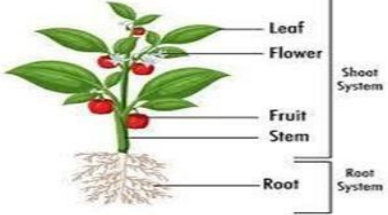

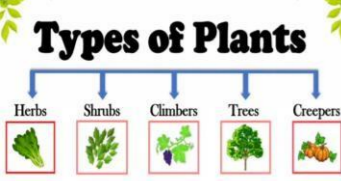

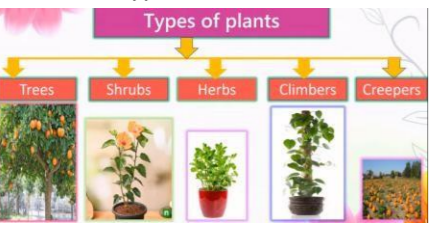
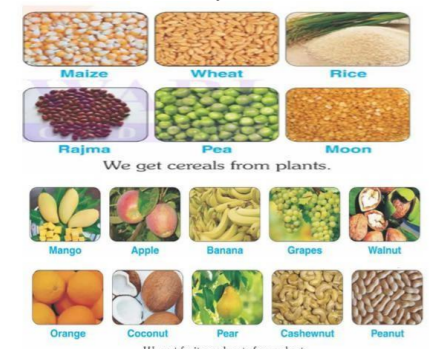


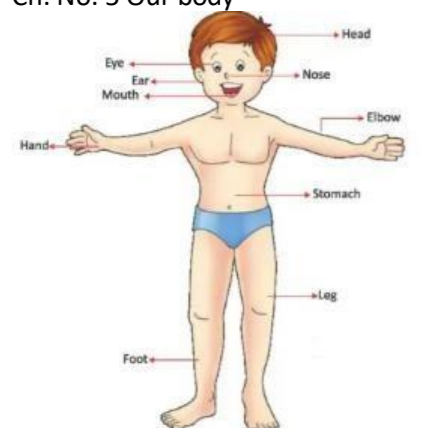
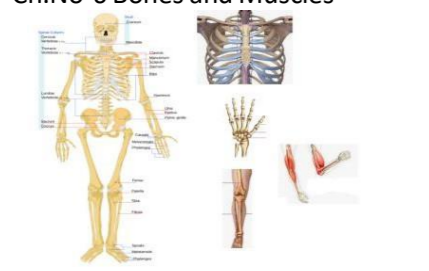



Vidya Pratishthan's									
Dr. Cyrus Poonawalla School(CBSE)									
Annual Curriculum Planning(ACP) 2026-27									
Std-II									
Sub-EVS									
Sr. No	Content/Topic	Month	No. of working days for Teaching	Learning Objectives	Expected Learning Outcome.	Activity	TeachingAids	Assessment	21 st Century Skills
1.	Bridgecourse ○ Parts of a Plant a) 	April	01	- identify, label, and define the functions of the main plant parts: roots, stem, leaves, flowers, and fruit.	-Students will be able to tell the characteristics & functions of parts of a plant.	- Collecting the different parts of plant and explaining their functions.	- Specimens of plant	Draw a diagram of parts of plant. Colour it and label it.	critical thinking (observing, labeling, and identifying functions)
b)	○ Living things and Non-Living things 	April	01	- Identify the living and non-living things - To differentiate between Living and Non-living things	-Students will be able to observe, understand and differentiate between living organisms and non-living objects in their environment	Differentiate between the Living and Non-living things	hands-on sorting objects (rocks, plants), charts, picture posters etc	- Write examples 10 living and non-living things	Critical thinking
c)	○ Types of plants 	April	01	-classify plants (herbs, shrubs, trees, climbers, creepers) based on size, stem type, and habitat. -Identify plant parts (roots, stems, leaves, flowers), understanding their functions	Students will be able to distinguish between trees, shrubs, herbs, creepers, and climbers	Identify trees, shrubs, herbs, creepers, and climbers	charts, picture posters etc	- Drawing diagram of types of plant - Classify various types of plants	Observation ,Critical thinking
d)	○ Uses of water 	April (Worksheet)	01 (01)	-identifying its critical role in daily life, agriculture, and industry	- Students will be able to list and describe common uses of water, including drinking, bathing, cooking, cleaning, and washing.	- list various uses of water in day to day life	- charts, picture posters etc	- Write uses of water	Critical thinking Self-awareness

1.	Ch.No-1 Types of Plants 	April	10	- Identify and differentiate between herbs, shrubs, trees, climbers, and creepers -Identify the key parts of a plant, including roots, stems, leaves, flowers, fruits, and seeds.	-Students will be able to Identify main parts: root, stem, leaf, flower, and fruit. -Students will able to differentiate between herbs, shrubs, trees, climbers, and creepers based on stem structure and size	- Draw diagrams of types of plant and identify the parts - Asking the things, they observe various types of plants around them	- Pictures - Charts	- Write down examples of different types of plants	Hands-On Gardening & Observation
2.	Ch.No-2 Uses of plants 	April June	05 03	- Identify Food Sources Recognize that plants are a source of food, including fruits, vegetables, pulses, and cereals.	- Students will be able to identify that they get fruits, vegetables, cereals (wheat, rice), and pulses (dal) from plants	-Collect different leaves and make impressions with paint.	Charts, Pictures	Write examples of vegetables, fruits, cereals, pulses	Critical thinking
3.	Ch.No-3 Useful Animals 	June	10	-Identify Useful Animals: Recognize common domestic and farm animals (cows, hens, sheep, bees, camels)	-Students will be able to learn that cows, goats, and buffaloes provide milk; hens and ducks provide eggs; sheep provide wool; silkworms produce silk.	- In small groups, students cut out pictures from magazines showing animals and the items they give us, creating a poster, as described in.	Picture Charts	- Make a list of domestic animals	Observation and Critical thinking
4.	Ch.No-4 Wild Animals 	June July	03 09	To Identify wild animals (Asian Lion, Bengal Tiger, Leopard, Bear, Hyena, Crocodile, Chameleon) by their distinct behaviors and features.	-Students will be able to distinguish between different wild animals (e.g., Asian Lion, Bengal Tiger, Leopard, Bear, Hyena, Crocodile, Chameleon) based on their unique physical features and behaviors.	Activity sheets to identify and color animals found in the forest, such as lions, elephants, deer, and zebras	- Chart - Pictures	- Identify various types of wild animals and their habitat. *Periodic Test I	Observation and environmental awareness
5.	Ch. No. 5 Our body 	July August	06 06	- Identify various parts of body	- Students will be able to identify and name external body parts like head, neck, shoulders, chest, stomach, arms, hands, legs, and feet.	- Use a large drawing or a Labelled Diagram to identify parts like the knee, mouth, elbow, and toes.	- Charts	Draw a labeled diagram of parts of body	Observation Understanding
6.	Ch.No-6 Bones and Muscles 	Aug	12	- identifying major bones and muscles, their structure, functions, and interaction to facilitate movement and protect organs	-Students will be able to Identify types of joints (hinge, ball-and- socket, pivot) and their role in facilitating movement - Students will be able to describe how bones and muscles act as a system to produce movement.	- Perform class activity with students with good and bad posture. -Perform Yoga asanas -Make chart of different bones and joints of body with help of picture cutouts	- Model - Chart	- List various types of bones and joints - Write benefits of good posture	self-awareness, Observation

7.	<p>Ch.No.7 Foods for health</p> 	September	10	<p>- Identify Nutrients and Sources: Recognize major nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water) and their primary food groups</p> <p>-Understand various food groups</p>	<p>- Students will be able to categorize foods into the five main groups (fruits, vegetables, grains, proteins, dairy) and understand their roles.</p>	<p>- make flash cards of different food items and put them in its respective food groups</p>	<p>-Picture - Chart</p>	<p>Write healthy eating habits</p>	<p>Critical thinking, Understanding</p>
	Revision	September						*Half yearly examination	
8.	<p>Ch.No.8 Housing and clothing</p> 	October	10	<p>-Identify Housing Materials Differentiate between permanent (bungalow, apartment) and temporary (tent, igloo, caravan) houses.</p> <p>Classify clothing by season— cotton in summer, wool in winter, and raincoats in rainy seasons.</p>	<p>- Students will be able to differentiate between types of houses</p> <p>Students will be able to understand purpose of clothing</p>	<p>-Collect picture of clothes that we wear in three seasons and stick them according to type of seasons marked on paper</p>	<p>-Pictures -Charts</p>	<p>Write the types of houses</p> <p>-Write different types of roofs</p> <p>Identify different cloths used in three seasons</p>	<p>Critical thinking, Problem solving</p>
09.	<p>Ch.no.9 Safety Rules</p> 	October	09	<p>Identify Hazards: Recognize potential dangers at home, school, and on the road.</p> <p>Understand Rules: Explain the importance of safety rules, such as crossing at a zebra crossing and avoiding playing on the road.</p>	<p>- Students will be able to understand safe behavior, such as walking in a queue and using tools carefully.</p> <p>-Students will be able to Understand the significance of road safety rules like zebra crossings.</p>	<p>Prepare first aid box with help of parents</p>	<p>- Poster</p>	<p>Write safety rules at various places</p>	<p>Self- awareness</p>
10.	<p>Ch.No10-Air</p> 	November	10	<p>- identify Uses of Air: for breathing, burning (combustion), sailing, flying kites, and inflating objects like balloons and tires.</p>	<p>- Students will able to identify practical uses such as inflating balloons/tyres, drying clothes, burning fire, and sailing boats.</p>	<p>- Use balloon and small piece of paper . Blow air into balloon and bring the opening of balloon near piece of paper and observe</p>	<p>- charts -Picture</p>	<p>Write use of air in day to day life</p> <p>List types of air</p>	<p>Understanding</p>
11.	<p>Ch.No.11- Water</p> 	December	10	<p>-To Identify Sources of Water</p> <p>-Identifying water usage at home, school, and for animals/plants.</p>	<p>-Students will be able to identify sources of water and various forms of water</p>	<p>- Create simple working model to understand groundwater using common materials like plastic cup/jar, sand gravel/pebbles, plastic bag, pitcher of water and marker</p>	<p>-Picture - Charts.</p>	<p>- List out the different sources of water.</p> <p>- Write down how can we save water</p>	<p>Awareness Problem solving</p>
12	<p>Ch. No. 12 Rocks and Minerals</p> 	January	12	<p>-To Identify and differentiate between hard rocks (granite, marble) and soft rocks (coal, slate).</p> <p>Identify various minerals based on their physical properties and uses.</p>	<p>-Students will be able to identify daily life uses of rocks and minerals (e.g., marble for buildings/statues, granite for flooring, graphite for pencil lead, talc for powder, silica for glass).</p>	<p>- Identify the places where stones and rocks have been used in school building</p>	<p>- Pictures</p>	<p>-Classify types of rocks and minerals</p> <p>*Periodic Test II</p>	<p>Problem solving and Critical thinking</p>

13.	Ch. No-13 Sun ,Moon and Stars 	February	10	To Identify the sun, moon, and stars as objects in the sky.	- Students will be able to recognize the Sun, Moon, and stars and their appearance in the sky. - Students will be able to Identify that the Moon changes shape.	Draw pictures of sun ,moon and stars on paper	- Charts - Picture	- Write down various phases of moon	Art integration Observation
	Revision	February and March	09 08		-			*Second Terminal examination	

Subject Teachers-

Mrs. Priya K.

Mrs. Bhoopali J.

Moderator

Principal