursday-2:30pm to 4:00pm

12th April,2024 Friday-2:30pm to 4:00pm

Regards





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Circular No. 1c/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

You can come to buy books & notebooks for your ward from bookshop at BBPS, GRH Marg as per below mentioned schedule:

20th April, 2024 Saturday-08:30 am to 11:00 am

22 April to 26 April

Timing-02:00 pm to 03:30 pm

Only on school working days

Regards





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Circular No. 1d/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

You can purchase books and notebooks for your child from the bookshop at BBPS, GRH Marg, according to the schedule provided below:

Date: April 29th to May 10th 2024

Timing: 02:00 pm to 03:00 pm

Please note that this facility will be available only on school working days.

Regards





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Circular No. 2/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Please note that the new session for class VI will commence from Wednesday, 3 April 2024.

Students should assemble in the school auditorium in proper summer school uniform.

Students should be seated according to their class V sections.

Wearing I-card (of class V) is mandatory for all the students.

Regards





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Circular No. 3a/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Please find attached the Undertaking Forms to be completed by the Van users. Kindly ensure that all sections of the form are filled out completely and accurately. The completed forms should be submitted to the Class teacher by April 5th, 2024.

Regards





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**PRIMARY DEPARTMENT, PUSA ROAD CAMPUS
Session 2024-25**

Undertaking by the PARENTS for Private Transport

I / We _____ Mother / Father / Guardian of _____

Class / Section _____ Admission No. _____ R/ O _____

undertake to verify the antecedents of the van driver from the local police station and submit the copy of the same to the school.

Further, I / We assure you that we shall not hold the school responsible in an event of any deficiency of service or untoward incident on account of any negligence by the van driver.

I / We hereby specifically release, indemnify and hold the school free from liability for any claims arising out of such an accident.

Details of Private Van Driver and Vehicle:

- Name of the Van Driver: _____
- Driving License No.: _____
- Valid upto: _____
- Vehicle Type & model: _____
- Vehicle Regn. No.: _____
- Van run on CNG/ Petrol / Diesel: _____
- If CNG, has it been endorsed in the RC: **YES / NO**
- It has a valid fitness certificate number _____ Valid upto : _____

Date: _____

Name: _____

Parent's Signature: _____



PRIMARY DEPARTMENT
PUSA ROAD CAMPUS

Schedule for Arrival and Dispersal

Dear Parents,

Kindly note the school timings from 03.04.24 (Wednesday) onwards for classes II-IV at Pusa Road campus.

School Timings: 07:30 a.m. - 02.00 p.m.

Morning (Arrival Time): 07:30 a.m. (Bus Users, Non-Bus users, Van users)

Afternoon (Dispersal Time)

01:35 p.m. - Self/ Parents (Class II)

01:40 p.m. – Self/Parents (Class III)

01:45 p.m. – Self/Parents (Class IV)

01:50 p.m. – Van Users (Van drivers will be allowed to enter at 01:50 p.m.)

- Please use Gate no.1 (Ridge Side) for self pick up and van users.

The buses will depart from school at 01:50 p.m.

Please adhere to the timings for smooth and safe dispersal of students.

Note - The parents must carry their old ESCORT CARD with them for both Bus Users and Non-Bus Users (Self-Pickup).

Warm regards

Reetu Dawar | Headmistress



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Circular No. 4b/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Kindly be informed that the latest arrival time for students at the school is 7:30 am. Additionally, please note that the designated dispersal time for self pick-up of students is 1:50 pm. Thank you for your cooperation.

Regards





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Circular No. 5a/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

With immense delight we would like to share that Primary department is conducting a free football workshop for all our football enthusiasts of Classes IV and V on 5 April 2024 in association with La Liga Global Football.

Each Grade will get a 45-minute session. Interested students can fill up the form and submit to your class teacher by tomorrow.

Looking forward to wonderful sessions ahead.

Regards





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Circular No. 6/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Students,

We will begin with swimming classes from tomorrow onwards. It is mandatory to carry swimming costume, towel and swimming cap.

Please note that you will carry your swimming bag only on the day you have your physical education period.

Regards





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Circular No. 7/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

The booksets for EWS will be distributed on Saturday, 6th April 2024, as per schedule given below :

Class I to III - 10 AM to 11 AM

Class IV & V - 11AM to 12 Noon

Class VI to VIII- 12 Noon to 1 PM

Regards





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Circular No. 8/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Kindly note that April 11, 2024 (Thursday) is a holiday on account of Eid al- Fitr.

Regards





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Circular No. 9a/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Greetings!

We're excited to inform you about an upcoming excursion to the Indira Gandhi Memorial for Class 2 students (Sections E, F, G, H) on Tuesday, April 16th, 2024.

Please take note of the following:

1. The trip will adhere to regular school timings.
2. Students are required to wear the proper school uniform and carry their ID cards.

Looking forward to an enriching experience!

Regards





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Circular No. 9b/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Greetings!

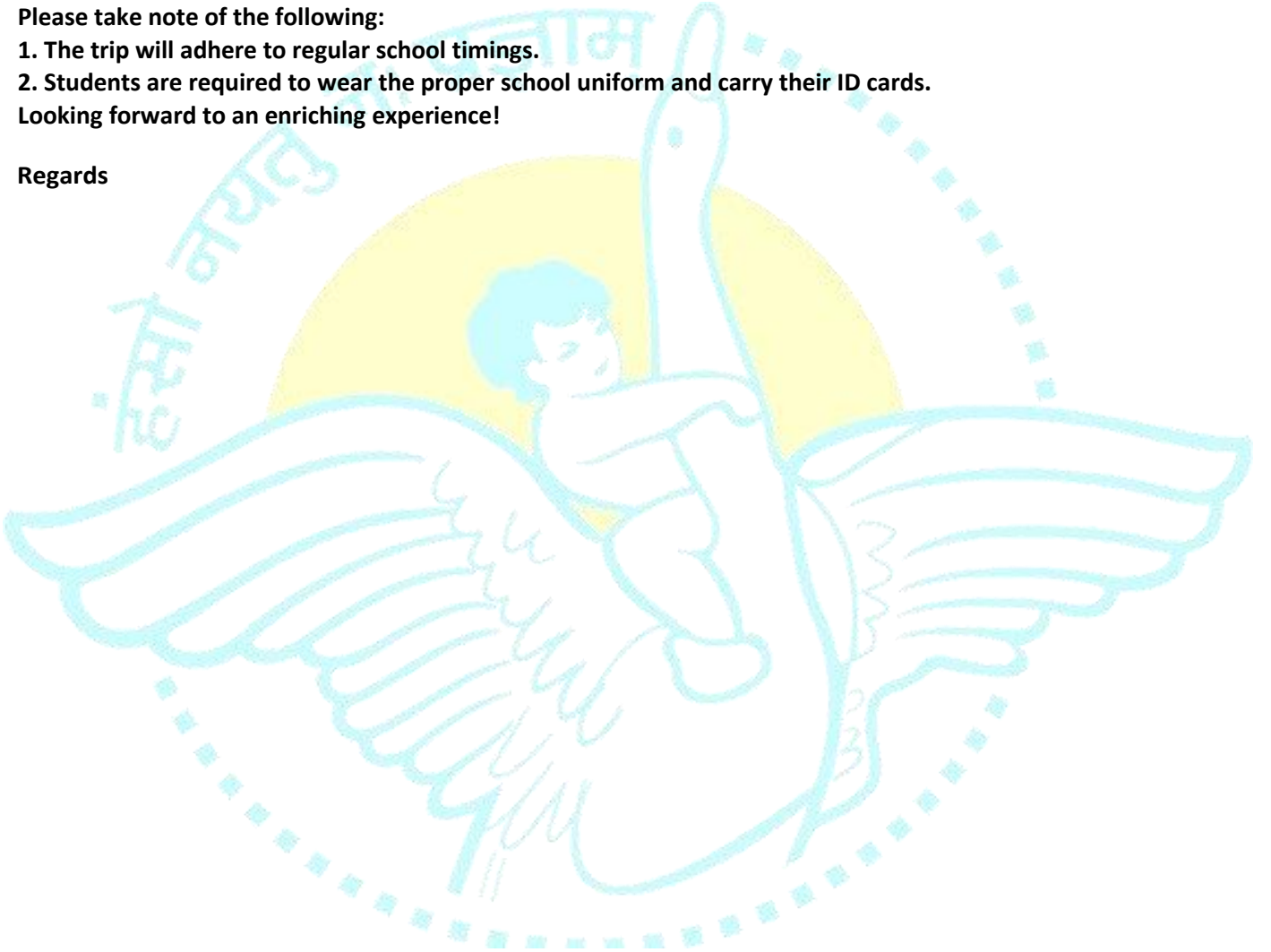
We're excited to inform you about an upcoming excursion to the Indira Gandhi Memorial for Class 2 students (Sections A,B,C,D) on Wednesday day, April 24th, 2024.

Please take note of the following:

1. The trip will adhere to regular school timings.
2. Students are required to wear the proper school uniform and carry their ID cards.

Looking forward to an enriching experience!

Regards





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Circular No. 10/ BBPS Pry, PR

PRIMARY DEPARTMENT

IMAGINE CUP JUNIOR 2024

For Classes I - V

Dear Students,

At Bal Bharati, we believe that today's students will be the changemakers of tomorrow. Therefore, we strive to empower them with the necessary tools, resources, and opportunities to learn new skills and prepare for the future workforce. In line with this vision, we are excited to announce Imagine Cup Junior 2024 - TECH FOR GOOD, a global challenge for students in classes I - V (age group: 5-11 years) by Microsoft.

Students in this age group will focus on Technology for Good, with specially designed lessons for early learners. Teams of two (2) to four (4) students will collaborate on the Tech for Good category, developing an original concept that addresses Tech for Good initiatives. They will then complete the Imagine Cup Junior PowerPoint submission template.

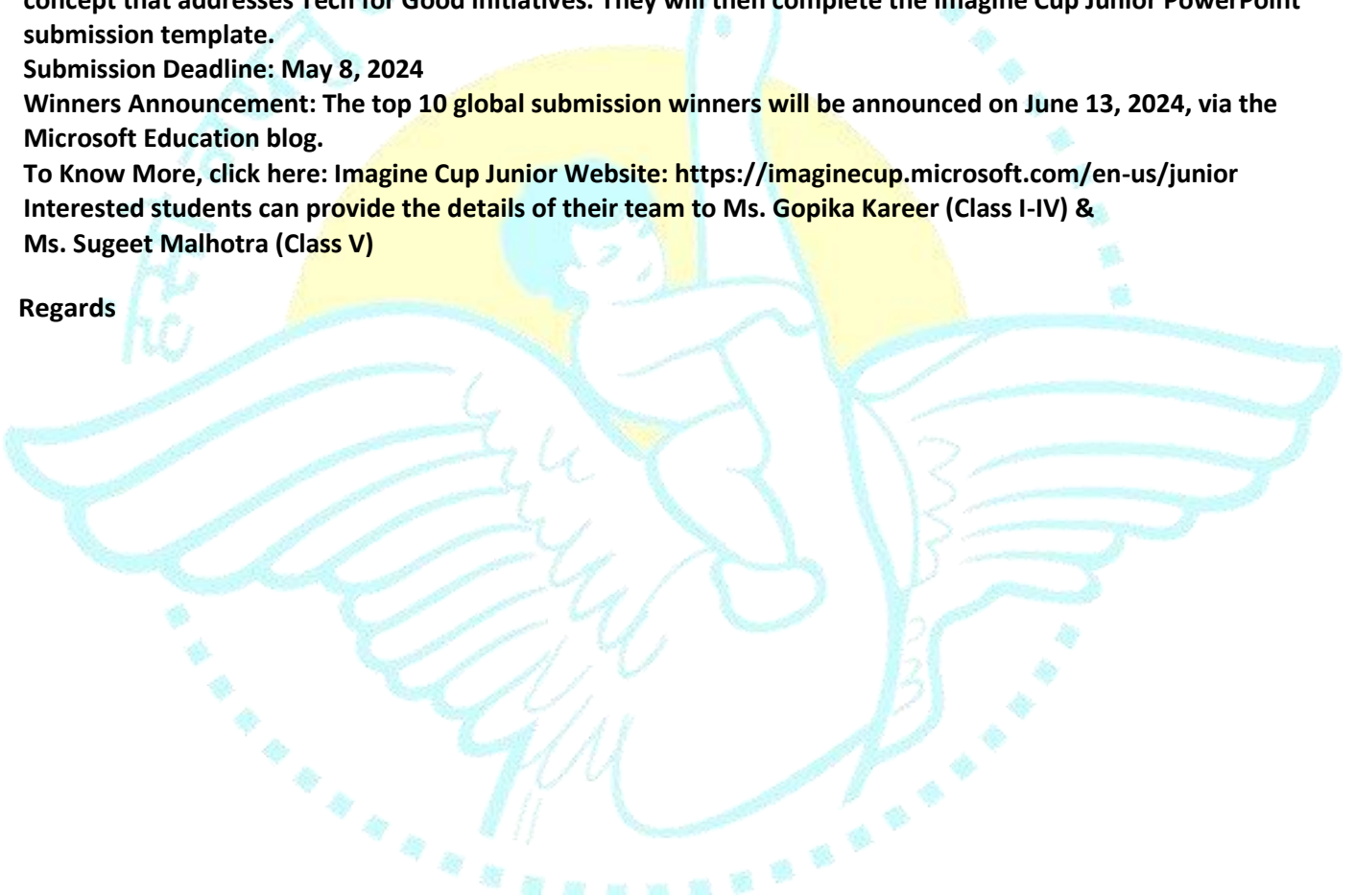
Submission Deadline: May 8, 2024

Winners Announcement: The top 10 global submission winners will be announced on June 13, 2024, via the Microsoft Education blog.

To Know More, click here: Imagine Cup Junior Website: <https://imaginecup.microsoft.com/en-us/junior>

Interested students can provide the details of their team to Ms. Gopika Kareer (Class I-IV) & Ms. Sugeet Malhotra (Class V)

Regards





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Circular No. 11a/ BBPS Pry, PR

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Dear Parents,

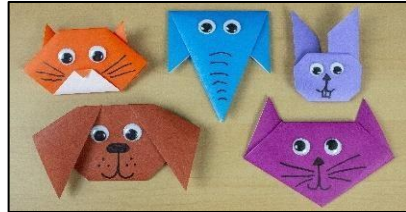
Please find attached the Annual Curriculum (Class 2) for the session 2024-25. This comprehensive document outlines the learning objectives, topics, and activities planned for the academic year. We encourage you to review it to gain insight into your child's educational journey.


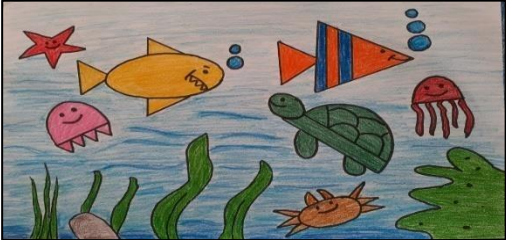
Regards




PRIMARY DEPARTMENT**Annual Syllabus****Session: 2024-25****Class II****English****BOOKS**

Tip Tap Toe - Course Book for Grade 2
(Pearson) Tip Tap Toe - Practice Book for
Grade 2 (Pearson)
Tip Tap Toe - Supplementary Reader for Grade 2 (Pearson)

| Term/Month | Content | Subtopics | Learning Outcomes | Methodology |
|--------------|--|---|--|---|
| April | <ul style="list-style-type: none"> • Course Book L-1- If Dogs Could Talk • Grammar Nouns- Common and Proper Short 'o' and long 'o' sound words • Practice Book Lesson 1 Worksheets 1, 2 • Supplementary Reader Lesson 1: Bird Talk | <ul style="list-style-type: none"> • Reading of the lesson • New Words • Comprehension Exercises • Vocabulary Exercises • Grammar Exercises • Listening and Speaking Exercises • Composition Exercises • Sorting & classifying nouns as common or proper. | <p>The students will be able to:</p> <ul style="list-style-type: none"> • understand and analyze the gist of the text. • learn new words and understand their meaning. • develop the ability to read, comprehend, organize, and retain written information. • acquire listening, writing and speaking skills. • identify and use common and proper nouns. | <ul style="list-style-type: none"> • Reading, explanation, and discussion • Toy Pedagogy Game: Name, Place, Animal and Thing • Art Integration- Making an origami cat or any other animal (Worksheet 5, Practice book)  <ul style="list-style-type: none"> • Integrated Activity Identification of sounds of different animals and birds with the help of a video. |

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|----------------------|--|--|---|--|
| <p>May</p> | <ul style="list-style-type: none"> • Practice Book Lesson 1 Worksheets 3, 4 | <ul style="list-style-type: none"> • Common and Proper Nouns | <ul style="list-style-type: none"> • understand the story. • learn new words and understand their meaning. | <ul style="list-style-type: none"> • Listening Activity: The Cow by R.L. Stevenson • Collaborative Activity - Word Chain of Nouns |
| <p>July</p> | <ul style="list-style-type: none"> • Course Book L-2 My Brother's Wheelchair • Grammar Female and Male Nouns • Practice Book Lesson 2 Worksheet s 3, 4 • Supplementary Reader Lesson 2: Ready? Yes Play! | <ul style="list-style-type: none"> • Reading of the lesson • New Words • Opposite Words • Comprehension Exercises • Vocabulary Exercises • Grammar Exercises • Pronunciation Exercises • Listening and Speaking Exercises • Composition Exercises • Nouns: Female and Male | <ul style="list-style-type: none"> • understand and analyze the gist of the text. • learn new words and understand their meaning. • develop the ability to read, comprehend, organize, and retain written information. • acquire listening, writing and speaking skills. • compose and write simple short sentences. • understand the usage of female and male nouns. | <ul style="list-style-type: none"> • Reading, explanation, and discussion • Creative Writing Picture Composition (Page 15, Practice book) • Art Integrated Activity Creating a Large rainbow mural using your handprint. (Page 17, Practice Book)  <ul style="list-style-type: none"> • Value Education A questionnaire on right conduct towards people with disabilities. (Page 10, Practice Book) |
| <p>August</p> | <ul style="list-style-type: none"> • Course Book L-3 The Story of Ta-in and Ta-na • Grammar Pronouns Use of full stop, question mark and capital letters. | <ul style="list-style-type: none"> • Reading of the lesson • Vocabulary Exercises • Grammar Exercises • Pronunciation Exercises • Listening and Speaking Exercises • Pronouns • Punctuation | <ul style="list-style-type: none"> • understand and analyze the gist of the text. • learn new words and understand their meaning. • develop the ability to read, comprehend, organize, and retain written information. • acquire listening, writing and speaking skills. | <ul style="list-style-type: none"> • Reading, explanation, and discussion • Art Integration Making a collage on aquatic animals using shapes.  |

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| | <ul style="list-style-type: none"> • Practice Book Worksheet 1- 4 • Supplementary Reader Lesson 3: The Merchant of Seri | | <ul style="list-style-type: none"> • identify and use pronouns correctly. • appropriately use full stop, question mark and capital letters. | <ul style="list-style-type: none"> • Creative Writing Character Sketch of your best friend. |
| September | <ul style="list-style-type: none"> • Course Book L-4: The One Horned Rhino • Grammar Adjectives • Practice Book Worksheet 2,3,4 • Supplementary Reader Lesson 4: Lion and Lamb Lesson 5: Samaira's Awful Lunch | <ul style="list-style-type: none"> • Poem Recitation • New Words • Comprehension Exercises • Vocabulary Exercises • Grammar Exercises on appropriate usage of Adjectives. • Pronunciation Exercises • Listening and Speaking • Composition Exercises • Crossword Rules | <ul style="list-style-type: none"> • understand and appreciate the poem. • recognize rhyming words. • recite the poem with rhythm, fluency, intonation and correct pronunciation. • use adjectives appropriately. | <ul style="list-style-type: none"> • Recitation and discussion • Creative Writing Composing a short poem (4-5 lines) on your favourite animal. • Speaking Activity (Pair Activity) Speaking to a friend about the things to be kept in mind when going for a jungle safari or visiting a zoo. (Page 34, Practice book) • Value Education Based Activity Questionnaire based on ways to be kind to animals. (Page 27, Practice Book) |
| October | <ul style="list-style-type: none"> • Course Book L-5: The Boy Who Did Not Eat His Breakfast • Grammar Verbs Use of Comma • Practice Book Worksheet 2,3,4 | <ul style="list-style-type: none"> • Reading of the lesson • New Words • Opposite words • Comprehension Exercises • Vocabulary Exercises • Grammar Exercises • Pronunciation Exercises • Listening and Speaking Exercises • Composition Exercises • Verbs • Appropriate use of comma | <ul style="list-style-type: none"> • understand and analyze the gist of the text. • learn new words and understand their meaning. • develop the ability to read, comprehend, organize, and retain written information. • acquire listening, writing and speaking skills. • identify and use Verbs correctly. • appropriately use comma. | <ul style="list-style-type: none"> • Reading, explanation, and discussion • Art Integrated Activity Making a healthy Breakfast Platter using clay and paper plate.  |

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| | | | | <ul style="list-style-type: none"> • Value Education Based Activity Discussing Good and bad eating habits and attempting a questionnaire based on the same. (Page 35,38 of Practice Book) • Deshbhakti Curriculum Enlisting the famous food items of different Indian states and Union Territories. • Dumb Charades: Acting out a verb and identifying the verb. |
| <p>November</p> | <ul style="list-style-type: none"> • Course Book L-6 Science • Grammar Conjunctions • Practice Book Worksheet 2, 4 • Supplementary Reader Lesson 6: Blue and Yellow Mixing • Course Book Lesson 7: A Tumbler of Oil | <ul style="list-style-type: none"> • Poem Recitation • New Words • Comprehension Exercises • Vocabulary Exercises • Grammar Exercises - Conjunctions. • Pronunciation Exercises • Listening and Speaking Exercises • Reading of the lesson • New Words • Opposite words • Comprehension Exercises • Vocabulary Exercises • Grammar Exercises • Pronunciation Exercises • Listening and Speaking Exercises • Composition Exercises | <ul style="list-style-type: none"> • understand and appreciate the poem. • recognize rhyming words. • recite the poem with rhythm, fluency, intonation and correct pronunciation. • Use Conjunctions • understand and analyze the gist of the text. • learn new words and understand their meaning. • develop the ability to read, comprehend, organize, and retain written information. • acquire listening, writing and speaking skills. • Appropriately use was and were | <ul style="list-style-type: none"> • Recitation and discussion • Speaking Activity- Grand Dream- Imagining you are a scientist and speaking few lines on your dream invention and its benefits. • Fun with Science Dancing Raisins Science Experiment Making raisins dance in the mixture in a glass. https://www.youtube.com/watch?v=Pa0DCoA • Art Integrated Activity Making a poster on Cyber Safety |



- **Grammar**
Use of was and were
- **Practice Book**
Worksheets 2,4
- **Supplementary Reader**
Lesson 7: Phani's Funny Chapals

- **Story Telling Activity**
Reciting an enchanting story narrated to you by your grandparents using finger puppets in pairs.



- **Question Toss-**
Answer ball will be tossed to the students and students will toss it back after giving the question to the answer.

December

- **Course Book**
L-8 Wet or Dry
- **Grammar**
Use of has, have and had
- **Practice Book**
Worksheets 2, 4
- **Supplementary Reader**
Lesson 8: My Frog Recycles All His Trash

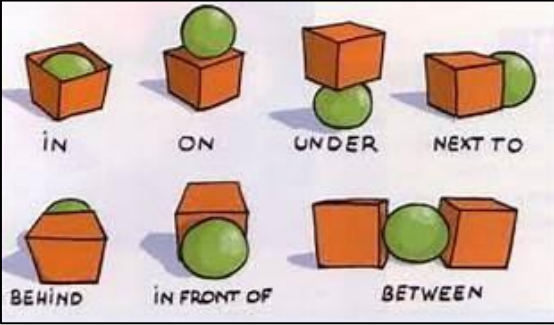
- Poem Recitation
- New Words
- Comprehension Exercises
- Vocabulary Exercises
- Grammar Exercises
- Pronunciation Exercises
- Listening and Speaking
- Composition Exercises

- understand and appreciate the poem.
- recognize rhyming words.
- recite the poem with rhythm, fluency, intonation and correct pronunciation.
- Use of has, have and had

- Recitation and discussion
- **Art Integration**
Best out of waste: Making a utility item from waste materials like plastic bottles, cardboard boxes, old magazines cans, button.

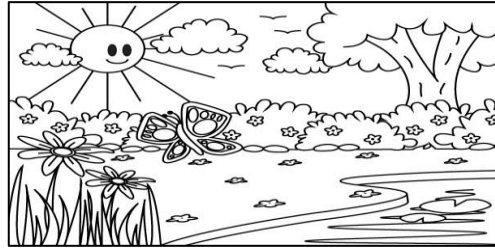



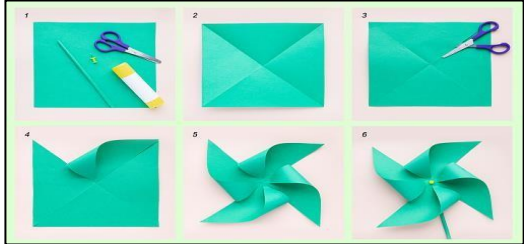


- **Speaking Activity**
Extempore: Ways to keep our environment safe while at school and while at home.

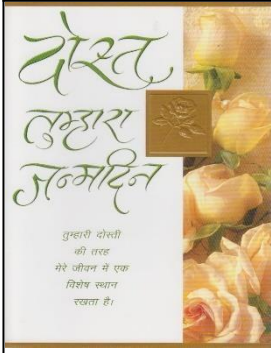
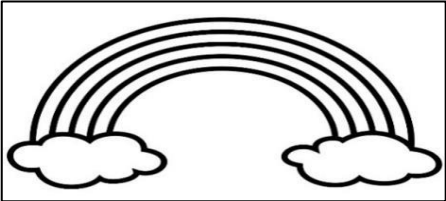
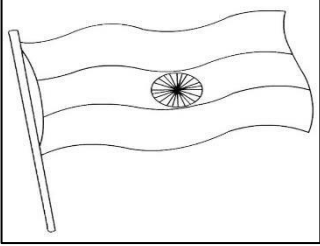
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| <p>January</p> | <ul style="list-style-type: none"> • Course Book L-9: The Story of Yes or No • Grammar Tenses Use of Exclamation mark Picture story • Supplementary Reader Lesson 9: The Lazy Frog • Practice Book Worksheet 2,4 | <ul style="list-style-type: none"> • Reading of the lesson • Vocabulary Exercises • Grammar Exercises • Pronunciation Exercises • Listening and Speaking Exercises • Opposite Words • Uses of Tenses | <ul style="list-style-type: none"> • understand and analyze the gist of the text. • learn new words and understand their meaning. • develop the ability to read, comprehend, organize, and retain written information. • acquire listening, writing and speaking skills. • use tenses appropriately. • use Golden Words in their day-to-day life. | <p>Reading, explanation and discussion</p> <ul style="list-style-type: none"> • Art Integration Making a gratitude card for community helpers using Golden Words. • Guided Story Writing Completing the story using clues. • Toy Pedagogy Classroom Opposites Jigsaw - Students will be provided with one word from an opposite pair and asked to identify its opposite counterpart. |
| <p>February</p> | <ul style="list-style-type: none"> • Course Book L-10: Tenali Rama The Detective • Grammar Prepositions • Supplementary Reader Lesson 10: Magic Vessels • Practice Book Worksheets 2,3,4 | <ul style="list-style-type: none"> • Reading of lesson • New Words • One many • Vocabulary Exercises • Grammar Exercises • Pronunciation Exercises • Listening and Speaking Exercises • Composition Exercises • Prepositions | <ul style="list-style-type: none"> • understand and analyze the gist of the text. • learn new words and understand their meaning. • develop the ability to read, comprehend, organize, and retain written information. • use prepositions correctly. | <p>Recitation and discussion</p> <ul style="list-style-type: none"> • Art Integration Drawing pictures to depict position of different objects, people etc. & describing them in a sentence using prepositions.  <p>The illustration shows seven examples of prepositions using an orange cube and a green sphere. 1. 'IN': The sphere is inside the cube. 2. 'ON': The sphere is resting on top of the cube. 3. 'UNDER': The sphere is positioned below the cube. 4. 'NEXT TO': The sphere is placed adjacent to the side of the cube. 5. 'BEHIND': The sphere is located at the back of the cube. 6. 'IN FRONT OF': The sphere is positioned in front of the cube. 7. 'BETWEEN': The sphere is placed between two separate cubes.</p> |
| <p>March</p> | <ul style="list-style-type: none"> • Revision | <ul style="list-style-type: none"> • Revision of Nouns, Pronouns, Adjectives Verbs and Prepositions | <ul style="list-style-type: none"> • recapitulate grammar topics. | <ul style="list-style-type: none"> • Class Discussions • Quizzes • Games • Liveworksheets |

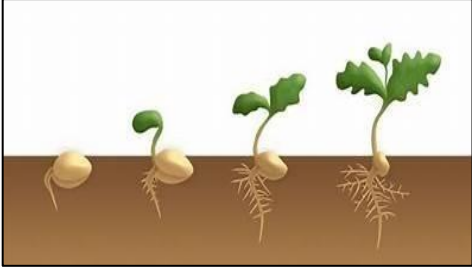

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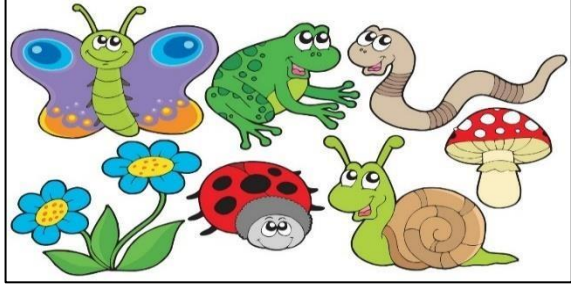

| पाठ्यपुस्तक | <p>नई आशाएँ भाग - 2 (पी. पी. पब्लिके शन) नई आशाएँ भाग - 2 कार्पत्रिका (पी. पी. पब्लिके शन) मधुर हहदी व्याकरण तथा रचना, भाग-2 (पी. पी. पब्लिके शन) पपटारा भाग - 2 (पी. पी. पब्लिके शन)</p> | | | | | | | | | | | | | | | | | | |
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| चक्र /महीना | पिषयिस्तु | उपपिषय | सीखने के प्रततफि | कायप्रणािी | | | | | | | | | | | | | | | |
| <p>प्रथम सत्र अप्रैल</p> | <p>नई आशाएँ चित्र देखिए और कहानी सुनाइए – पृष्ठ 10</p> <p>मधुर ह िंदी व्याकरण पाठ 2 - वर्णमाला पाठ 3 - मात्राएँ ,शब्द और वाक्य</p> | <ul style="list-style-type: none"> क्रम अनुसार कहानी बुनना चित्र वर्णन मात्रा पुनरावृचि | <p>क्वद्यार्थी –</p> <ul style="list-style-type: none"> चित्रदेिकर क्रम अनुसार दी गई कहानी सुना पाएँगे । मौखिक अचिव्यखि और कल्पना करना सीिेेेगे । जीवन में संतुष्टरहने के महत्व को जान पाएँगे । | <ul style="list-style-type: none"> चित्र देिकर क्रम अनुसार कहानी बुनकर सुनाना। मात्राओं से शब्द बनाना। <div data-bbox="1451 651 2069 995" data-label="Form"> <table border="1"> <tr> <td>आ</td> <td>।</td> <td><input type="text"/></td> </tr> <tr> <td>इ</td> <td>ि</td> <td><input type="text"/></td> </tr> <tr> <td>ई</td> <td>ी</td> <td><input type="text"/></td> </tr> <tr> <td>उ</td> <td>ु</td> <td><input type="text"/></td> </tr> <tr> <td>ऊ</td> <td>ू</td> <td><input type="text"/></td> </tr> </table> </div> | आ | । | <input type="text"/> | इ | ि | <input type="text"/> | ई | ी | <input type="text"/> | उ | ु | <input type="text"/> | ऊ | ू | <input type="text"/> |
| आ | । | <input type="text"/> | | | | | | | | | | | | | | | | | |
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| ई | ी | <input type="text"/> | | | | | | | | | | | | | | | | | |
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| ऊ | ू | <input type="text"/> | | | | | | | | | | | | | | | | | |
| | <p>नई आशाएँ पाठ 1 कचवता – हुआ सवेरा</p> <p>नई आशाएँ कार्यपहिका कार्णपचत्रका 1</p> | <ul style="list-style-type: none"> कववता का सस्वर वाचन तुक वाले शब्द समानार्थी शब्द | <ul style="list-style-type: none"> कववता का भाव-भंवगमा व लय के सार्थ गायन कर पाएँगे । स्वस्थ जीवन शैली और परश्रम के महत्व को जान पाएँगे । प्रकृ चत से प्रेम करना सीि पाएँगे । | <ul style="list-style-type: none"> कववता का भाव-भंवगमा व लय के सार्थ गायन करना। सुबह उठकर की जाने वाली चकनीं दो गचतचवचिर्ो केबारे में ििाण करना। <div data-bbox="1473 1177 1957 1490" data-label="Image"> </div> | | | | | | | | | | | | | | | |

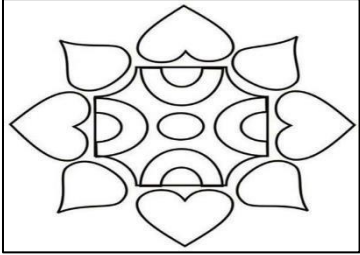

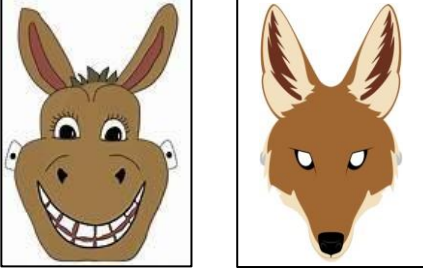
| | | | | |
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| | | | | <ul style="list-style-type: none"> ● कचवता कं ठस्थ करना। ● तुक वाले शब्द बताना। <p>Art Integration</p> <ul style="list-style-type: none"> ● सूरज और पेड़-पौधों का चित्र बनाकर रंग िरना।  |
| | <p>नई आशाएँ पाठ 2 चिचड़रा और हाथी</p> <p>नई आशाएँ कार्यपहिका कार्णपचत्रका 2</p> <p>मधुर ह िं दी व्याकरण व्याकरर : पाठ 4</p> <p>पिटारा पाठ 1</p> | <ul style="list-style-type: none"> ● वािन-अनुवािन ● संरुि व्यंजन ● संज्ञा | <ul style="list-style-type: none"> ● चम्त्रताके महत्वको जान पाँगे । ● चवपरीत पररखस्थरों में सूझ-बूझ से काम करना सीि पाँगे। | <ul style="list-style-type: none"> ● शुद्ध उच्चारर् सचहत वािन-अनुवािन। <p>Art Integration /Toy Pedagogy</p> <ul style="list-style-type: none"> ● कागज़ से चिचड़रा और हाथी के मुिौटे बनाकर कहानी का अचिनर् करना। ● च्वचित्र पशु-पचिरों की आवाज़ों की नक़ल करना ।  |
| मई | <p>नई आशाएँ पाठ 3 चनराली का फ़ै सला</p> | <ul style="list-style-type: none"> ● वािन-अनुवािन ● श और स ● समानाथी शब्द | <ul style="list-style-type: none"> ● परश्रम के महत्व को जान पाँगे । ● सोि-समझ कर चनर्णर् लेना सीख पाँगे। | <ul style="list-style-type: none"> ● शुद्ध उच्चारर् सचहत वािन-अनुवािन। ● च्वचित्रसहाकों की सूिी बनाकर उनके चित्र चिपकाना। |

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| | <p>नई आशाएँ कार्यपहिका कार्णपत्रका 3</p> <p>पिटारा पाठ 2</p> | | | <p>Toy Pedagogy</p> <ul style="list-style-type: none"> कागज़ की िरि बनाना।  |
| जुलाई | <p>नई आशाएँ पाठ 4 : सॉरी मम्मी</p> <p>नई आशाएँ कार्यपहिका कार्पत्रिका 4</p> <p>पिटारा पाठ 3</p> | <ul style="list-style-type: none"> वािन-अनुवािन संरुि व्यंजन चबंदु एवं िंद्रचबंदु | <ul style="list-style-type: none"> स्वस्थ जीवन के वलए पौष्टिकभोजन का महत्व जान पाएँगे । बड़ों की अज्ञाका पालन करना सीखेंगे । | <ul style="list-style-type: none"> शुद्ध उच्चारर् सचह्त वािन-अनुवािन। स्वास्थ्य के वलए गुर्कारी खाने की वस्तुएँ पहानना।  <p>Art Integration</p> <ul style="list-style-type: none"> अपने स्कू ल चट्पन्नका एक सप्ताह का मेन्यू बनाना। |
| | <p>नई आशाएँ पाठ 5 वचवड़या (कववता)</p> <p>नई आशाएँ कार्यपहिका कार्णपत्रका 5</p> | <ul style="list-style-type: none"> कचवता का सस्वर वािन तुक वाले शब्द समानार्थी शब्द | <ul style="list-style-type: none"> परश्रम, स्नेह, वहमत्तसे कवठनाइयों का सामना करना जैसे जीवन मूलों का महत्व जान पाएँगे । | <ul style="list-style-type: none"> कचवता का िाव-िंचगमा व लर् के साथ गर्नी। <p>Art Integration</p> <ul style="list-style-type: none"> रुई, गि और बटन से चिचड़र्ा बनाना ।  |
| | <p>नई आशाएँ हँसो - हँसाओ</p> | | <ul style="list-style-type: none"> मनोरंजन हेतु | |

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| <p>अगस्त</p> | <p>नई आशाएँ पाठ 6 चलो खेलते हैं</p> <p>नई आशाएँ कार्यपत्रिका कार्यपत्रिका 6</p> <p>पिटारा पाठ 4</p> | <ul style="list-style-type: none"> वांिन-अनुवांिन संरुंि व्यंजन चलंग बदलो मात्राओं से शब्द | <ul style="list-style-type: none"> व्कभ्र प्रकार के खेलों के बारे में जानकारी प्राप्त कर पाएँगे । मेलजोल, दोस्ती जैसे जीवन मूल्यों का महत्व जान पाएँगे। | <ul style="list-style-type: none"> शुद्ध उच्चार सचहत्त वांिन-अनुवांिन। <p>Sports Integration</p> <ul style="list-style-type: none"> िड़े होकर तथा बैठकर िेलने वाले िेलों की सूिी बनाना । <p>Art Integration</p> <ul style="list-style-type: none"> अपने चम्रके जन्मचदन पर देने के चलएकार्ण बनाकर उसपर संदेश चलिना ।  |
| <p>वसतंबर</p> | <p>नई आशाएँ पाठ 7 चतुर मुरगा</p> <p>नई आशाएँ कार्यपत्रिका कार्यपत्रिका 7</p> | <ul style="list-style-type: none"> वांिन-अनुवांिन इंद्रधनुष के सात रंगों के नाम 'र' के रूप ज और ज़ में अंतर का, के, की का प्रोग | <ul style="list-style-type: none"> समझदारी, आत्मरिा, ितुराई, सूझ-बूझ जैसे जीवन मूल्यों का महत्व जान पाएँगे। इंद्रधनुषकेसात रंगों के नाम जान पाएँगे । 'र' केरूप तर्था रु और रू से शब्द बनाना सीखेंगे । | <ul style="list-style-type: none"> शुद्ध उच्चार सचहत्त वांिन-अनुवांिन। चिंतात्मक लेििन – पृष्ठ 50 । <p>Art Integration</p> <ul style="list-style-type: none"> इंद्रधनुष का व्क बनाकर उसमें रंग भरना।  <ul style="list-style-type: none"> रष्ट्रीर् ध्वज बनाकर रंग िरना, व रंगों के महत्व केबारे में बताना ।  |
| <p>वसतंबर</p> | <p>नई आशाएँ कचवता – कौन</p> | <ul style="list-style-type: none"> कचवता का सस्वर वांिन | <ul style="list-style-type: none"> मनोरंजन हेतु (Happiness Curriculum) | <ul style="list-style-type: none"> कचवता का िाव-िंचगमा व लर् के साथ गार्न। |

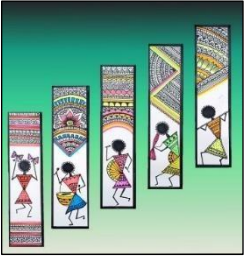

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| | <p>पाठ 8 चगलहरी और िना</p> <p>नई आशाएँ कार्यपहिका कार्णपत्रका 8</p> <p>पिटारा पाठ 5</p> | <ul style="list-style-type: none"> • वांिन-अनुवांिन • रेफ़ और पदेन का प्रर्ोग • में और में • संर्ुि अिर • अनुस्वार/अनुनाचसक | <ul style="list-style-type: none"> • सामान्य चक्कानकी जानकारी प्राप्त कर पाएँगे । • पेड़-पौंों की देंिल के महत्व को जान पाएँगे। • बीजारोपर् - अवलोकन और पररर्ाम नोट करना सींि पाएँगे । | <ul style="list-style-type: none"> • शुद्ध उच्चारर् सचहत वांिन-अनुवांिन। <p>Art Integration + Happiness Curriculum</p> <ul style="list-style-type: none"> • िने केबीज बोना, अंकुरर् की प्रविया को समझना, चित्रों द्वारा उसे दशाणना।  |
| | <p>नई आशाएँ पाठ 9 कचवता – नीम का पेड़</p> <p>नई आशाएँ कार्यपहिका कार्णपत्रका 9</p> | <ul style="list-style-type: none"> • कचवता का सस्वर वांिन • तुक वाले शब्द • पर्ाणर्वांिी शब्द • र् और ड में अंतर | <ul style="list-style-type: none"> • पररर्ावरर्-संरिर् के प्रचत सजग बन पाएँगे। • पेड़-पौंों की उपर्ोचगता के महत्व को जान पाएँगे। | <ul style="list-style-type: none"> • कचवता का िाव-िंचगमा व लर् के साथ गार्न । • नीम केपेड़ का चित्र बनाकर उसके उपर्ोगों की सूंिी बनाना । <ul style="list-style-type: none"> • चिंतात्मक लेिन – पृष्ठ 62 <div data-bbox="1697 790 2116 1161" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">नीम के फायदे</p> <ul style="list-style-type: none"> • नीम की पत्तियों को पीसकर बच्चों को इसका अर्क पिलाने से पेट के कीड़े मर जाते हैं • नीम डायबिटीज में बेहद फायदेमंद होता है। यह कई तरह केसर को भी खत्म करने की क्षमता रखता है • नीम की पत्तियों को जलाने से कई प्रकार के वैक्टीरिया नष्ट होते हैं और मच्छरों का प्रकोप कम होता है • नीम के पत्तों का उपयोग खुजली, एक्जिमा, टिंग कीड़े और कुछ हल्के त्वचा रोगों के लिए भी किया जाता है  </div> |
| <p>अक्टूबर</p> | <p>नई आशाएँ पाठ 10 सबका बगीचा</p> | <ul style="list-style-type: none"> • वांिन-अनुवांिन • संर्ुि अिर • फ़ और फ में अंतर • िंद्रचबंदु | <ul style="list-style-type: none"> • मेलजोल, एकता,सहर्ोग, समानता और भाईचारे की भावना जैसे जीवन मूलों का महत्व जान पाएँगे। | <ul style="list-style-type: none"> • शुद्ध उच्चारर् सचहत वांिन-अनुवांिन। • कहानी का नाटकीर् रूप में अचिनर् करना । |

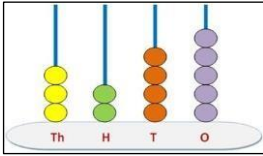
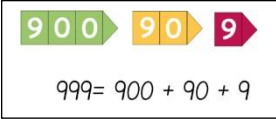
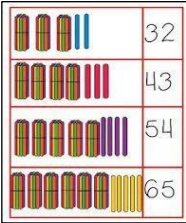

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| | <p>नई आशाएँ कार्यपहिका कार्णपचक्रका 10</p> <p>पिटारा पाठ 6</p> | | | <p>Art Integration + Happiness Curriculum</p> <ul style="list-style-type: none"> बगीचे में विखने वाले जीव-जंतुओं के क्वच बनाकर उनके नाम वलखना ।  |
| | <p>नई आशाएँ गरम जामुन – चित्र कथा आओ िेलेँ साँप – सीढ़ी</p> | <ul style="list-style-type: none"> वािन-अनुवािन | <ul style="list-style-type: none"> मनोरंजन हेतु (Happiness Curriculum) नैचतकमूल्ों के चवकास हेतु | <ul style="list-style-type: none"> शुद्ध उच्चारर् सचहत वािन-अनुवािन। |
| <p>नवंबर</p> | <p>नई आशाएँ पाठ 11 वकसान और भालू</p> <p>नई आशाएँ कार्यपहिका कार्णपचक्रका 11</p> <p>मधुर ह िंदी व्याकरण पाठ 9</p> <p>पिटारा पाठ 7</p> | <ul style="list-style-type: none"> वािन-अनुवािन वाक्ांशों के चलाएक शब्द में और मैं िंद्रचबंदु चवशेषता बताने वाले शब्द | <ul style="list-style-type: none"> समस्या समािान, िैर्ण, परश्रम, समझदारी, ितुराई जैसे जीवन मूल्ों का महत्व जान पाएँगे। | <ul style="list-style-type: none"> शुद्ध उच्चारर् सचहत वािन-अनुवािन। ज़मीन के नीिे /ज़मीन के ऊपर उगने वाली फ़सलों के चित्र बनाकर नाम चलाना। <p>Art Integration + Toy Pedagogy</p> <ul style="list-style-type: none"> मुिौटे बनाकर कहानी का अचिनर् करना। नाटक को कहानी के रूप में सुनाना ।  |
| <p>विसंबर</p> | <p>नई आशाएँ पाठ 12 आई िीपावली</p> <p>नई आशाएँ कार्यपहिका कार्णपचक्रका 12</p> | <ul style="list-style-type: none"> वािन-अनुवािन समान अण्णवाले शब्द श और स है और हैं | <ul style="list-style-type: none"> भारतीय संस्कृ क्त और परम्पराओं का महत्व जान पाएँगे। पयाणवरर् संरक्षर् के प्रक्त सजग बनेंगे। पाररवाररक स्नेहके प्रक्त जागरूक होगेंे । | <ul style="list-style-type: none"> शुद्ध उच्चारर् सचहत वािन-अनुवािन। |

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| | <p>पिटारा पाठ 8</p> <p>मधुर ह िं दी व्याकरण पाठ 10</p> | | | <p>Art Integration</p> <ul style="list-style-type: none"> रिनात्मक कार्ण -अपने मनपसंद त्योहार का चित्र बनाकर उसके बारे में 4-5 वाक् चलिना। रंगोली बनाकर उसमे रंग िरना ।  <ul style="list-style-type: none"> हररत चदवाली चवषर् पर पोस्टर बनाना ।  |
| जनवरी | <p>नई आशाएँ बूझो-बूझो</p> <p>नई आशाएँ पाठ 13 गायक गथा</p> <p>नई आशाएँ कार्यपहिका कार्णपक्त्रका 13</p> <p>मधुर ह िं दी व्याकरण पाठ 8</p> <p>पिटारा पाठ 9</p> | <ul style="list-style-type: none"> वा िन-अनुवा िन सही/गलत काम वाले शब्द र्ी और डी | <p>मनोरंजन हेतु (Happiness Curriculum)</p> <ul style="list-style-type: none"> दोस्ती, सही सलाह मानना, समझदारी जैसे जीवन मूल्ों का महत्व जान पाएँगे। | <ul style="list-style-type: none"> शुद्ध उच्चारर् सचहत वा िन-अनुवा िन। पाठ में आए पात्रों का िररत्र वर्णन करना। <p>Art Integration + Toy Pedagogy</p> <ul style="list-style-type: none"> मु िौटे बनाकर कहानी का अचिनर् करना।  |

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| <p>फरवरी</p> | <p>नई आशाएँ पाठ 14 ऋतुएँ (कववता)</p> <p>नई आशाएँ कार्यपहिका कार्णपत्रका 14</p> <p>पिटारा पाठ 10</p> | <ul style="list-style-type: none"> • कववता का सस्वर पाठ | <ul style="list-style-type: none"> • ऋतुओं की जानकारी प्राप्त कर पाएँगे। • प्रकृत प्रेम का महत्व जान पाएँगे। | <ul style="list-style-type: none"> • कववता का िाव-िंचगमा व लर् के साथ गान । <p>Happiness Curriculum</p> <ul style="list-style-type: none"> • अपनी मनपसंि ऋतु के बारे में कववताएँ सुनना और सुनाना । <p>https://www.youtube.com/watch?v=hZYm51ulE8c</p> |
| | <p>नई आशाएँ पाठ 15 हार्थी (गद्य)</p> <p>नई आशाएँ कार्यपहिका कार्णपत्रका 15</p> <p>मधुर ह िंदी व्याकरण पाठ 12 पाठ 13 पाठ 14</p> | <ul style="list-style-type: none"> • वािन-अनुवािन • अिणिद्राकार • अनुस्वार और अनुनाचसक • चित्र-वर्णन | <ul style="list-style-type: none"> • पशु प्रेम और पर्ाणवरर् जागरूकता जैसे जीवन मूलों का महत्व जान पाएँगे। | <ul style="list-style-type: none"> • शुद्ध उच्चारर् सचहत वािन-अनुवािन। • हार्थी मनुष्य के वकस काम आता है - ववषय पर 5 वाक्य वलखना । • चित्र वर्णन – पृष्ठ 103 <div data-bbox="1451 798 1993 1082" data-label="Image"> </div> |
| <p>मािण</p> | <p>व्याकरर् पुनरावृचि</p> <p>मधुर ह िंदी व्याकरण पाठ 17</p> <p>पिटारा पाठ 11</p> | <ul style="list-style-type: none"> • व्याकरर् अभ्यास | <ul style="list-style-type: none"> • व्याकरर् चवषर्ों की पुनरावृचि कर पाएँगे। | <ul style="list-style-type: none"> • व्याकरर् अभ्यास |

Mathematics

| Books | Mathematics Textbook cum Workbook – 2 | | | |
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| Month | Topics | Sub Topics | Learning Outcomes | Methodology |
| April | Unit 1 Revisiting Class I | <ul style="list-style-type: none"> Types of lines – horizontal, vertical, slanting and curved. Numbers in words and figures. Concept of ascending, descending, just after and just before. (2- digit numbers) | <p>The students will be able to:</p> <ul style="list-style-type: none"> revise the concepts learnt in class 1 | <p>Art Integration</p> <ul style="list-style-type: none"> Making a bookmark using Warli Art.  |
| | Unit 2 Shapes | <ul style="list-style-type: none"> Sides, corners, straight and curved lines of 2 D shapes. Recognition and examples of 3 D shapes. Open and closed figures Rolling and sliding objects Grouping objects based on their shapes. | <ul style="list-style-type: none"> group objects/living things on the basis of some common properties like size, colour, shape etc. develop vocabulary related to spatial relationships and correlate it with real life experiences. differentiate between 2 D and 3 D shapes. observe and co-relate objects in the environment with shapes. | <p>Art Integration</p> <ul style="list-style-type: none"> Making a scenery with origami sheets using 2 D shapes.  |

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| | <p>Unit 3 Place Value</p> | <ul style="list-style-type: none"> Counting in tens Place value of 2-digit numbers Place value on an abacus Numbers beyond 99 | <ul style="list-style-type: none"> group objects into groups of tens and ones. count the number of tens and ones and write its numeral and number name. complete the number series. compare numbers. | <p>Toy Pedagogy</p> <ul style="list-style-type: none"> Representing the numbers asked by the teacher on an abacus.  <ul style="list-style-type: none"> Representing expanded form of numbers using number cards.  <ul style="list-style-type: none"> Representing 2-digit numbers using bundles of tens and ones (ice cream sticks).  |
| <p>May</p> | <p>Unit 4 Numbers up to 1000</p> | <ul style="list-style-type: none"> Numerals and Number names Counting from 101 to 999 Building Numbers Random Counting Expanded Form Place Value of 3-digit numbers | <ul style="list-style-type: none"> read base ten blocks to identify three-digit numbers. write three-digit numerals and their number names. complete the number series. | <p>Toy Pedagogy</p> <ul style="list-style-type: none"> Solving number riddles. Building smallest and greatest numbers using  <p>Guessing game-</p> <ul style="list-style-type: none"> Guessing the numbers with the help of the given clues. |

July

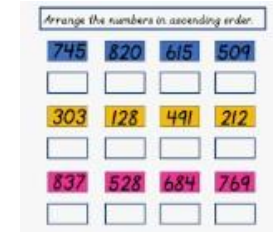
**Unit 5
More About
Numbers**

- Before, After and Between
- Comparison of the numbers
- Ascending and descending order
- Odd and even numbers
- Skip Counting

- recall the numbers that come before, after or between.
- compare numbers.
- count backwards.
- arrange the numbers in ascending and descending order.
- identify 2 and 3 digit odd and even numbers.
- count in 2's, 3's, 5's and 10's.
- follow the pattern and fill in the blanks in a sequential order.

Toy Pedagogy

- Arranging the Number Cards in ascending or descending order.



Art Integration

- Solving skip counting maze.



**Unit 6
Patterns**



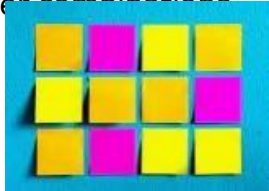
- Patterns all around us
- Identifying patterns
- Creating Patterns





- observe and describe the patterns in terms of geometrical shapes in the surroundings, numbers and letters of the alphabet.
- identify and extend the patterns in a sequence in accordance with shapes, numbers and letters of the alphabet.
- create patterns by drawing and colouring.

Art Integration



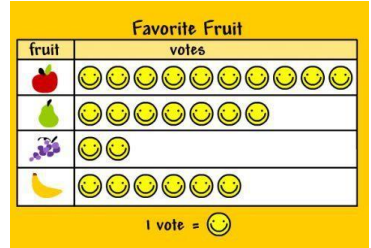
- Creating patterns using ice-cream sticks.



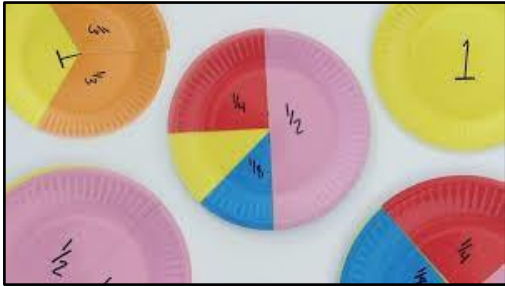


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| <p>August</p> | <p>Unit 7 Measurement of length</p> | <ul style="list-style-type: none"> • Non-standard unit of length • Measuring tools • Standard unit of Length • Estimating length | <ul style="list-style-type: none"> • compare lengths of two or more objects by observing them visually. • measure lengths and distances using non- standard & standard units of measurement. | <p>Toy Pedagogy</p> <ul style="list-style-type: none"> • Measuring lengths of the table, book, pencil, classroom using non-standard units of measuring lengths & comparing the result with the picture  <ul style="list-style-type: none"> • Guessing the length of the given objects and finding the actual length using standard units of measurement. |
| | <p>Unit 8 Addition</p> | <ul style="list-style-type: none"> • Adding by counting forward • Properties of addition • Adding 2-digit numbers without regrouping • Adding 3-digit numbers without regrouping • Addition by 10's • Addition by 100's • Addition of 2-digit numbers with regrouping • Addition of 3-digit numbers with regrouping • Number stories | <ul style="list-style-type: none"> • add by counting forward • understand properties of addition • add 2-digit numbers without regrouping • add 3-digit numbers without regrouping • add by 10's • add by 100's • add 2-digit numbers with regrouping • add 3-digit numbers with regrouping • solve addition sums presented through number stories. | <p>Toy Pedagogy</p> <ul style="list-style-type: none"> • Board Game Ludo  <p>Art Integration</p> <ul style="list-style-type: none"> • Using sticky notes to make number combinations  <p>Critical Thinking</p> <ul style="list-style-type: none"> • Adding the given numbers to decode the given message. |

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| <p>September</p> | <p>Unit 9 Measureme nt of Weight</p> | <ul style="list-style-type: none"> • Non- Standard unit of weight • Standard Unit of weight • Estimating weights of objects in terms of grams and kilograms. | <ul style="list-style-type: none"> • compare weights of two or more objects by observing them visually. • measure weights using non-standard & standard units of measurement. • identify the objects as heavier / lighter using a pan balance. | <p>Toy Pedagogy</p> <ul style="list-style-type: none"> • Comparing the weight of the objects using a pan balance.  <ul style="list-style-type: none"> • Collecting the wrappers of biscuits, wafers, soaps, toothpaste etc. and writing their weight in gm/kg.  |
| | <p>Unit 10 Capa city</p> | <ul style="list-style-type: none"> • Comparing containers in terms of their capacity • Non-Standard Unit of capacity • Standard unit of capacity | <ul style="list-style-type: none"> • measure capacity using non-standard units of measurement. • explore the quantity of liquids used in day-to-day activities. • compare capacities of two or more vessels/containers by observing them visually and using standard units of measurement establish the relationship between larger and smaller units of capacity. | <p>Toy Pedagogy</p> <ul style="list-style-type: none"> • Using a cup/glass to measure the capacity of different vessels.  <ul style="list-style-type: none"> • Measuring and comparing the capacity of a jug using cups of different sizes.  |

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| <p>October</p> | <p><u>Unit 11</u> Subtra ction</p> | <ul style="list-style-type: none"> • Subtraction by counting backwards • Properties of Subtraction • Subtraction of 2-digit numbers without regrouping • Subtraction of 3-digit numbers without regrouping • Subtraction with regrouping of 3-digit numbers with regrouping • Number Stories • Relationship between addition and subtraction | <ul style="list-style-type: none"> • subtract by counting backwards • understand properties of subtraction • subtract 2-digit numbers without regrouping • subtract 3-digit numbers without regrouping • subtract 3-digit numbers with regrouping • solve simple number stories based on subtraction. • infer relationship between addition and subtraction. | <p><u>Critical Thinking</u></p> <ul style="list-style-type: none"> • Solving 3-digit subtraction crossword puzzle. <div data-bbox="1713 284 1995 678" data-label="Image"> </div> <p><u>Art Integration</u></p> <ul style="list-style-type: none"> • Colouring the picture as per the colour key based on subtraction problems. |
| <p>November</p> | <p><u>Unit 12</u> Multiplic ation</p> | <ul style="list-style-type: none"> • Repeated Addition • Building tables up to 9 • Properties of multiplication • Multiplication by 10 and 100 • Multiplication of a 2-digit and a 3-digit number by a single digit number. (Without regrouping) | <ul style="list-style-type: none"> • understand the situations involving grouping of numbers and repeated addition. • observe and understand relation of repeated addition and multiplication. • write multiplication facts for a given repeated addition sum. • read number grid based on multiplication. | <p><u>Art Integration</u></p> <ul style="list-style-type: none"> • Showing multiplication as repeated addition using stickers/bindis or other manipulatives. <div data-bbox="1579 1145 2123 1406" data-label="Image"> </div> |

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| | | | <ul style="list-style-type: none"> • build tables upto 10 and multiply 2-digit and 3-digit numbers with a single digit number without regrouping. | <p><u>Toy Pedagogy</u></p> <ul style="list-style-type: none"> • Building multiplication tables of 2, 3 and 4 using ice cream sticks.  |
| December | <u>Unit 13</u> Money | <ul style="list-style-type: none"> • Indian Currency (notes and coins) • Using different currency denominations to make small sums • Calculating the money required and remaining balance | <ul style="list-style-type: none"> • identify Indian currency (notes and coins). • add up to numerical value of 1000 rupees using play money of different denominations. | <p><u>Story and Rhymes</u></p> <p><u>Art Integration</u></p> <ul style="list-style-type: none"> • Tracing of coins  <p><u>Toy Pedagogy</u></p> <ul style="list-style-type: none"> • Making various money combinations using Play money. • Shopping activity in the class with toys, objects and play money. |
| | <u>Unit 14</u> Data handling | <ul style="list-style-type: none"> • Collecting and representing data • Reading and analysing data | <ul style="list-style-type: none"> • collect, represent & interpret data based on observation of situations or experiences. | <p><u>Art integration</u></p> <ul style="list-style-type: none"> • Collecting the information from 10 classmates and making a pictograph about their favourite fruit.  |

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| <p>January</p> | <p><u>Unit 15</u> Division</p> | <ul style="list-style-type: none"> • Division as equal sharing • Division as Equal grouping • Division on number line • Division facts • Division using multiplication tables | <ul style="list-style-type: none"> • understand the concept of division as ways of equal grouping/sharing/distribution and repeated subtraction. • understand the concept of zero in division. • explore the division facts and understand the relationship between multiplication and division. | <p><u>Toy Pedagogy</u></p> <ul style="list-style-type: none"> • Showing equal distribution using objects/manipulatives.  <ul style="list-style-type: none"> • Putting together popsicle puzzles based on division facts.  |
| <p>February</p> | <p><u>Unit 16</u> Fractions</p> | <ul style="list-style-type: none"> • Meaning of Fractions • One-half, one-fourth or three-fourths | <ul style="list-style-type: none"> • understand and represent part of a whole as a fraction. • read and write part of a whole as a fraction (emphasis on equal parts). • demonstrate the understanding of the fractions by various activities like paper folding and colouring. • read and recognize the fractional parts of a given picture in word and fraction forms. | <p><u>Art Integration</u></p> <ul style="list-style-type: none"> • Representing fractions using paper plates.  |

**Unit 17
Measurement of
Time**

- Reading a clock in terms of o'clock and half past
- Estimating duration of time

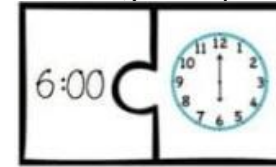
- develop the skill to read the clock to tell the time.
- observe and estimate the time intervals between the start and end of a real- life event.

Toy Pedagogy

- Making a clock using a paper plate.



- Solving matching time puzzle.



March

**Unit 18
Calendar**

- Days of the week
- Months in a year

- name and spell the days of a week and months in order.
- tell the number of days in each month.
- interpret the information shown in the calendar.

Toy Pedagogy

- Writing the names of the months on ice cream sticks and arranging them in the correct sequence.





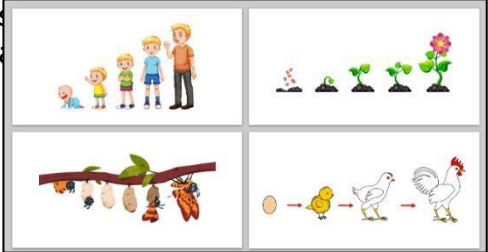
Listening Activity




- Marking the days on the calendar of February 2025 as asked by:


| February 2025 | | | | | | |
|---------------|--------|---------|-----------|----------|--------|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |



Environmental Studies

| Books | Environmental Studies -2 Viva Education | | | |
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| April | <u>Chapter 1 Myself</u> | <ul style="list-style-type: none">• Myself• My favourite food, subject, game etc.• Quick Check [A, B, C & D(oral)]• Learning is Fun (Skill-based Activities)• Worksheet1 (Page 3) | The students will be able to: <ul style="list-style-type: none">• explore about themselves.• identify and list their favourite food, subject, game etc. | <ul style="list-style-type: none">• Explanation through hands-on activities, demonstration & discussion.• <u>Art integration</u> Making a 'Name Tag' with information like name, age, class, section, roll <div data-bbox="1518 518 2029 775" style="border: 1px solid black; padding: 5px; text-align: center;"><p>Hello My Name Is:</p><hr/><hr/><hr/><hr/></div> <ul style="list-style-type: none">• <u>Speaking Activity</u> Myself - 6 to 8 sentences highlighting some good qualities <div data-bbox="1541 997 1948 1412"><p>a)</p><p>A cartoon illustration of a young boy with brown hair, wearing a red vest over a white shirt and blue pants. He is standing and looking towards a large, empty speech bubble that is positioned above and to his right. The boy has a friendly expression.</p></div> |



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| | <p><u>Chapter 2</u> Human Body</p> | <ul style="list-style-type: none"> • Parts of the body and their functions. • Sense organs and their functions. • Sequence of growth of living things. • Quick Check [A, B, C & D(oral)] • Learning is Fun (Skill-based Activities) • Worksheet 2 (Page 4) | <ul style="list-style-type: none"> • identify various parts of the body and their functions. • list the sense organs and their functions. • understand the sequence in which the living things grow. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration & discussion. • <u>Sports Integration</u> Basic aerobics exercises to understand the function of different bc  <ul style="list-style-type: none"> • <u>Art integration</u> Drawing/pasting pictures to depict  |
| | <p><u>Chapter 3</u> My Family</p> | <ul style="list-style-type: none"> • Types of family • Relationship with different family members. • Role of different family members. • Helping the family members. • Flow chart (types | <ul style="list-style-type: none"> • comprehend the meaning of a family. • differentiate between different types of families. • understand the relationship between different family members and list the ways in which they help | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration & discussion • <u>Activity Based Pedagogy</u> Poems/songs on the theme family. https://www.youtube.com/watch?v=mvv_5PU00e0 |



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| | | <ul style="list-style-type: none"> • Quick Check [A, B, C & D(oral)] • Learning is Fun (Skill-based Activities) • Worksheet 3 (Page 5) | | <ul style="list-style-type: none"> • Theatre in Education Enacting as any one member of the family.  |
| <p>May</p> | <p>Chapter 4 We Need Food</p> | <ul style="list-style-type: none"> • Food Groups. • Sources of Food • Vegetarians and non-vegetarians • Importance of water for the body • Good Eating Habits. • Flow Charts • Quick Check • Learning is Fun (Skill-based Activities) • Worksheet 4 (Page 6) | <ul style="list-style-type: none"> • classify food into different food groups. • Identify and classify foods on the basis of their source. • compare the diet of vegetarians and non-vegetarians. • understand the importance of water for the body. • list good eating habits. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration & discussion. • Toy Pedagogy (Group) Creating a grocery store in the classroom and classifying different food items as plant/animal food.  <ul style="list-style-type: none"> • Art Integration Making a poster on the theme- Stop Food Wastage.  |




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| <p>July</p> | <p>Chapter 5 Clothes We Wear (Project Based)</p> | <ul style="list-style-type: none"> • Types of Clothes • Material Used to make Clothes • Types of Fibres • Fibre to Clothes • Special Clothes | <ul style="list-style-type: none"> • understand the need of wearing clothes. • identify and associate different types of clothes with different seasons. • list the various things made with different fabrics. • identify and differentiate between uniform and costume. (Special clothes). • understand process of fibre to fabric. understand the importance of wearing clean clothes. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration & discussion. • Activity Based Pedagogy <p>Video on the Journey of Cloth – Fibre to Clothes. https://www.youtube.com/watch?v=3JTsyNI6UY4 https://www.youtube.com/watch?v=P5v1hmKHYeQ</p> <p>Songs on Clothes https://www.youtube.com/watch?v=f9ZPEZBoBto&list=PLivMqvsadV5kNrKxKxtGUxMYDkFBOPWa&index=10 https://www.youtube.com/watch?v=cBmnRsh8Hw&list=PLivMqvsadV5kNrKxKxtGUxMYDkFBOPWa&index=15 https://www.youtube.com/watch?v=xvQOUNQTSS0</p> <p>Displaying clothes worn in different seasons on a clothesline.</p>  |
| | <p>Chapter 6 We Need Shelter</p> | <ul style="list-style-type: none"> • Types of Houses • Parts of a House • People who Build our House • A Good House • Quick Check • Learning is Fun | <ul style="list-style-type: none"> • list building materials required to make a house. • recognize different types of houses in different parts of India. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration and discussion. • Activity Based Pedagogy <p>Listening to the story 'Three Little Pigs'.</p> |

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| | | <p>(Skill-based Activities)</p> <ul style="list-style-type: none"> Worksheet 6 (Page 8) | <ul style="list-style-type: none"> identify the parts/rooms of a house. identify the people who help build a house. appreciate the importance of a clean home. | <p>Brainstorming on the facts about different types of houses found in different places.</p> <ul style="list-style-type: none"> Toy Pedagogy (Group) Making any one type of house using play dough. Creating a corner to display all the houses together.  |
| <p>August</p> | <p>Chapter 7 Be Safe and Healthy</p> | <ul style="list-style-type: none"> Be Safe First Aid Be Healthy | <ul style="list-style-type: none"> understand the importance of good food habits. list different ways to keep ourselves clean. understand the importance of exercise in our life. understand the importance of correct postures. | <ul style="list-style-type: none"> Explanation through hands-on activities, demonstration and discussion. Activity Based Pedagogy Songs on Safety Rules https://www.dailymotion.com/video/x8cynru https://www.youtube.com/watch?v=f_1FdGwOfg0A Making a hygiene kit containing soap, wet tissues, sanitizer etc. for school bag.  |




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| | | | | <ul style="list-style-type: none"> • Speaking Activity Speaking about any two safety rules to be followed at school or home or on the road. |
| | Chapter 9 My School | <ul style="list-style-type: none"> • Learning in School • Rooms in a School • Good Manners in a School • Celebrations in School • Quick Check [A, B, & C] • Learning is Fun (Skill-based Activities) | <ul style="list-style-type: none"> • to know the importance of school. • name different kinds of schools. • know about the good manners to be followed in the school. name few important days and festivals we celebrate in school. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration and discussion. • Activity Based Pedagogy Songs on School https://www.youtube.com/watch?v=i211NeJZRO https://www.youtube.com/watch?v=f_OLNnmwAc3k&t=7s • Creative Writing/Art Integration Writing few sentences on the favourite room in the school along with suitable pictures. |
| September | Chapter 9 Neighbours and Neighbourhood | <ul style="list-style-type: none"> • Neighbourhood • Services in a Neighbourhood • Quick Check • Learning is Fun (Skill-based Activities) • Worksheet 10 (Page 12) | <ul style="list-style-type: none"> • appreciate the importance of neighbourhood and list the ways in which neighbours help one another. • identify the important places and services in a neighbourhood. • identify the places of recreation and recognize their importance. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration and discussion. • Activity Based Pedagogy Songs on Neighbourhood https://www.youtube.com/watch?v=dWq3R9eeQ4Q https://www.youtube.com/watch?v=iHsCGwOBNrs |




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| | | | <ul style="list-style-type: none"> identify different places of worship and communities they belong to. | <ul style="list-style-type: none"> Toy Pedagogy (Group) Creating a neighbourhood place using different objects, toys and flash cards.  |
| | Chapter 10 People We Need | <ul style="list-style-type: none"> People Who Help Us People Who Entertain Us People who Care for Us Learning is Fun (Skill-based Activities) | <ul style="list-style-type: none"> name the people who help and entertain us to make our lives comfortable. understand the work done by helpers. respect and appreciate the work done by helpers. | <ul style="list-style-type: none"> Explanation through hands-on activities, demonstration and discussion. Activity Based Pedagogy Songs on Helpers https://www.youtube.com/watch?v=RlJJ6ub8n8&list=PLb0rRpSym6h3KXcTOZIkIbybWn-GIcco&index=10 Speaking Activity Dressing up like any one community helper and speaking a few sentences about the chosen helper.  |
| October | Chapter11 Celebrating Festivals | <ul style="list-style-type: none"> National Festivals Religious Festivals Harvest Festivals | <ul style="list-style-type: none"> understand the meaning of a festival. | <ul style="list-style-type: none"> Explanation through hands-on activities, demonstration and discussion. |

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| | | <ul style="list-style-type: none"> • Quick Check • Learning is Fun (Skill-based Activities) • Worksheet 12 (Page 13) | <ul style="list-style-type: none"> • differentiate between national, religious and harvest festivals. • identify the reasons for celebrating different festivals. <p>identify the practices associated with each festival.</p> | <ul style="list-style-type: none"> • Activity Based Pedagogy Songs on Festivals https://www.youtube.com/watch?v=5nsmkvl6uBQ • Art Integration Connecting the dots to complete line sketch of Mahatma Gandhi and writing a few sentences on the significance of Gandhi Jayanti.  |
| | <p>Chapter 12 Directions, Travel and Communication</p> | <ul style="list-style-type: none"> • Directions • Maps • Means of Transports • Special Vehicles • Means of Communication • Quick Check (A, B, & C) • Learning is Fun (Skill-based Activities) | <ul style="list-style-type: none"> • understand the importance of various means of transport. • list examples of various means of transport. • categorize the different means of transport as land, water and air. • list special vehicles. • comprehend the meaning of means of communication. • identify the main directions. • apply the knowledge | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration, and discussion. • Discussion on navigation devices in vehicles. • Art Integration Depicting the four main directions through an Arrow-Chart.  |

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| | | | <p>gained about directions in simple real-life situations.</p> <ul style="list-style-type: none"> • identify the number of days in a week, month, and year. • list the different months of a year. | <ul style="list-style-type: none"> • Toy Pedagogy <ul style="list-style-type: none"> ❖ Making a paper boat using origami paper.  <ul style="list-style-type: none"> ❖ Sorting flash cards/stick puppets of means of land, air and water transport.  |
| November | Chapter 13 Weather and Seasons | <ul style="list-style-type: none"> • Weather • Seasons • Quick Check (A, B, & C) • Learning is Fun (Skill-based Activities) | <ul style="list-style-type: none"> • differentiate between weather and season. • list the names of different types of seasons. <p>identify and understand the season-cycle in India.</p> | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration, and discussion. • Speaking Activity My Favourite Season – using stick puppets of various things/clothes etc related to the chosen season.  |

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| | <p>Chapter 14 The World of Plants</p> | <ul style="list-style-type: none"> • Parts of a Plant • Types of Plants • Food for Plants • Uses of Plants • Quick Check • Learning is Fun (Skill-based Activities) • Worksheet 16 & 17 (Page 18 & 19) | <ul style="list-style-type: none"> • name the different parts of a plant. • identify the different types of plants. • list the characteristics of trees, shrubs, herbs. • differentiate between climbers and creepers. • describe the functions of leaves in a green plant. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration, and discussion. • Activity Based Pedagogy Songs and Videos on Plants https://www.youtube.com/watch?v=Ep994Gk-s https://www.youtube.com/watch?v=oTErsjXmQ • Art Integration Collage on Uses of Plants on a cut out of a tree. <div data-bbox="1697 679 1928 927" data-label="Image"> </div> <p data-bbox="1563 911 2067 979">Depicting Photosynthesis using play dough.</p> <div data-bbox="1697 1023 1906 1182" data-label="Image"> </div> |
| <p>December</p> | <p>Chapter 15 The World of Animals</p> | <ul style="list-style-type: none"> • Homes of Animals • Food of Animals • Movement of Animals • Useful Animals • Quick Check • Learning is Fun (Skill-based Activities) | <ul style="list-style-type: none"> • recognize the different kinds of homes of animals. • classify the animals based on what they eat. • understand the ways in which different animals move. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration, and discussion |

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| | | <ul style="list-style-type: none"> Worksheet 18 & 19 (Page 20 & 21) | | <ul style="list-style-type: none"> Activity Based Pedagogy Songs and videos on Animals https://www.youtube.com/watch?v=wCfWmlnJI-A https://www.youtube.com/watch?v=1DWsyppmmoqM Toy Pedagogy Making a socks puppet of any one wild animal.  |
| <p>January</p> | <p>Chapter 16 The World around Us</p> | <ul style="list-style-type: none"> The Earth, Sun and Moon The Stars and Planets | <ul style="list-style-type: none"> Identify a day and night sky. Identify and name the different landforms and water bodies found on Earth. learn facts about the Sun, moon and Earth. | <ul style="list-style-type: none"> Explanation through hands-on activities, demonstration and discussion. Art Integration Creating different landforms using playdough.  <p>Making Bookmarks with interesting facts about any one celestial</p>  |

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| <p>February</p> | <p><u>Chapter 17 Air</u></p> | <ul style="list-style-type: none"> • Speed, Direction & Force • Uses of Air • Importance of Clean Air • Learning is Fun (Skill-based Activities) | <ul style="list-style-type: none"> • understand the properties and uses of air. • appreciate the importance of clean air. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration and discussion. • Activity Based Pedagogy Performing different experiments to explore the properties of air.  |
| <p>March</p> | <p><u>Chapter 18: Water</u></p> | <ul style="list-style-type: none"> • Sources and Uses of Water • Storing Water • Importance of Clean Drinking Water • Saving Water • Learning is Fun (Skill-based Activities) | <ul style="list-style-type: none"> • appreciate the importance of water. • list the various sources of water. • identify the vessels used for storing water. • understand the properties of clean water. • acknowledge the necessity of saving water. • recognize the ways to save water and keep it clean. | <ul style="list-style-type: none"> • Explanation through hands-on activities, demonstration and discussion. • Activity Based Pedagogy Songs and videos on Water https://www.youtube.com/watch?v=ex5hGWrYrQY https://www.youtube.com/watch?v=4yd_wprvtGM <p>Performing different experiments to explore the properties of water.</p>  <ul style="list-style-type: none"> • Art Integration Making a poster on the topic: Save Water, Save Earth on A4 sheet.  |

Class II
Co-Scholastic Subjects

(Session 2024-25)

**Art Education Book -
Art Express**

| First Term | |
|--------------------|---|
| April | <ul style="list-style-type: none">• Book - Art Express Pages: 4 - 7 |
| May | <ul style="list-style-type: none">• Book - Art Express Pages: 8 - 10 |
| July | <ul style="list-style-type: none">• Life under Water• Book - Art Express Pages: 11 - 15 |
| August | <ul style="list-style-type: none">• Book - Art Express Pages: 16 - 21• Valley of Flowers |
| September | <ul style="list-style-type: none">• Portrait |
| Second Term | |
| October | <ul style="list-style-type: none">• Happiness all Around - Diwali |
| November | <ul style="list-style-type: none">• Human Portrait |
| December | <ul style="list-style-type: none">• Book- Art Express Pages: 22 - 30 |
| January | <ul style="list-style-type: none">• Republic Day |
| February | <ul style="list-style-type: none">• Doodle Art |
| March | <ul style="list-style-type: none">• Book - Art Express • Pages: 31-35 |

Computers
Book - IIPlanet: Code Biotics (Publisher: FMP Planet)

| First Term | |
|-------------------|---|
| April | <ul style="list-style-type: none">• Chapter 1: Computer at Various Places |
| May | <ul style="list-style-type: none">• Chapter 2: Computer Devices Introduction to Parts of Computer |
| July | <ul style="list-style-type: none">• Chapter 2: Computer Devices Introduction to Parts of Computer (Revision) Input Devices and Output Devices |

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| August | <ul style="list-style-type: none"> Chapter 3: Fun with Tux Paint |
| September | <ul style="list-style-type: none"> Chapter 4: Word 2016 Introduction Starting a Word program |
| | Second Term |
| October | <ul style="list-style-type: none"> Chapter 4: Word 2016 Working with Word Saving a document |
| November | <ul style="list-style-type: none"> Chapter 5: More on Paint |
| December | <ul style="list-style-type: none"> Chapter 6: Arrangement of Patterns |
| January | <ul style="list-style-type: none"> Chapter 7: Fun with Scratch Jr. |
| February | <ul style="list-style-type: none"> Chapter 8: Understanding AI |
| March | <ul style="list-style-type: none"> Revision |
| Dance | |
| | First Term |
| April | <ul style="list-style-type: none"> Classical Footwork Folk Footwork |
| May | <ul style="list-style-type: none"> Practice of Footwork with Folk Song |
| July | <ul style="list-style-type: none"> Classical Hand Movement Use of Classical Hand Movements (Songs) |
| August | <ul style="list-style-type: none"> Use of Classical Hand Movements in Patriotic Song Single Hand Gestures Uses of Hand Gestures |
| September | <ul style="list-style-type: none"> Knowledge about different Folk Dances Folk Hand Movements |
| October | <ul style="list-style-type: none"> Folk Dance |
| | Second Term |
| November | <ul style="list-style-type: none"> Revision |
| December | <ul style="list-style-type: none"> Free style Dance Movements |
| January | <ul style="list-style-type: none"> Free style Dance Movements |
| February | <ul style="list-style-type: none"> Folk Dance |
| March | <ul style="list-style-type: none"> Revision of all previous lesson |

**General Knowledge/
Book - Did You Know? Part 2 (Cambridge University Press)**

| First Term | |
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| April | <ul style="list-style-type: none"> • My Country: Pages 1, 2, 3, 4 |
| May | <ul style="list-style-type: none"> • My Country: Pages 5, 6, |
| July | <ul style="list-style-type: none"> • Around the World: Pages 7, 8, 9, 10, 11 • Environment and the World of Science: Pages 12 |
| August | <ul style="list-style-type: none"> • Environment and the World of Science • Pages 13, 14, 15, 16, 17, 18-19 |
| September | <ul style="list-style-type: none"> • The World of Plants and Animals • Pages 20, 21, 22, 23, 24, 25, 26 |
| Second Term | |
| October | <ul style="list-style-type: none"> • Art and Literature • Pages 27, 28, 29, 30, 31, 32-33 |
| November | <ul style="list-style-type: none"> • Grammar and Language • Pages 34, 35, 36, 37, 38, 39, 40-41, 42 |
| December | <ul style="list-style-type: none"> • Sports and Games • Pages 43, 45, 46, 47, 48, 49 |
| January | <ul style="list-style-type: none"> • Moral Values and Life Skills • Pages 50, 51, 52, 53, 54 |
| February | <ul style="list-style-type: none"> • Mind Games • Pages 55, 56, 57, 58, 59, 60 |
| March | <ul style="list-style-type: none"> • Current Affairs • Pages 62, 63, 64, 65, 66 |
| Vocal Music | |
| First Term | |
| April | <ul style="list-style-type: none"> • New Prayer |
| May | <ul style="list-style-type: none"> • Practice of prayer |
| July | <ul style="list-style-type: none"> • Alankar 1,2,3 |
| August | <ul style="list-style-type: none"> • Practice of Alankar |
| September | <ul style="list-style-type: none"> • New Song |
| Second Term | |
| October | <ul style="list-style-type: none"> • Practice of song |
| November | <ul style="list-style-type: none"> • New Song |
| December | <ul style="list-style-type: none"> • Practice of Song |

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| January | <ul style="list-style-type: none"> • New Song |
| February | <ul style="list-style-type: none"> • Practice of Song |
| March | <ul style="list-style-type: none"> • Revision |
| Physical Education | |
| | First Term |
| April | <ul style="list-style-type: none"> • Introduction to Skipping: Double Bounce. Single Bounce • Jumping over Swinging Rope |
| May | <ul style="list-style-type: none"> • Dribbling of Basketball: Zigzag • Passing of Basketball: Chest Pass, Overhead Pass |
| July | <ul style="list-style-type: none"> • Throwing and Catching: Overhead • Hitting the Target: Fun Game |
| August | <ul style="list-style-type: none"> • Dribbling of Football: Laces part, Zigzag • Passing and Receiving of Football: From Inside Part |
| September | <ul style="list-style-type: none"> • Kho-Kho: Practice of Basics • Fundamental of Gymnastics -Walk, Balance, Forward Roll |
| | Second Term |
| October | <ul style="list-style-type: none"> • Rolling the Football • Chipping of Football |
| November | <ul style="list-style-type: none"> • Animal Races • Relay Race |
| December | <ul style="list-style-type: none"> • Minor Games • Fun with Football |
| January | <ul style="list-style-type: none"> • Hurdle Race / Simple Race • Basics of Chess: Rules and Moves |
| February | <ul style="list-style-type: none"> • Rhythmic Activity • Imitation, Motion Story, Mimetics |
| March | <ul style="list-style-type: none"> • Free Movement: Jumping, Hopping, Running on Spot, Walking on Toes • Callisthenic Exercises |
| Value Education | |
| | First Term |
| April | <ul style="list-style-type: none"> • Care and Compassion • Acts of Kindness |
| May | <ul style="list-style-type: none"> • Save the Environment |

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| July | <ul style="list-style-type: none"> • Safe and Unsafe Touch • Gratitude |
| August | <ul style="list-style-type: none"> • Respect Towards National Flag • Respect Towards National Anthem |
| September | <ul style="list-style-type: none"> • Personal Safety • Bullying |
| Second Term | |
| October | <ul style="list-style-type: none"> • Celebrating Diversity • Social Etiquettes |
| November | <ul style="list-style-type: none"> • Honesty Pays • Doing Your Best |
| December | <ul style="list-style-type: none"> • Teamwork • Time Management |
| January | <ul style="list-style-type: none"> • Choose Your Role Model |
| February | <ul style="list-style-type: none"> • Responsibility: Rights and Duties • Gender Equality |
| March | <ul style="list-style-type: none"> • Health and Physical Education • Sustainable Development |
| Yoga | |
| First Term | |
| April | <ul style="list-style-type: none"> • Tadasana (Palm Tree Pose) • Triyak Tadasana (Thunder Bolt Pose) • Vajrasana (Thunderbolt Pose) • Yogic Sukshma Vyayam (Warm-up Exercises) |
| May | <ul style="list-style-type: none"> • Ushtrasana (Camel Pose) • Makarasana (Crocodile Pose) • Sarpasana(Snake Pose) • Walking on Straight Line • Relaxation Exercises |
| July | <ul style="list-style-type: none"> • Utkatasana (Chair Pose) • Uttanasana (Standing Forward Bending) • Pranayam (Kapalbharati, Breathing Exercise) • Personal and General Hygiene |
| August | <ul style="list-style-type: none"> • Virabhadrasana-1(Warrior Pose-1) • Virbhadrasana -2(Warrior Pose-2) • Kashtha Takshanasana (Chopping Wood Pose) • Wash Hands with Soap before and after taking Meals. • Prayer Before the Meal |

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| September | <ul style="list-style-type: none"> • Gomukhasana (Cow's Face Pose) • Shashankasana (Hare Pose) • Bhujangasana (Cobra Pose) • Emphasis on Telling Truth, Non-violence, and Non-Stealing |
| Second Term | |
| October | <ul style="list-style-type: none"> • Janu Sirshasana (Head to Knee Pose) • Pashimatanasana (Back Stretching Pose) • Poorwa Halasanas (Preliminary Plough Pose) • Meditation • Inspire to do One Good Turn (Help/Service) Every day. |
| November | <ul style="list-style-type: none"> • Padadhirasana (Breath Balancing Pose) • Om Chanting Meditation • Hand Mudras (Chin Mudra, Gyan Mudra) • Develop Skill of Keeping Things at Proper Place. • Avoid Littering |
| December | <ul style="list-style-type: none"> • Garudasana (Eagle Pose) • Revision of Previous Asanas |
| January | <ul style="list-style-type: none"> • Revision • Poorwa halasana (Preliminary Plough Pose) • Halasana (Plough Pose) • Moral Stories |
| February | <ul style="list-style-type: none"> • Bandha Hasta Uttanasana (Locked Hand Raising Pose) • Dhanurakarshanasana (Archer's Pose) • Utthanasana (Squat and Rise Pose) • Stories of Indian Superheroes |
| March | <ul style="list-style-type: none"> • Pada Prasar Paschimottanasana (Leg's Spread Stretch) • Hasta Pada Angashthasana (Finger to Toe Stretch) • Pranayama (Sheet Kali Pranayama) • Learning of School Prayer, National Anthem, and other Prayers |
| LIBRARY | |
| First Term | |
| April | <ul style="list-style-type: none"> • D.E.A.R - Drop Everything and Read |
| May | <ul style="list-style-type: none"> • Book Nurturing - Book Buddies |
| July | <ul style="list-style-type: none"> • Story Narration – Story Circle Time |
| August | <ul style="list-style-type: none"> • Saluting our Heros – Craft |
| September | <ul style="list-style-type: none"> • Book Bonanza – Book Scavenger Hunt |

| | Second Term |
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| October | <ul style="list-style-type: none">• Storytelling – Diwali Legends |
| November | <ul style="list-style-type: none">• Creative Quest - Book Cover Design |
| December | <ul style="list-style-type: none">• Christmas Tales - Storytelling |
| January | <ul style="list-style-type: none">• Story Weaving |
| February | <ul style="list-style-type: none">• Exploring the World of Children’s Magazine/NIE |
| March | <ul style="list-style-type: none">• Book Buzz |



Bal Bharati
PUBLIC SCHOOL

Gangaram Hospital Marg, New Delhi-110060
(An Institution of the Child Education Society (Regd.))
Website : bbpsgr.balbhharati.org ; e-mail : bbpsgr@balbhharati.org

Circular No. 12/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Kindly note that April 17, 2024 (Wednesday) is a holiday on account of Ram Navami.

Regards



Circular No. 13/ BBPS Pry, PR



Bal Bharati
PUBLIC SCHOOL

Gangaram Hospital Marg, New Delhi-110060
(An Institution of the Child Education Society (Regd.)
Website : bbpsgr.balbhharati.org ; e-mail : bbpsgrh@balbhharati.org

PRIMARY DEPARTMENT

Dear Parents,

We are delighted to share some exciting news with you!

Our school, Bal Bharati Public School, West Delhi, has been chosen to participate in the Summer Book Writing Festival 2024 - the World's Largest summer camp for students, presented by BriBooks.

This presents an incredible opportunity for our students to learn creative writing skills from the global best sellers and storytellers and then write, publish, and showcase their books on a global scale, thereby becoming young published authors.

Our students have the opportunity to earn various awards and recognition, including:

Certificates for all published authors, recognizing their achievements.

Awards and prizes, solidifying their success.

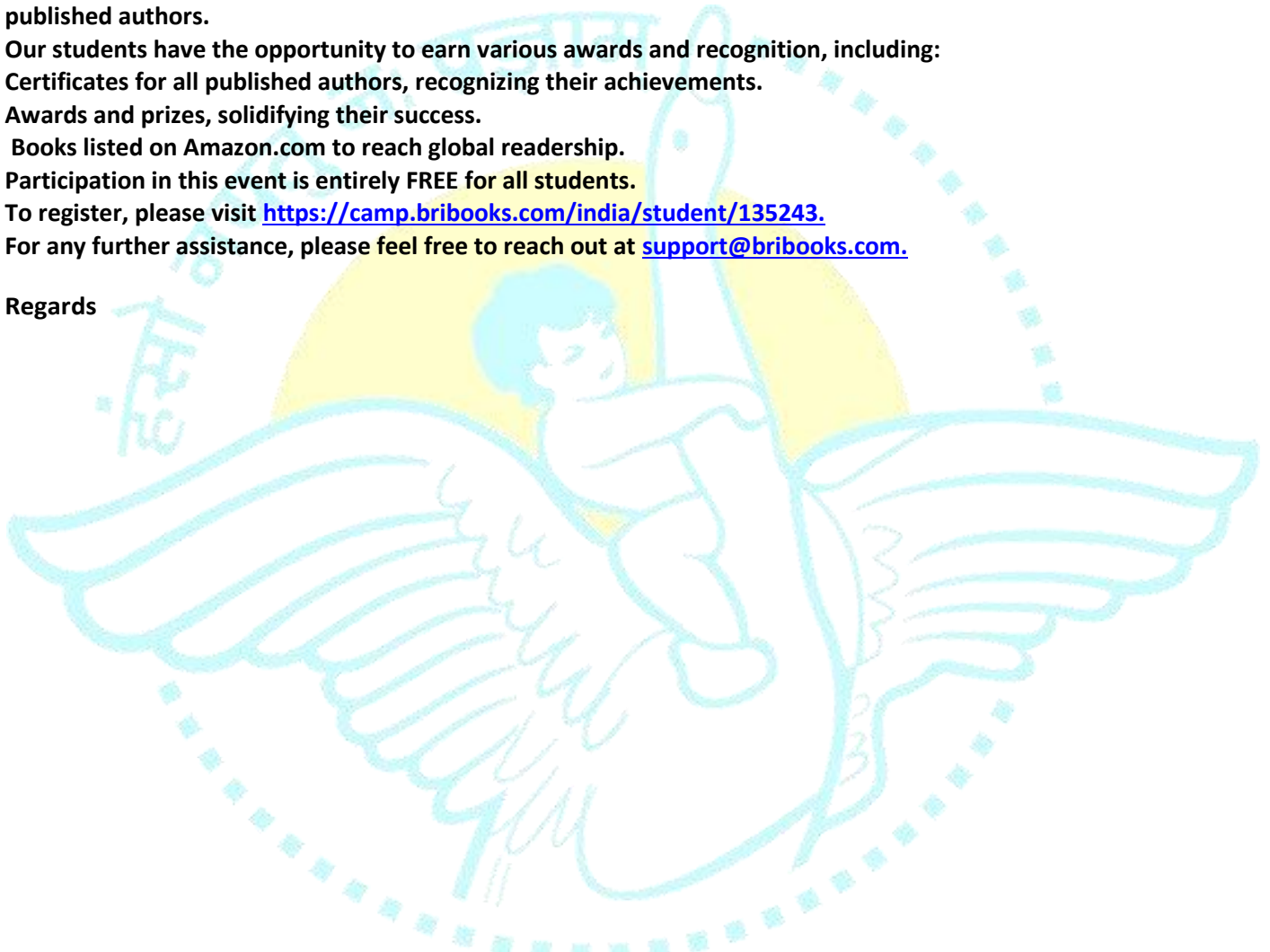
Books listed on Amazon.com to reach global readership.

Participation in this event is entirely FREE for all students.

To register, please visit <https://camp.bribooks.com/india/student/135243>.

For any further assistance, please feel free to reach out at support@bribooks.com.

Regards





केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



CBSE/(ACAD)/JS(Dr.SG)/2024

Date: 04, April 2024
Circular No. Acad-31/2024

Subject: CBSE Budding Authors Program 2024-25- reg.

Dear Principal

Please refer to Circular No: Acad-25/2024 Dated: 19.03.2024 about CBSE Reading Mission and the Initiatives 2024-2025, through which a series of activities have been introduced to facilitate and encourage reading habits among students and create a vibrant learning environment.

One of the activity under the CBSE Reading Mission is the CBSE Budding Authors Program which aims to ignite the creative spark within students by encouraging them to explore the art of storytelling. By writing and submitting short stories under this program, students have the exciting opportunity to express their imagination and ideas, with a chance to see their work published, hand-held and an opportunity to meet renowned story-writers for children. This enriching experience not only hones their writing abilities but also nurtures their confidence and self-expression.

The students can submit their stories in Hindi or English in the following three categories:

| Category | Classes | Length of Submissions |
|----------|--------------|-----------------------|
| I | Classes 5-6 | 500- 600 words |
| II | Classes 7-8 | 600- 900 words |
| III | Classes 9-10 | 1000- 1500 words |

Steps of the Program:

I. Registration

Timeline: 5th April – 15th May 2024

- The schools shall register their students for the CBSE Budding Authors Program at the link provided on the CBSE Academic website <https://cbseacademic.nic.in/> under Reading Mission Tab **between 5th April – 15th May 2024**. School can nominate a teacher as a nodal officer for registering students who are inclined to write stories. No limit is placed on the number of registrations from each school.
- A unique login ID and password will be generated for each student at the time of registration in the Budding Authors portal. The list of registered students will be available to the schools on the above portal as the Final Registration List.
- The schools are requested to keep a record of the IDs and passwords.



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II. Online workshops

Timeline: 1st – 30th June 2024

- Webinars on the “Techniques of Writing” will be organized for the registered students by the experts through Webex.
- The Link and the schedule will be shared on the email ids mentioned at the time of registration.
- The students can develop/write their stories during the summer vacations.

III. Submission of stories

Timeline: 1st July – 15th August 2024

- *The school will share the unique id and password with each student who have registered. The students will use it as login credentials for writing and submitting the stories on the technology platform.*
- The link for writing and submitting the stories will be available on the CBSE Academic website under **CBSE Reading Mission on 1st July 2024**.
- The students may develop, edit and finally submit their entries till **15th August, 2024**.
- All students who would successfully submit their created short story will get an online certificate of participation at the school's e-mail ID; once the final stories are e-published. **Some suggestions and guidelines for creating the stories are at Annexure I.**

IV. Evaluation and Publication

- The entries submitted by students in the Second Phase would be evaluated by a panel of experts.
- Shortlisted entries of each category will be provided editorial support to finalize their creation.
- Best entries selected at the national level will be e-published by CBSE as a collection of short stories for each category. **Terms and conditions for the participation is at Annexure II.**

For any query, you may send an email to cbse.reading.mission@cbse.gov.in

All the Heads of Schools are requested to use this opportunity for promotion of Reading Mission in their schools and encourage maximum participation of students in the Budding Authors Program to promote reading and writing skills among students.

With best wishes.


(Dr. Joseph Emmanuel)
Director (Academics)



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Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed JeetSingh Marg, New Delhi-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India.
4. The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, New Delhi-110001.
5. The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odisha-751005.
6. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
7. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017
8. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
9. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
10. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
11. The Director of Education, S.I.E., CBSE Cell, VIP Road, Jungle Ghat, P.O. 744103, A&N Island
12. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector - 3, Rohini, Delhi
13. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
14. The Secretary AWES, Integrated Headquarters of MoD (Army), FDR Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
15. DS to Chairperson, CBSE
16. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
17. Secretary/Controller of Examinations/All Directors, CBSE
18. All Joint Secretary/ Deputy Secretary/ Assistant Secretary/PPS / Analyst, CBSE
19. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
20. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
21. In-Charge, Library
22. The Head (Media & Public Relations), CBSE
23. Record File

Director (Academics)



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Annexure I

Suggestions and Guidelines for Creating Stories

Writing a story is one of the most amazing, joyous and expressive things one can do. While developing up a story, there are several ingredients that are needed. They can be divided into three categories.

1. Story Elements

Most stories are made up of five elements to help determine whom the story is about, where it's set and how a story progresses. These elements are explained in detail below.

2. Story Structure

The structure of a story is its backbone. It is the order in which events flow within a story.

3. The Process:

The process of writing a story is different for each writer but broadly involves ideation, organization and structuring of an idea before building it into a story by using the various story elements.

1. Story Elements

There are five major **elements** to keep in mind while writing a story. They can also be used as broad guidelines for writers working on their story.

While these elements form a rough guide on how to write a story, not all elements have equal weightage in a story. Not having an element in a story does not necessarily mean that it would be a poor story. What is important is an understanding of which element(s) work best for a story and adequately presenting them.

These elements are:



Let's understand each element in a little more detail with examples from the famous Harry Potter series.

a. Characters: The person / people/ organisms /objects that are a part of the story.

For example, the main character in the popular Harry Potter series is Harry Potter. The sorting hat, which is an object, is also a character in the story.



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| | |
|---|--|
| <p>A character can:</p> <ul style="list-style-type: none">- be living or non-living- have any gender or not have a gender at all!- propel the story through their actions- cause a problem- solve a problem- add a twist to the story- be positive, negative, or neither | <p>A well-sketched character can have the following attributes:</p> <ul style="list-style-type: none">- looks and mannerisms- personality- traits- behaviour- attitudes |
|---|--|

Characters in a story can also be divided into various groups according to their role in the story. Some of the broad categories include:

Primary characters: They are the one(s) not only experiencing all the events in the story but also heavily influencing how the story progresses. For readers, the story unfolds through the experiences of the main characters. Their arc forms an intricate part of the story.

Secondary characters: These characters are mainly defined through their interactions with the main characters. They too have their own arc and own ways of influencing the events in the story but in most cases, it is not as prominent as that of the main character. These characters can be used to build up the main character, criticize them, as a foil to them...the possibilities are endless.

Background characters: These characters contribute in many different ways to influence both the characters and the events in the story. They could help develop the story background, could be affected by an event in the story that could then set in motion the other events in the story, or could only have a single interaction with one of the main characters. They need not be as well developed as the main and side characters but they contribute to making the stories more believable.

b. Setting:

This is the environment in which the story takes place. The environment of the story gives us more information about the protagonist's worlds and their world views. For example, one of the main settings of the Harry Potter stories is their school, Hogwarts. Some other settings include Diagon Alley, The Forbidden Forest and Platform number nine and three quarters.

| | |
|---|--|
| <p>A setting can be:</p> <ul style="list-style-type: none">- a specific place, fantastical location, and/ or time-period | <p>A setting can be used to:</p> <ul style="list-style-type: none">- Provide a backdrop for the story and the characters- add more context and details to a story- help the reader imagine the story better |
|---|--|

c. Key Events:

This is the central plot of the story and can be of various types. It can be centered around one moment or a series of moments—an interruption of a pattern, a turning point, or an action—that disrupts the regular flow of events. This can be done in several forms, such as



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a question raised in the story that would need to be answered by the end of the story or a conflict (internal or external) introduced that raises dramatic tension and would need to be resolved throughout the course of the story. All stories need not be dramatic or centered around a conflict, they could also be simple, slice-of-life stories that just describe an event or a day.

For example, in the first book of the Harry Potter series, Harry receiving letters from an unknown source, talking to a snake in the zoo, and going to Hogwarts disrupts how his life had been for the previous 11 years. The search for the sorcerer's stone and the associated events with it form the main plot of the book, with the confrontation between Harry and Voldemort and Harry's discovery of the stone being a resolution to the events of the first book and the beginning of the second book.

A story could also contain various subplots that contribute to the development of the main plot.

For example: While the main plot in the Harry Potter series is the conflict between Voldemort and Harry and the ideologies they represent, the entire series is filled with other developments that contribute to how the whole plot progresses, the relationship between the characters, the death of some important characters, the revelation of the motivation of some characters etc.

The key events of a story could be:

- An action or interaction that differently impacts the protagonist
- An event that impacts those around the protagonist
- A turning point that gives the story or the protagonist a purpose
- A solution or resolution which changes the story
- A discovery of some kind

d. Problem

This can be the disruption of events in the story that adversely impacts the characters or events in the story. How the characters interact with the problem influences the events in the story and how they take place.

For example: The petrification of the students in the second book of the Harry Potter series is a severe problem that almost leads to Hogwarts being closed down. Different characters react differently to this problem, the professors work to ensure the safety of the students, several students choose to prepare to go home, while Harry and Ron decide to go in search of the Basilisk and save Ginny. They all were posed with the same problem but how they reacted to it was what influenced how they experienced the problem. And as readers, since we experience the story through Harry's point of view, we experience his reaction to the problem.

The problem must:

- be presented such that it makes sense in the context of the story.
- Well set up and backed by the key events. It must have an impact.

The function of the problem is to:

- Move the story forward, acting like a crossroads which allows for the elements in the story to develop further.



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e. Resolution

The final element of a story answers the questions raised and resolves the problem/ issue that was faced by the characters thus far. In cases where the stories don't have a well defined plot or conflict, the resolution is the conclusion or the logical end of the story.

2. Story Structure

All stories have a beginning, middle and end that are made up of the key events that have been identified, and each of these sections highlight an important part of the plot. However, writers need not follow the order: some writers might choose to start from the end, and some might choose the middle. Structuring the story in advance helps ensure that the different components of the story are explained clearly.

Experiment with different forms of structuring to create a story structure that would be the most suitable for the story that's being told.

Here is a short exercise on story structuring:

1. Create a story where the narrative is structured around the time of day:

| | |
|-------------|---------------|
| morning | afternoon |
| night | |

Graphic organisers are also a good way to plan a story. See this example.

| | |
|-------------------------|---------------------------|
| What happens first? | What happens next? |
| What happens then? | What happens finally? |



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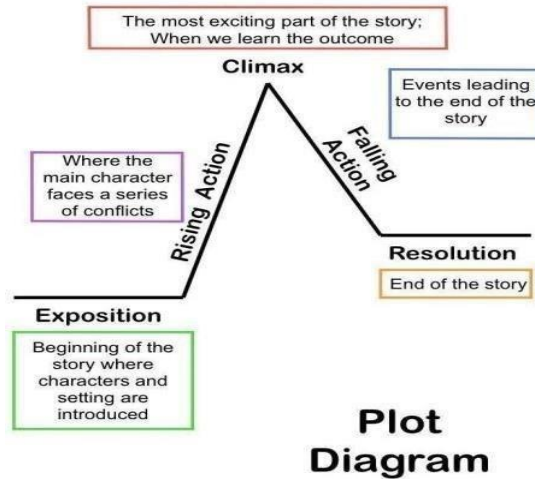


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Source: Stones2Milestones Edu Services Pvt Ltd.

Incorporate this diagram's prompts into the story by clearly defining the action, climax and the final solution to the conflict at the centre of a story.

3. From ideation to writing - the process

Every story starts with an idea or maybe multiple ideas that merge into one. The first step in the writing process is to select one core idea from which a story can grow. A great technique for this is brainstorming. Brainstorming allows you to record your initial thoughts and ideas.

Say, for example, you would like to write a story on the Indian cricket team winning the world cup. You can note down all your ideas in a graphic organizer, such as this one:

After you have an idea, you can flesh it out with details, which could include the story elements explained above. Once you have an idea in place, you can begin to work on the structure of the story and create a draft. Usually it takes multiple rounds and revisions before a story is finalised.



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It is crucial to remember that the process of creating a story, from ideation to the final product, is not as straightforward as the explanation above indicates. Constantly going back and forth between the ideas and the structure, working and revising at every step and making decisions on what can work in the overall story and what has to be removed, is fundamental to the process of writing a story. While the linear process explained above can be used as a checkpoint to measure one's progress or set writing goals, the writer must never be afraid to go back to the drawing board and alter everything that they have set up if they feel it is necessary to do so for their story.

Suggestive Cues

Create a theme-based storyline based on these cues or your own ideas.

Classes 5-6 (Word Limit: 500-600 words)

| Theme | Story cues | Hero Story Element |
|--|--|-------------------------------|
| Adventure | An alien ship lands in school during maths period. | Plot |
| | The school garden is being raided by someone who leaves behind square footprints. Investigate. | Characters and Problem |
| | On a trek, a mysterious sound leads one of you away. What do you do next. | Plot and Setting |
| Love (for pets, for nature, for your school, for yourself) | Monkeys appear in the lockdown in a building society. | Problem |
| | Someone is regularly bullying animals in school. A gang of kids stand up to them. | Problem, Character |
| | A baby gets stuck in a locked house. Design a rescue scenario. | Problem, Setting |
| Heroes around us | A quarreling family meets a Kargil warhero in their building society. | Characters |
| | A child usually scared of the dark overcomes their fear in a crisis situation. | Characters, Setting, Solution |
| | A policewoman helps people in a new city who are unable to speak the language. | Problem, Solution |
| | A failed invention suddenly finds new use. | Plot |



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| | | |
|---------|--|------------------------------|
| Science | Two magnets are sucking up the world's energies. Only one child can save the planet using science. | Character, Problem, Solution |
| | It's 2025 and the world has no electricity. What will life be like? | Character, Problem, Solution |
| | Your friend makes a robot that does whatever you need. What do you make him do? | Character, Plot |

Classes 7-8 (Word Limit: 500-600 words)

| Themes | Story cues: | Hero Story Element |
|---|--|------------------------------------|
| When I... (A theme that makes you fantasize or imagine about a certain point in time) | When I found ancient treasure buried in my school playground. | Plot, Problem, Solution |
| When I... (A theme that makes you fantasize or imagine about a certain point in time) | When I dialed 100 by mistake and the police came rushing to my house. | Plot |
| When I... (A theme that makes you fantasize or imagine about a certain point in time) | When I got to be the Prime Minister of India for a day. | Problem, Solution |
| When I... (A theme that makes you fantasize or imagine about a certain point in time) | When I had to host a foreign exchange student from Spain at my house. | Characters |
| Weird and Whacky (All things out of the ordinary) | A strange island forms in your bathroom. What can be done? | Character, Problem, Solution |
| Weird and Whacky (All things out of the ordinary) | My upside-down day, when I went to work and my mom went to school (in my classroom.) | Plot |
| Weird and Whacky (All things out of the ordinary) | Zombies take over your school while you are playing a game of zombies. | Character, Plot, Problem, Solution |
| Weird and Whacky (All things out of the ordinary) | You are in the forest when you come face to face with the snow dragon: an adorable, furry, and surprisingly tiny creature who breathes fire. | Plot |



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|------------------------|---|---|
| Kindness | A poacher who has a change of heart and devotes their life to helping animals. | Character |
| Kindness | A friend forgives another who makes a rash mistake, and what happens when the tables are turned. | Characters, Problem, Solution |
| Kindness | Being kind is hard, but worth it. | Problem, Solution |
| Self-confidence | Someone who always loses races but participates in them again and again. | Character (traits) |
| Self-confidence | I was terrified. Butterflies filled my stomach. But I took a deep breath and finally stepped out onto the stage | Character (traits/actions), problem, solution |
| Self-confidence | When I say it, I do it | Character, Problem, Solution |
| Self-confidence | One day a 14 year old teenager wakes up and realizes that they are 22. | Plot |

Classes 9-10 (Word Limit: 1000-1500 words)

| Themes | Story cues: | Hero Story Element |
|--|--|---|
| War and Peace | How a town rebuilds itself after war | Characters, Plot, Problem, Solution |
| War and Peace | There are two major groups of people who live on a mythical planet, the water people and the land people. Can they learn to co-exist peacefully when the lines start blurring? | Plot, Problem, Solution |
| War and Peace | Write a story about a child your age, and their contribution to an important event in India's struggle for independence. | Character, Plot |
| Fantasy (All things out of the ordinary) | You are at a Coin Show when you meet a coin dealer who specializes in collecting mythical currencies. | Character (appearance, traits, attitudes) |
| Fantasy (All things out of the ordinary) | Ghostly creatures have taken over a school. | Plot, Character |



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| | | |
|--|---|-------------------------|
| Fantasy (All things out of the ordinary) | The world has turned upside down, bats are sitting and humans are hanging by their toes. Mice are going to the office and cats are hiding in holes. How would a human being live in this world? | Plot, Problem, Solution |
| The (not so distant) Future | A typical day in 2030. | Problem, Solution |
| The (not so distant) Future | You see a cake in a photo, and can suddenly taste it. Is this a dream, or technology? | Plot |
| The (not so distant) Future | The adventures of my 3D printed car. | Character, Plot |



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Annexure II

Terms and Conditions (for participation)

- Students are expected to submit an original, unpublished short story written in English or Hindi. This shall be certified by the head of the school. Plagiarism check and Principal recommendations would be taken before the winners are published.
- Budding authors may submit short stories on all themes (all styles, genres, and types of writing) in compliance with the content guidelines of the CBSE Budding Authors Program.
- Registration and submissions are to be made on the technology platform only.
- There is **NO FEE** for participation.
- Stories submitted will be licensed under the CC BY4.0 license <https://creativecommons.org/licenses/by/4.0/>. Copyright remains with the author but CBSE reserves the right to be the first to publish the selected works.
- Submissions will be judged on **literary merit, originality and readability**. All final decisions rest with CBSE.

XXXXX



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Bal Bharati
PUBLIC SCHOOL

Gangaram Hospital Marg, New Delhi-110060
(An Institution of the Child Education Society (Regd.))
Website : bbpsgr.balbharaati.org ; e-mail : bbpsgrh@balbharaati.org

Circular No. 15/ BBPS Pry, PR

PRIMARY DEPARTMENT

Parent Teacher Meeting

Dear Parents,

PTM for Classes I and II will be held on Saturday, 20 April 2024 at Pusa Road Campus.

Kindly note the timings for the same.

Roll Numbers 1 - 15

08:00a.m.-08:45a.m.

Roll Numbers 16 - 30

09:00a.m.-09:45a.m.

Roll Numbers 31 - 47

10:00a.m.- 10:45a.m.

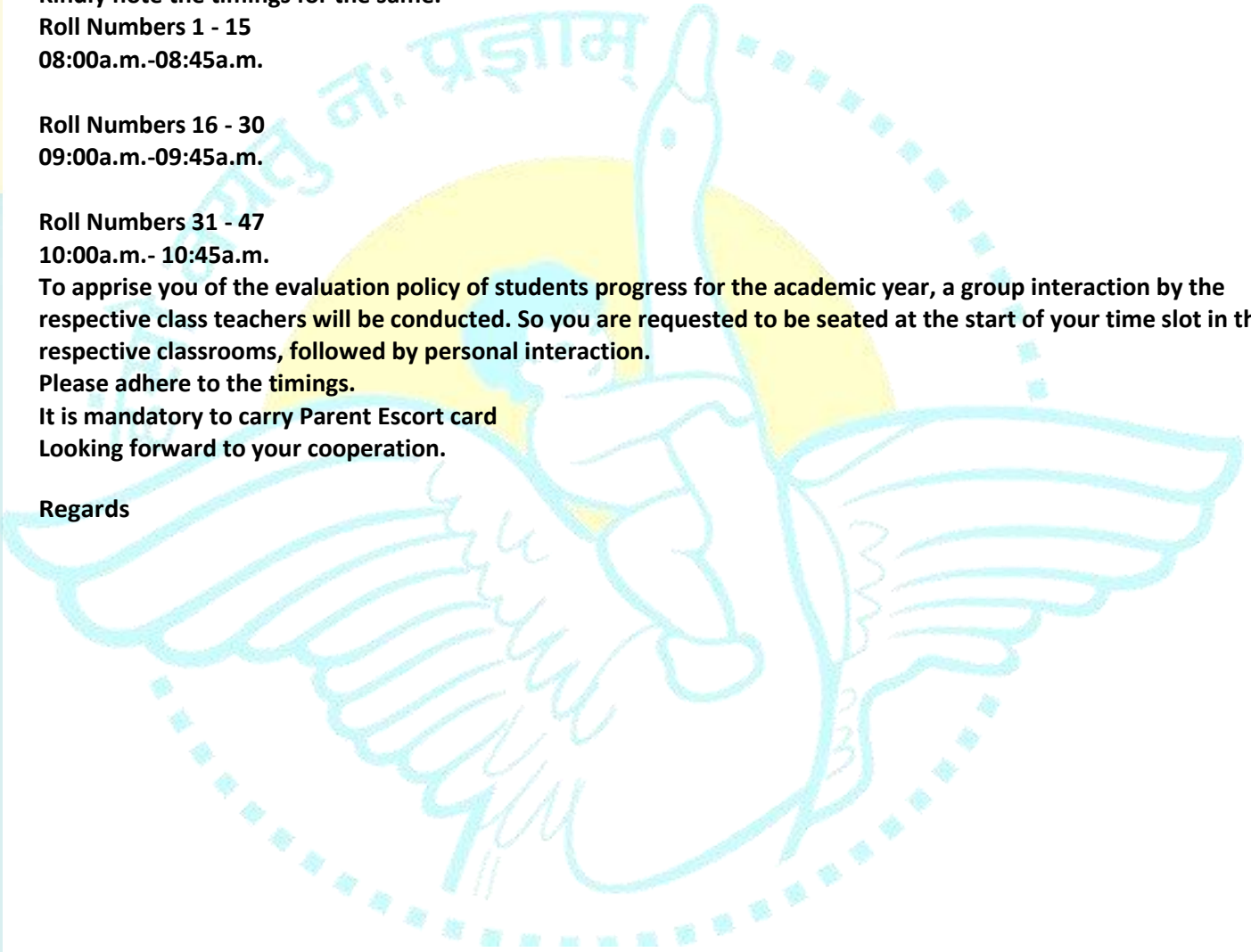
To apprise you of the evaluation policy of students progress for the academic year, a group interaction by the respective class teachers will be conducted. So you are requested to be seated at the start of your time slot in the respective classrooms, followed by personal interaction.

Please adhere to the timings.

It is mandatory to carry Parent Escort card

Looking forward to your cooperation.

Regards





Bal Bharati
PUBLIC SCHOOL

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Circular No. 16/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Parent Teacher Meeting

PTM for Class V will be held on Saturday, 20 April 2024 at Gangaram Campus.

Kindly note the timings for the same.

Roll Numbers 1 - 15

08:00a.m.-08:45a.m.

Roll Numbers 16 - 30

09:00a.m.-09:45a.m.

Roll Numbers 31 - 47

10:00a.m.- 10:45a.m.

To apprise you of the guidelines of Examination and Promotion policy for class V, a group interaction by the respective class teachers will be conducted. So you are requested to be seated at the start of your time slot in the respective classrooms, followed by personal interaction.

Please adhere to the timings.

It is mandatory for all the parents to attend orientation cum briefing session to get acquainted with the examination policy.

Looking forward to your cooperation.

Regards



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PRIMARY DEPARTMENT

GR CAMPUS

Session-2024-2025

Class- V

Periodic Test 1

| SUBJECT | DATE | SYLLABUS |
|--------------------|-------------|--|
| Social Studies | 06.05.2024 | Ch-1: Know your planet Ch-2: Parallels and Meridians |
| Hindi | 07.05.2024 | पाठ 1- भूल गया है क्यो क्यो इंसान (के वल व्याकरण) पाठ 2- दानी पेड़ संज्ञा |
| General Science | 08.05.2024 | Lesson 1 - Plants: Increasing the number |
| English | 09.05.2024 | Lesson 6: Children of India Types of Sentences Noun: Number |
| Maths | 10.05.2024 | Unit 1: Numbers around Us |



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Circular No. 18/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

Online Training Session for the learning app

Dear Parent,

Kindly note that with collaboration with Extramarks the school is arranging an exclusive online session for the parents on 27.04.24 to delve into the attributes of the learning app.

Date : 27.04.24

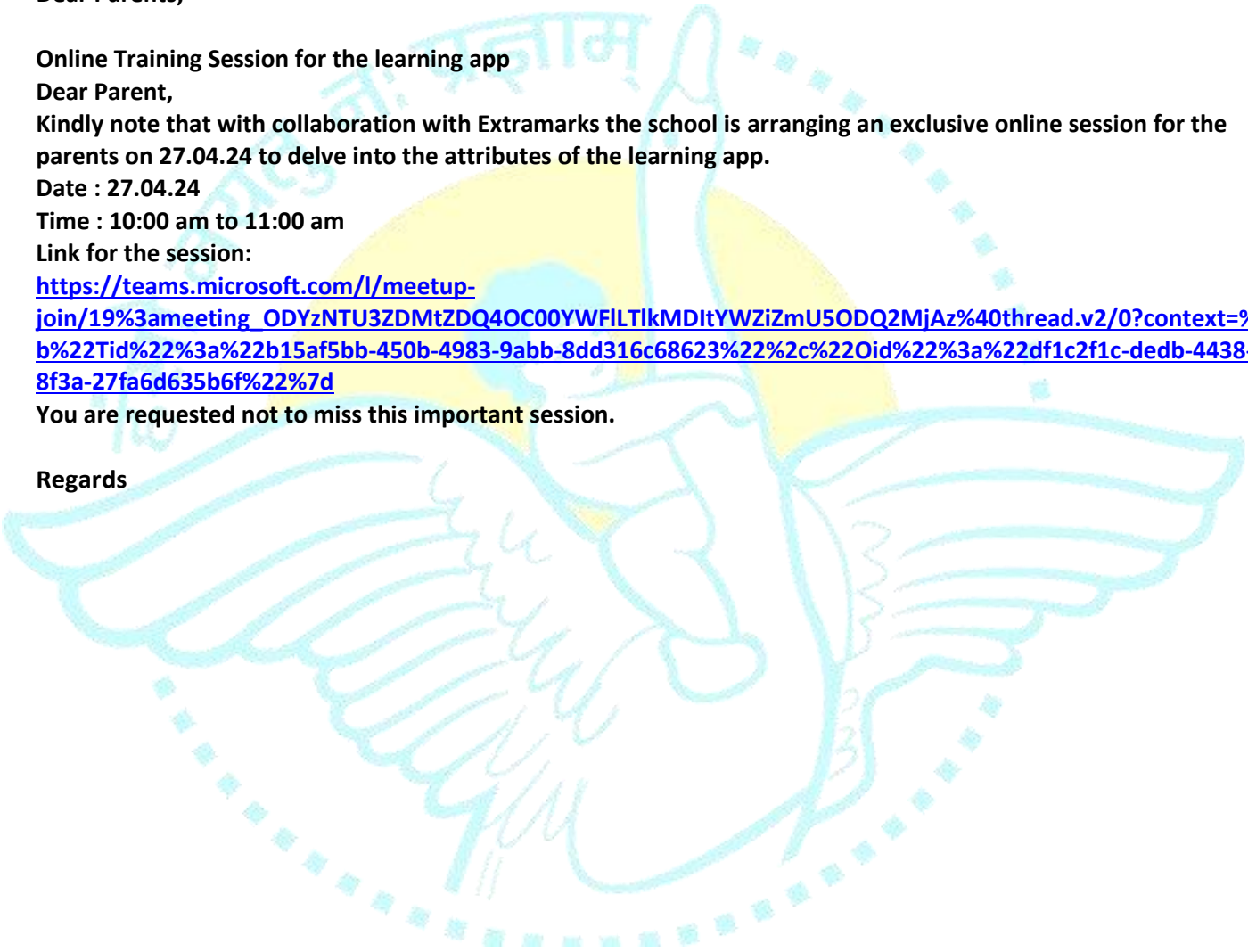
Time : 10:00 am to 11:00 am

Link for the session:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_ODYzNTU3ZDMtZDQ4OC00YWFlTlRkMDItYWZiZmU5ODQ2MjAz%40thread.v2/0?context=%7b%22Tid%22%3a%22b15af5bb-450b-4983-9abb-8dd316c68623%22%2c%22Oid%22%3a%22df1c2f1c-dedb-4438-8f3a-27fa6d635b6f%22%7d

You are requested not to miss this important session.

Regards





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Circular No. 19/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

As you could not attend the PTM on 20.04.24, Saturday, so to apprise you of the Examination and Promotion policy for the student progress during the academic year 2024-25, you are requested to come on 30.04.24, Tuesday as per the given schedule-

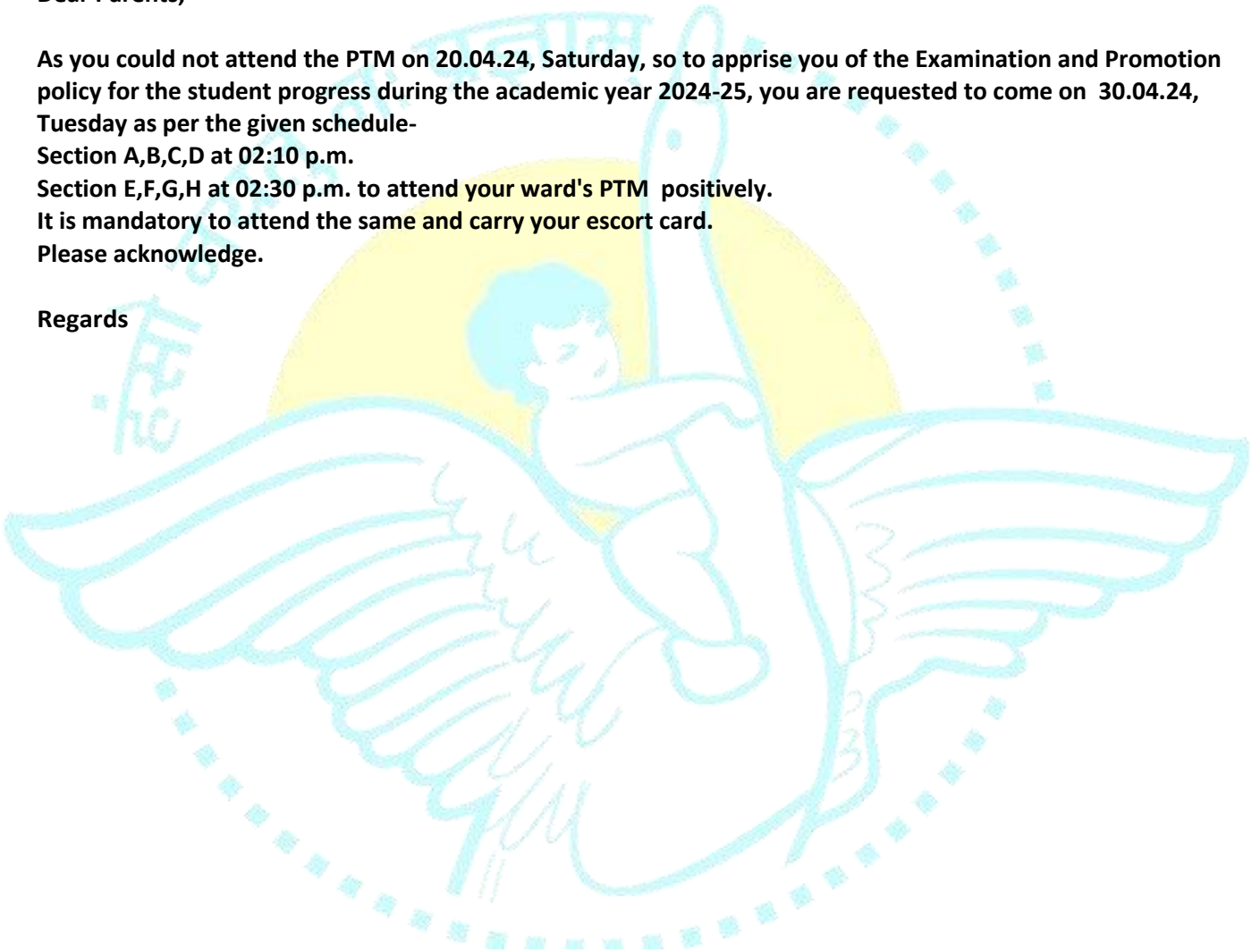
Section A,B,C,D at 02:10 p.m.

Section E,F,G,H at 02:30 p.m. to attend your ward's PTM positively.

It is mandatory to attend the same and carry your escort card.

Please acknowledge.

Regards





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Circular No. 20a/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

In honour of International Labour Day and to instill a sense of appreciation for the hard work and dedication of workers worldwide, we will be hosting a special assembly on the theme Equality of Work, tomorrow, May 1st, 2024.

During this assembly, we aim to educate our students about the significance of Labour Day and the importance of acknowledging the efforts of all those who contribute to our society. It's a wonderful opportunity for our children to learn about the value of work and the contributions of workers in various fields.

It's time for all the children to celebrate and appreciate their dedication and commitment towards society!

Regards





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Circular No. 20b/ BBPS Pry, PR

PRIMARY DEPARTMENT

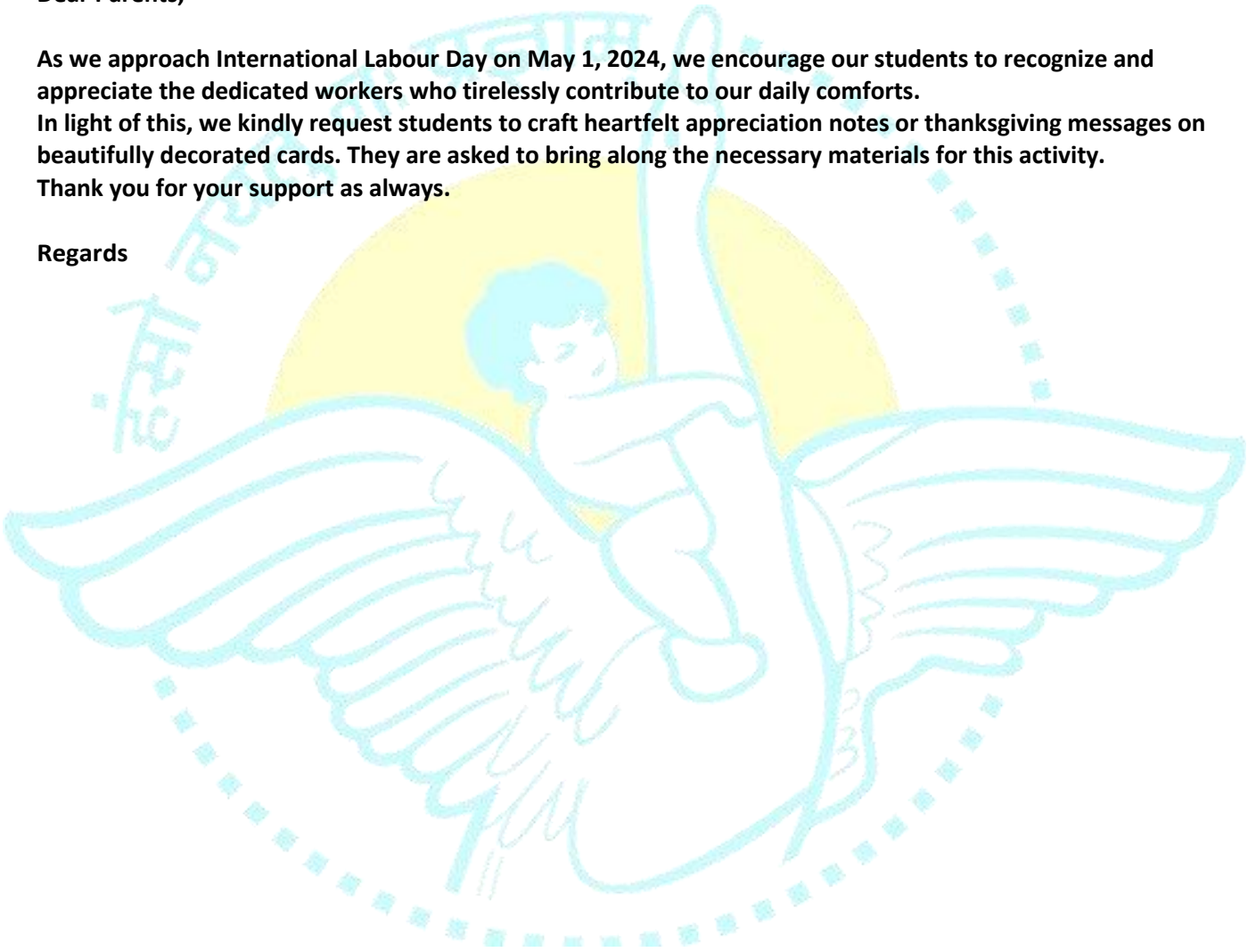
Dear Parents,

As we approach International Labour Day on May 1, 2024, we encourage our students to recognize and appreciate the dedicated workers who tirelessly contribute to our daily comforts.

In light of this, we kindly request students to craft heartfelt appreciation notes or thanksgiving messages on beautifully decorated cards. They are asked to bring along the necessary materials for this activity.

Thank you for your support as always.

Regards





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Circular No. 20c/ BBPS Pry, PR

PRIMARY DEPARTMENT

Dear Parents,

In honour of International Labour Day and to instill a feeling of respect, gratitude for the hardworking individuals who contribute to our community, a Greetings card making activity will be conducted on 01.05.24, Wednesday.

Please send

* A4 size sheet

* Decorative material to make the card.

Students will prepare the card and pen an appreciation note for our community helpers.

Let's celebrate and appreciate their dedication together!

Regards

