KENDRIYA VIDYALAYA SANGATHAN, VARANASI REGION

SPLIT UP OF SYLLABUS (2021-2022)

CLASS: II   SUBJECT: ------Maths------------

- ➢ Total Number of Chapters: 15
- ➢ Number of Chapters after Reducing (30%): 11
- ➢ Number of Chapters Allotted Term wise: Term I: ------------------ 6   Term II: ------------------5
- ➢ **10 Cycle Tests are to be conducted at the end of every month out of which a child has to appear in minimum 8 CTs.**

Sr. No.	Month	Term	Number of Working Days	Unit No./Chapter Number/Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (30 Minutes/pd.)	Expected Competency to Be Developed	TLOs Student will be able to know long and round objects. Understand that the shape of an object affects whether it will roll or slide or can do both. Observe, identify and classify the object that can roll slide or can both roll and slide. Observe shapes of these objects.	Activities Planned for FLN Experimentation- Provide a long piece of cardboard to children. Tell them to check objects on board whether it is rolling or sliding are both using ball toy car pencil eraser marbles and coins. Demonstration- Teacher will explore their knowledge by showing long and round objects and its property online/offline. Individual task- observe the objects in your surrounding check these objects by doing whether it roll or slide. Group task--Develop critical thinking among children. Discuss with your friend and make a list of objects which can roll and slide both.
1	APRIL /MAY		20	What Is Long; What	08	16	*Knowledge		

		TER M I		Is Round? Counting In Groups			*Understanding *Ability to compute *Problem solving ability		
2				Counting In Groups Continue. REVISION	02	04	*Knowledge *Understanding *Ability to compute *Problem solving ability	Develop number sense with understanding . Student will be able to count numbers in groups. Comparison of numbers. (More or less	Activity- Divide the class in 5 groups. Keep equal students in all groups. Ask any child to count number of students separately and in group also. Counting in groups are easier and faster than counting separately. Also count numbers in group of 10 and write. Ex- 10, 20, 30, 40 and 50. Oral-

								and just before, just after) Recognize patterns of numbers and make them to count group of numbers.	Teacher will ask numbers just before or after any particular given number. Activity- provide some objects. Look at the groups and guess total number of objects. Group task- write numbers from 1 to 100 with number name. Critical thinking- counting object of the groups separately or counting group of numbers both will be equal.
3	JUNE		8	How much can you carry ?	03	06	*Knowledge *Understanding	Knowledge of heavy and light objects.	Activity- Observe and guess the weight of objects, then use simple balance to check heavier or lighter

								*Ability to compute *Problem solving ability	Guess capacity of different vessels. Student will be able to arrange vessels in increasing or decreasing order of capacity. Uses of simple balance to compare weights of objects. (using	object. Experimental method- Balance on See-Saw of playground. Student will be able to know that which child is a heavier and which one is lighter. Group work- divide class in group of children. Let them to guess and write the name of heaviest and lightest student in their group. Oral- Show some picture of objects. Ask them to tell the name of heavier and lighter objects. Teacher will explore their knowledge with examples. Hollow object takes more space but less in weight. Solid
				REVISION	01	02				object is heavier than hollow object.

								nonstandard unit like stone)	
4	JULY		21	Patterns	07:30	15	*Knowledge *Understanding *Ability to compute *Problem solving ability	Students would be able to identify the patterns right from school to home. Able to recognize picture patterns, number patterns and alphabet patterns.	Oral- To show any rangoli image and have a discussion on the same. * How many designs are repeated in the Rangoli? *How many colours are repeated in the Rangoli? Play way method- Ask your friend to search similar designs as check box in your school uniform, pattern of school building or any other patterns around you, then share it with others. Activity- Some patterns will be provided by the teacher. Ask them to
				REVISION	03	06			

									extend or complete the given patterns. Examples- 2,4,6,8,__,__ Z,Y,X,W,__,__
5	AUGUST		20	Jugs and Mugs.	08	16	*Knowledge *Understanding *Ability to compute *Problem solving ability	Guess, capacity of different vessels. Comparison of vessels in capacity. Able to compute how many small	Oral- Questions may be asked related to water. How many glasses of water can you drink? How many mugs of water can fill one bucket? Activity- look at your friend's water bottle compare it with your water bottle. Guess which bottle holds more water.
				REVISION	02	04			

?									vessels can of big vessels.	Activity- children may be asked to find out how many small glasses of water can fill a jug? * Make a list of daily routine activities in which water used and write it in increasing order. Critical thinking- Generally we keep water in pots. Can we hold water in class clothes?
6	SEPTEMBER		22	Tens and Ones	09	18	*Knowledge *Understanding *Ability to compute *Problem solving ability		Concept of tens and ones. Recognize numbers with understanding . Compares	Oral- Comparison of numbers may be asked. *Which number is bigger 23 or 32? *How many tens and ones are there in above numbers? Activity- Write number in expanded form of tens and ones. One has been

				REVISION	02	04		numbers, more /less and know their place value. Able to count numbers from 1 to 500 and can write the number name up to 100 also write numbers in expanded form	done for you. 23= 10+10+1+1+1 Activity- Students may be asked to make bundles of Matchsticks/pencils in form of tens and ones. Let them discuss each other count it and find out number of matchsticks / pencils and note it. Ex.- 23 objects, it can be written as- 2 tens and 3 ones. *Abacus will be given to children. By counting beads make them to understand the concept of tens and one's places.

| 7 | OCTOBER | TERM II | 13 | My Funday | 4:30 | 09 | *Knowledge *Understanding *Ability to compute *Problem solving ability | Understand and get familiar with days of a week, months along with yesterday and | **Oral**- Questions related months and days may be asked. *How many days are there in a week? *Which month has least days? **Activity**- Ask them to make your day wise breakfast chart. |

				REVISION	2	04		tomorrow. Student will be able to read and understand their Class time table and calendar. student will be able to categories the festivals according to the month and arrange them in order.	**Puzzles or crossword**-- a square grid of letters will be provided by the teacher let them to write answer of questions asked. Highlight answers in given grid and write also. *We celebrate Makar Sankranti in the month of_____. *Christmas is celebrated the month of _____. Activity- Ask any child to find his/her birthday in calendar. * Count number of days of summer vacation with the help of calendar.

8	NOVEMBER		17	Lines and lines	6:30	13	*Knowledge	Students will be able to know different types of line. Can Understand and recognize the concept of slanting, sleeping, standing and curved line. make different shapes by using lines. Concept of 2D	**Activity-** let the children draw a line. Look at the line of your friends and discuss about these lines.
							*Understanding		**Demonstration**- Teacher will ask them to show their line in front of your class. You may find that many types of lines drew by students. Teacher will explore their knowledge about line when we join two points in shortest length it is called LINE if it takes more length then it becomes curved line.
							*Ability to compute		
							*Problem solving ability		
				REVISION	02	04			**Individual task**- Make letters of alphabet using matchstick and draw some shapes using matchsticks /lines.

								and 3D shapes.	
9	DECEMBER		16	Give and take	6	12	*Knowledge *Understanding *Ability to compute *Problem solving ability	Concept of addition and subtraction. Student can compute the required number to find the sum value. Student will be able to understand the fact that repeated addition is the	**Activity**- Student may be asked to find the strength of boys and girls in their neighboring classes. *How many boys and girls are there in class 2 all together? etc. **Activity**- Collect some objects from your class/ surrounding count it. Let the other child to take away some objects from him. How many objects will be left with first child? *Repeated addition is the basic concept of multiplication. Ex - 5+5+5+5=20.
				REVISION	02	04			

								basic idea of multiplication. Student will be able to solve problems of addition and subtraction in his / her daily life situation.	*Problems related to addition and subtraction may be asked. **Critical thinking**- Write all possible ways to make 15 by adding any two numbers. Ex- 10+5 =15, 8+7= 15 etc.
10	JANUARY		18	The longest step	7	14	*Knowledge *Understanding *Ability to compute *Problem solving ability	To estimate distance between two places. Measure length using fingers,	**Activity**- Measure the length of your class room table and black board using hand span and ruler. **Group activity-** Divide the class in different groups. Try to find the length of your friend's body parts using fingers or handspan and also

				REVISION	02	04		handspan, foot span etc. Student will be able to understand concept of highest and smallest. Able to guess/ estimate small length and long length.	estimate the height of your friends using nonstandard units and write it. *Height of table is_____times small scale.
11	FEBRUARY		20	Birds come; birds go	08	16	*Knowledge *Understanding *Ability to compute	Student will be able to do addition and subtraction of	**Activity-** Tell the students to collect some objects like pencils, rubbers from their class or surroundings. **Questions may be asked.**

| | | | | | | | | *Problem solving ability | two-digit numbers. Student can solve problems of addition and subtraction in his or her daily life situation. Able to understand the ways of equal sharing and distribution. Can solve | *How many pencils are there? *How many rubbers are there? *Total objects all together__. **Activity**- Picture chart will be provided to students, read them and count any two type of objects from the picture chart. Ask them which type of object more and how many? **Activity**- Write your school arrival time, school departure time and try to compute duration of school hours. Numerical problems will be given. |
| | | | | REVISION | 02 | 04 | | | | |

								numerical problems based on addition subtraction.	
12	MARCH	SESSION ENDING EXAMINATION							

NOTE: - Questions will be asked in the examination from the above-mentioned chapters only.

 *ACTIVITIES FOR FUN DAY: -

QUIZ, PUZZLES, WORKSHEETS, PROJECT MAKING, PREPARATION OF FLASH CARDS, ABACUS