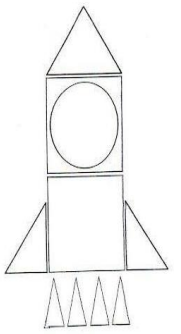



RAYBURN HIGH SCHOOL
 Hebron Veng, New Lamka. CCPUR
SUBJECT ENRICHMENT ACTIVITIES FOR THE SESSION 2025-2026
CLASS -II

DOMAIN: ENGLISH

MONTH	OBJECTIVES	LEARNING OUTCOMES	MATERIALS REQUIRED	PREPARATION	PROCEDURES
<p style="text-align: center;">JULY</p> <p style="text-align: center;">“My travel ride”</p>	<ul style="list-style-type: none"> • To help students express a travel experience. • To integrate real-life expressing with textbook learning. 	<ul style="list-style-type: none"> • Develops observation and description skills. • Connects real-life expressing with textbook learning. 	<ul style="list-style-type: none"> • Project book. • Picture of the vehicle used. • Colours. 	<ul style="list-style-type: none"> • Introduce the theme “My travel ride” • Brief students a day in advance think about a real travel experience. • Have a class discussion using these: • Have you ever travelled in a Bus / Train/ aeroplane? • What did you see? • Where did you go? • Who else went with you? • What did you eat on the way? • In the project book, write down the procedure of the activity. 	<ul style="list-style-type: none"> • Project book: • Draw or paste a vehicle you have travelled on it. • Colour the vehicle (optional) • Prepare answers to the following questions below the picture. • Have you ever travelled by a bus, train or an aeroplane? • Where did you go? • What did you eat on the way? • What did you see from the window? • Who else went with you? • Students will present their drawing picture and read their answers aloud.

MONTH	OBJECTIVES	LEARNING OUTCOMES	MATERIALS REQUIRED	PREPARATION	PROCEDURES
<u>DOMAIN: MATHS</u>					
<p>JULY</p> <p>‘MY SHAPE ROCKET IN SPACE’</p>	<ul style="list-style-type: none"> • To help the students: • Recognize and use basic 2D shapes. (Circle, square, triangle, rectangle) • Develop fine motor skills through cutting and pasting. • Understanding how shapes can be used to make real world objects. • Stimulate curiosity about space, stars planets, moons astronauts, exploration. 	<ul style="list-style-type: none"> • Students can: • Identify and name 2D shapes. • Count and use shapes creatively. • Develop fine motor and creativity. • Understand how real-world things are made from shapes. 	<ul style="list-style-type: none"> • Black chart paper (as space background) • White chart paper (to make rocket, moon etc) • Scissors. • Black tarn. • Glue. • Pencil colours. • Pencil and eraser. 	<ul style="list-style-type: none"> • Explain the activity clearly to the students and can talk a bit about space and rockets. • Cut the chart paper into four equal parts (both white and black). • Show the activity sample to the students. • Ask students to bring their passport size photo. 	<ul style="list-style-type: none"> • Each students bring their own passport size photo. • Draw the rocket: on white chart paper. • 1 big rectangle (body) • 1 triangle (tip) • 1 circle and 1 square (window) • 2 small triangles (side booster/fins) • Draw a 3 slim and small rectangle foe rocket fire. • On the remaining chart (white) draw stars, moon and planets to create a beautiful space science. • Colour the rocket and all the picture. Cut and paste them on the black chart paper. (Use bright colours). • Cut their passport photo to fit it in the circle window and paste it. 

MONTH	OBJECTIVES	LEARNING OUTCOMES	MATERIALS REQUIRED	PREPARATION	PROCEDURES
					<ul style="list-style-type: none"> • Ouch two holes on the top and bottom of the black chart paper. • Insert both ends of the black yarn on the top and bottom holes. Then tie it at the pack. • Paste your rocket on the yarn, pull the yarn to see the rocket move upward. 

DOMAIN: GRAMMER

JULY “PUNCTUATION PARADE POSTER” (Art integrated)	<ul style="list-style-type: none"> • To help students identify and name common punctuation marks. • To make learning punctuation fun and visual. • To understand the use of each punctuation mark in writing. • To connect 	<ul style="list-style-type: none"> • Students recognize and name: coma (,), full stop (.), Question mark (?), colon (:), exclamation mark (!), quotation marks (“ ”) brackets (), and apostrophe (’). • Understand the basic function of punctuation through visual memory. • Students present neat and creative work. 	<ul style="list-style-type: none"> • A4 paper. • Pencil, eraser. • Colour pencil/crayons. 	<ul style="list-style-type: none"> • Students will write step-by-step instructions on how to complete their SEA in their grammar R/B. • Inform parents to guide them by referring to the students R/B. • Teacher will provide samples in the class WhatsApp group. 	<ul style="list-style-type: none"> • On an A4 paper, draw and decorate the 8 punction marks, i,e (. ? : ! “ ” () ‘). • Neatly write the name of each mark below it. • Students may use colour and creativity to make their poster beautiful. • Write name, class, section and roll no od the students at the top of the paper. • Submit the completed work on:
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MONTH	OBJECTIVES	LEARNING OUTCOMES	MATERIALS REQUIRED	PREPARATION	PROCEDURES
	grammar with creativity through drawing.			<ul style="list-style-type: none"> Teacher will also give oral instruction to the students. 	
<u>DOAMIN: CODING</u>					
<p>JULY</p> <p>“COUNTING ON THE FARM”</p>	<ul style="list-style-type: none"> To help students practice counting objects by grouping them and understanding farm animals and produces. 	<ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> Count and group objects accurately. Add small numbers using visual aids. Identify farm-related items. Apply math to familiar context. 	<ul style="list-style-type: none"> A4 paper and chart paper. Crayons or markers. Drawing of animals and fruits. Pencil. Colours and scissors. Glue. 	<ul style="list-style-type: none"> Discuss what animals and fruits are commonly found on farms. Ask guiding questions: <ul style="list-style-type: none"> What animals live on a farm? What food do we get from farms? Explain the activity clearly to the students. 	<ul style="list-style-type: none"> Each student will draw pictures of horses, goats, hens, eggs, mangoes, strawberry and cut out the picture. Group their drawing by pasting the same animals or fruits together in a chart paper. Ask the student 5 questions for oral test? How many mangoes? What is the total number of fruits? How many bananas / eggs? Which groups had the most? How many animals are there in total? Students will write answers in their project N/B. Turn it into math game: who can count and add the total items fastest.