



**Chowgule Education Society's  
St. Joseph's Institute, Primary  
Monthly Syllabus – Year 2025-26**

**Month: March**

**Class: 2**

<b><u>English</u></b>
<b>Story</b> How man builds his house
<b>Grammar</b> Tenses (Past-Present-Future) Conjunction - (and, or, but, because)
Reading Revision Assesment
<b><u>Hindi</u></b>
पुनरावृत्ति मात्रा और शब्द संयुक्त व्यंजन (जोड़ अक्षर ) पुनरावृत्ति - गानें और कविताएँ
<b><u>Marathi</u></b>
मात्रा उजळणी - ए ते अ: ( शब्दवाचन आणि लेखन ) जोडाक्षरे - वाचन आणि लेखन अंक - ११ ते २०
<b><u>Math</u></b>
<b>Table of 15</b> <b>Topic-Time</b> <ul style="list-style-type: none"><li>● Minute hand and hour hand</li><li>● O'clock</li><li>● half past</li><li>● Quarter past</li></ul>

- Quarter to
- Solving examples on Workbook and notebook

**Activity-** Learning Time Through Movement: A Hands-on Clock Activity

-Using their bodies to represent the hour and minute hands of the clock.

**Activity-** Paper plate clock

-The students created their own clocks using paper plates as the clock face.

**Topic-**Data Handling

- What is data,Sorting
- Segregating Data
- Counting Data
- Comparing Data
- Solving examples on Workbook and notebook

**Topic-**Shapes and Patterns

- 2-D Shapes (Triangle, Square, Rectangle,Circle)
- 3-D Shapes ( Cone, Cube, Cylinder, Sphere)
- Matching shapes with real-life objects  
(e.g., clock → circle, book → rectangle)
- Repeating patterns
- Skip count
- Shape patterns  
(triangle, square, triangle, square),Color patterns
- Identify the pattern
- Continue the pattern

**Assessments on basic operations.**

**UOI**

**Transdisciplinary Theme-** Where We Are in Place and Time

**Central Idea-**Life changes over time, and these changes affect how people live and communicate.

## Lines of Inquiry-

1. Examples of how daily life was different in the past and now changed over time.

### Activity-

- KWL chart
- Mystery Box
- Illustration of past and present.
- Interview with the grandparents.
- Guest speaker ( Grand parents)

2. Ways changes affect how people live and communicate.

- KWL chart
- T chart
- Reflections

3. How people adapt to changes in their community and the world

- Venn diagram
- Museum
- Time line
- KWL
- Reflections

## Integration- English

ATL skills focused on:

Research Skills, Communication Skills, Social Skills

## Computers

### Application: MS POWERPOINT

#### Learning Outcomes:

- Students were able to **create slides** using animations, designs, and formatting tools.
- Students were able to **insert text boxes, WordArt, and pictures**, and **apply formatting to shapes**.
- Students prepared slides on **“Myself”** using animations, formatting, and design.

#### Slide Details:

1. **Title Slide:** heading **“Myself”**

2. **Second Slide: own name and picture** from the device
3. **Other Slides: slides about favourite sport, favourite dish, and other personal interests**

## Art

**Topic** -Under the Sea — Drawing

**Learning Outcome**-Students observed underwater reference images closely and identified patterns, textures and forms in ocean life. They learned four oil pastel techniques — layering, blending, burnishing and sgraffito — and applied them in a detailed underwater scene featuring sea creatures with attention to pattern, texture and colour.

**Skills Updated**- Close observational drawing; oil pastel layering, blending, burnishing and sgraffito; creating tonal variation in backgrounds; planning a composition; written reflection

**Concepts**- materials, process, technique, expression, purpose

## Indian Music

- Warm-up exercise (different types of sound )
- Alankar
- Haste Gaate hum Haste Gaate
- Revision of the songs done previously

## Western Music

**Solfeggio Claps** -----: To build Physical and Visual coordination

-----: Reinforce musical rhythm

**Rhythmic Training** - - -: Simple steady 4 Audible claps in 4/4 beat

**Solfeggio claps & strokes (Beat Pattern)**:- 2 Audible claps and 2 Silent claps in 4/4 beat

**Pitch**:- High and Low sound

**Tempo**:- Speed of the music

**Latin Notations**:- DO-RE-MI-FA-SOL-LA-SI-DO

**English Notations**:- C-D-E-F-G-A-B-C

**Revision of songs**

## Dance

Body Control – Practice balanced and controlled movements like turns and poses.

(Shows better body control)

Rhythm & Sequencing – Follow steps in sequence with music beats.

(Performs steps in sequence with rhythm)

Dance Routine – Learn and perform short choreographed dances.

(Remembers and performs routines)

Creative Expression – Create simple movements to express ideas and feelings.

(Creates and expresses through movement)

Use of Space & Levels – Move using directions and levels (high, medium, low).

(Uses space and levels effectively)

## Yoga

Warm-up Exercises – Stretching, gentle twists, and joint rotations to prepare the body.

(Prepares body for yoga)

Breathing Exercises – Practice “Belly Breath,” “Flower Breath,” and simple inhalation-exhalation patterns.

(Practices mindful breathing)

Basic Asanas – Poses like Mountain, Tree, Cat-Cow, Cobra, Warrior I, and Child’s Pose.

(Performs basic yoga poses correctly)

Balance & Coordination – Hold poses longer and practice balance sequences.

(Improves balance, focus, and coordination)

Meditation & Relaxation – Guided meditation, visualization, or quiet reflection for calmness.

(Enhances focus and relaxation)

## Library

- Introduction to Library (Revision)
- Book Browsing & Choice  
(book review)
- Create Your Own Mini Story
- Sequencing the Story

Focus: Order of events

Beginning → Middle → End

## P.E

Direction change drills, relay races, zig-zag running, balance pathway activities.

Balance beam walk, jump-turn practice, obstacle course, partner coordination drills.

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