

RAYBURN HIGH SCHOOL
 New Lamka(H), CCPUR
CURRICULUM FOR QUARTERLY- I
(APRIL – JUNE) 2025-2026
CLASS-II

SUBJECT DOMAIN	CONCEPTS	SUB-TOPICS	PAGE NO.	SKILL FOCUSED	LEARNING OUTCOMES	ASSESSMENT STRATEGIES
1. LANGUAGE & LITERACY (ENGLISH)	1. Fund with Friends 2. Welcome to my world	i) My bicycle	1-7	<ul style="list-style-type: none"> • Safety • Empathy 	<ul style="list-style-type: none"> • Students are able to recite the poem clearly with expression 	<ul style="list-style-type: none"> • Group recitation • Oral quiz • Role play
		ii) Picture Reading	8-17	<ul style="list-style-type: none"> • Environmental Awareness • Responsibility • Problem solving • Decision makings skills 	<ul style="list-style-type: none"> • Students are able to read and comprehend the test with understanding 	
		iii) It is fun	18-26	<ul style="list-style-type: none"> • Observation skills. • Creativity • Imagination 	<ul style="list-style-type: none"> • Students are able to answer simple questions about the story 	
		iv) Seeing without seeing	27-36	<ul style="list-style-type: none"> • Empathy • Social Awareness • Inclusive thinking • Critical thinking 	<ul style="list-style-type: none"> • Students developed a positive attitude towards challenges a faced by differently abled 	
(GRAMMAR)	1. Nouns	i) Common & proper	1-9	<ul style="list-style-type: none"> • Categorization • Language uses 	<ul style="list-style-type: none"> • Students recognise and understand different types of nouns 	<ul style="list-style-type: none"> • Solve exercises • Oral test • Concept based MCQs
		ii) Countable & Uncountable	10-15	<ul style="list-style-type: none"> • Quantitative thinking • Sorting and classification 	<ul style="list-style-type: none"> • Students are able to differentiate the different types of nouns 	
		iii) Singular & plural	16-21	<ul style="list-style-type: none"> • Vocabulary • Pattern recognition 	<ul style="list-style-type: none"> • Students are able to focus on the functional everyday use of the nouns 	

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		iv) Gender	22-26	<ul style="list-style-type: none"> • Categorization • Vocabulary development • Language uses. 	<ul style="list-style-type: none"> • Use different types of nouns correctly in sentences. 	
(WRITING)	1. Rebus Writing	i) Recognize that pictures and symbols can represent words or sounds.				<ul style="list-style-type: none"> • Writing
		ii) Read and understand simple rebus sentences				
COGNITIVE DEVELOPMENT (MATH)	1. Counting in Groups		1-15	<ul style="list-style-type: none"> • Numeracy skills • Pattern recognition • Logical thinking 	<ul style="list-style-type: none"> • Students comprehend tens and ones place in a number (Students are able to count in groups) 	<ul style="list-style-type: none"> • Textbooks exercise • Objects identification • Recitation • Oral test
	2. 3D Shapes		16-22	<ul style="list-style-type: none"> • Geometry • Mathematics vocabulary • Classification and sorting 	<ul style="list-style-type: none"> • Students are able to find out objects which have 1, 2,3 or no corners, edges and faces. 	
	3. Time table (2-5)			<ul style="list-style-type: none"> • Sequencing and ordering • Numeracy skills 	<ul style="list-style-type: none"> • Student learn the table of 2-5 and use them appropriately 	
(CODING)	▪ Digital literacy 1. Parts of a computer: Input-output Devices		10-13	<ul style="list-style-type: none"> • Understand basics of computer • Navigation • Digital literacy skills • Numeracy 	<ul style="list-style-type: none"> • Understand basic computer hardware • Understand basic software application 	<ul style="list-style-type: none"> • Textbook exercise

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	2. Using word		14-17	<ul style="list-style-type: none">Classification		<ul style="list-style-type: none">
	3. File system Usage		18-21			
	4. Using Paint		22-23			
	5. Communication	i)	24-25			
	6. Networking-I	ii)	26-27			
	7. Networking-II	iii)	28			
SOCIO-EMOTIONAL & ETHICAL <i>(Life skills)</i>	1. My mind	i) Feelings	9-10	<ul style="list-style-type: none">Emotional AwarenessEmpathy	<ul style="list-style-type: none">Identify and label feelings	<ul style="list-style-type: none">Textual exercise
		ii) What worries us	11-12	<ul style="list-style-type: none">Coping skillsSelf-expression	<ul style="list-style-type: none">	
		iii) Focus	13	<ul style="list-style-type: none">Concentration skills.Communication skills.	<ul style="list-style-type: none">Understanding different feelings	
		iv) I believe in me	14	<ul style="list-style-type: none">Self-confidenceSelf-reflectionSelf-motivation	<ul style="list-style-type: none">Demonstrate empathy towards other’s feelings	
		v) Listening steps	15	<ul style="list-style-type: none">Active listeningEmotional supportCommunication skills	<ul style="list-style-type: none">Develop compassion and kindness.	
4. ASTHETIC & CULTURAL <i>(Art Education)</i>	1. Lines		8-11	<ul style="list-style-type: none">Coordination and ControlVisual thinking	<ul style="list-style-type: none">Identify and name basic lines	<ul style="list-style-type: none">Textual exercise
	2. Shapes		12-15	<ul style="list-style-type: none">Fine motor skills	<ul style="list-style-type: none">Use lines, shapes, and colors to create simple drawling and patterns.	
	3. Colour		16-19	<ul style="list-style-type: none">Colour recognition		