

MID TERM SYLLABUS

Session: 2023-24

Grade- 2

Subject: English

Topic/Title	Chapter/Page/Unit	Book/Resource
Story with Roald Dahl Let's have a party Poems from around the world Myths and legends Writing to each other	Unit 1 to 5 (Pages 6 – 121)	Cambridge Primary English Learner's Book 3 and Workbook 3
Literature	Chapters 1,3,4,5,6	Peter and the Magic Shadow
Assessment		
Internal Assessment 40% External Assessment 60%	<ul style="list-style-type: none">● Formative Assessment:<ul style="list-style-type: none">○ Classwork (Group/Pair/Individual work)○ Homework○ Participation● Summative Assessment:<ul style="list-style-type: none">○ Tests and Marked Assignments○ Presentations	

	<p>Reading Comprehension</p> <ul style="list-style-type: none"> • Comprehension and language-related questions in the context of the given text- Unseen. • Reading, comprehension and analysis of plot and characters from the Literature book-Peter and the Magic Shadow <p>Writing -</p> <ul style="list-style-type: none"> • write creatively on a chosen topic (story completion/picture description/composition) • Language and Vocabulary - Spelling, word meanings, grammar and language related questions based on Proper and Common Nouns, Singular and Plural, Pronouns, Verbs and tense, Punctuation Marks, <p>Speaking – Extempore Speech</p> <p>Listening – listening to audio clips and answering the given questions</p>
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Subject: Bangla

বিষয়সমূহ:	লক্ষ্য:
<p>আমার বাংলা বই- দ্বিতীয় ভাগ</p> <p>আমার পরিচয়</p> <p>পাঠ থেকে জেনে নিই</p> <p>গদ্য-</p> <p>১। ছবির গল্প: সুন্দরবন ২। জলপরি ও কাঠুরে ৩। খামার বাড়ির পশুপাখি</p>	<p>গদ্য ও পদ্যের সংশ্লিষ্ট বিষয়সমূহ:</p> <p>১। শূন্যস্থান পূরণ</p> <p>২। সঠিক উত্তর বাছাইকরণ</p> <p>৩। সত্য/মিথ্যা নির্ণয়</p> <p>৪। শব্দার্থ</p>

<p>৪। নানা রঙের ফুলফল</p> <p>পদ্য-</p> <p>১। আমি হব ২। আমাদের দেশ ৩। আমাদের ছোট নদী</p> <p>ব্যাকরণ-</p> <p>১। বিশেষ্য (সংজ্ঞা ও চিহ্নিতকরণ) পাঠপত্র</p> <p>২। বিশেষণ (সংজ্ঞা ও চিহ্নিতকরণ) পাঠপত্র</p> <p>৩। সর্বনাম (সংজ্ঞা ও চিহ্নিতকরণ) পাঠপত্র</p> <p>৪। ক্রিয়া (সংজ্ঞা ও চিহ্নিতকরণ) পাঠপত্র</p> <p>৫। যুক্তবর্ণ (নির্বাচিত) পাঠ যাচাই-১</p> <p>৬। সংখ্যায় ও কথায় ৫১-১০০ পাঠপত্র</p> <p>৭। অনুচ্ছেদ থেকে বোধজ্ঞানমূলক প্রশ্ন উত্তর লেখা- পাঠপত্র</p> <p>৮। অনুচ্ছেদ</p> <p>গল্পের বই- স্বপ্ন বিলাসী পাখি পৃ:১-১০</p> <p>হাতের লেখা অনুশীলনের বই -নিজে নিজে লেখা শেখো (দ্বিতীয় ভাগ) পৃ: ৩-২৪</p> <p>বিশেষ দ্রষ্টব্য: প্রয়োজনে সংযোজন ও বিয়োজন হতে পারে</p>	<p>৫। বাক্য গঠন</p> <p>৬। বানান</p> <p>৭। শ্রুতলিপি</p> <p>৮। সংক্ষিপ্ত প্রশ্ন উত্তর</p> <p>৯। সৃজনশীল লেখা</p> <p>১০। পঠন ও আবৃত্তি শেখা</p> <p>১১। সৃজনশীল উপস্থাপন (প্রকল্প আকারে)</p> <p>১২। অনুচ্ছেদ</p>
<p>Internal assessment</p> <p>(Weight: 40% of the total assessment)</p>	<p>Formative Assessment: classwork (group work/pair/ individual)</p> <p>homework</p> <p>discussions</p>

	Reading Summative Assessment: Class test Assignment Reading Test Project work
External Assessment: (weight: 60% of the total assessment)	Bookwork Oral test / presentation Question /Answers comprehension writing Picture description Composition writing

Subject: Mathematics

Books:

- 1. Cambridge Primary Mathematics Learner’s Book 3**
- 2. Cambridge Primary Mathematics Workbook 3**

Math’s strand	Unit: Topic
Number	1: Hundreds, Tens and Ones, Comparing and Ordering & Estimate and Rounding 3: Addition (with money), Subtraction (with money) 5: Multiplication

Geometry and measure	6: Measurement (Length), Area, Perimeter & 2D Shapes	
Statistics and probability	2 : Tally chart and Frequency Table 10: Pictograms and bar charts	
Times table:	2-8	
Assessment		
Internal Assessment (Weight: 40% of the Total Assessment) ❖ Formative Assessment: ❖ Classwork (Group/Pair/Individual work) ❖ Homework	External Assessment (Weight: 60% of Total Assessment) ❖ Summative Assessment: ❖ Tests and Marked Assignments	

Subject- Science

	Unit	Cambridge Curriculum Framework	Types of Questions
Biology	<ul style="list-style-type: none"> ● UNIT-1: Plants are living things Learner's Book, pages 2 to 34 	<ul style="list-style-type: none"> ● Describe differences between things that are living, that were once alive, and that have never lived. ● Know that life processes common to plants and animals include nutrition, growth, movement and reproduction. ● Collect and record observations and use observations and tests to sort groups and classify objects. ● To learn how to classify things 	<ul style="list-style-type: none"> ● Work Book Exercises ● Question/ Answers Q/A on basic understandings ● Wh Questions ● Think & Write ● One Word Question Answer ● T/F ● F/B ● M/J (Match & Join) ● Who am I?

			<ul style="list-style-type: none"> ● M.C.Q (Multiple Choice Questions) ● Diagrams
Chemistry	<ul style="list-style-type: none"> ● UNIT-2: Mixing materials <p>Learner's Book, pages 35 to 63</p>	<ul style="list-style-type: none"> ● Know that materials can be solids, liquids. ● Describe differences in the properties of solids and liquids. ● Understand that a mixture contains two or more materials, where the materials can be ● Learn about mixtures and how to separate them 	

	Units	Cambridge Curriculum Framework	Types of Questions
Physics	<ul style="list-style-type: none"> ● UNIT-3: Learner's Book, pages 64 - 90 	<ul style="list-style-type: none"> ● Investigate how light can pass through transparent materials and blocked by opaque materials. ● Investigate how shadows can change ● Know that shadows are formed when light from a source is blocked by an object. ● Investigate how light can pass through transparent materials & is blocked by opaque materials. ● Transparent, translucent and opaque materials 	<ul style="list-style-type: none"> ● Work Book Exercises ● Google form ● Question/ Answers Q/A on basic understandings ● Wh Questions ● Think & Write ● One Word Question Answer ● T/F

			<ul style="list-style-type: none"> • F/B • M/J (Match & Join) • Who am I? • M.C.Q (Multiple Choice Questions) • Diagrams
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Assessment criteria

Term No:	Internal Assessment: 40 marks	Term Assessment: 60 marks
Mid term	Summative Test: 20 MCW/H.W: 10 Project/ Oral Markings/ Research work: 10	F/B, T/F, One words answer, MCQ, Match and join, Diagram drawing, Structured Questions, Identification from diagram, labelling, reasoning according to Cambridge format.

Subject: Social Studies

Term	Chapter/Topic	Content
Mid Term	<ol style="list-style-type: none"> 1. People Who Help Us 2. Bangladesh Divisions Crops and Rivers 3. Safety 	<p>1. Topic – People Who Help Us</p> <p>The definition of our community and the community helpers. The identification of different</p>

		<p>types of helpers and their roles that they play through the services they offer. How their jobs benefit the community What are equipment that are used by all community helpers</p> <p>2. Topic - Bangladesh – Divisions-Crops-Rivers Students will gain knowledge on Bangladesh They will learn about the geographical location of Bangladesh. The names of the internal divisions The names of the major rivers Names of the main crops of Bangladesh.</p> <p>3. Topic - Safety Students will learn the definition of safety Different types of safety. Importance of practising Safety rules Different safety rules, risks, and precautionary measures Safety rules at home, in school, on the road</p>
	<p>Internal Assessment: (Weight:40% of the total assessment)</p>	<p>Formative Assessment: Continuous Classwork/assessment (Group/Pair/Individual Work)</p>

		Presentation on the topic Summative Assessment: Marking Worksheet and Project work Presentations
	External Assessment: (Weight:60% of the total assessment)	Section A: Fill in the blanks, True/False, Matching, One word answer and Picture Identification. Section B: Short Q/A, Higher-order thinking Q/A, Knowledge based/Comprehension Q/A and Picture description.

Subject: Global Perspective

Topic	Skill focus	Stage	Learning objectives
Water, food and farming (Be water-wise)	Communication	3	<u>Communication:</u> Students will: Present information about a given issue clearly and with an appropriate structure.

			<p><u>Research:</u></p> <p>Students will: Locate relevant information and answers to questions within the sources provided.</p>
<p>Looking after planet Earth (Can we use less?)</p>	Reflection	3	<p><u>Reflection:</u></p> <p>Students will: Identify the strengths and limitations of personal contribution to teamwork. Talk about what has been learned during an activity and consider how personal ideas have changed.</p> <p><u>Analysis:</u></p> <p>Students will: Talk about what has been learned during an activity and consider how personal ideas have changed. Suggest personal actions that could make a positive difference to an issue affecting others.</p>
<p>Moving goods and people (Getting to school)</p>	Reflection	3	<p><u>Reflection:</u></p> <p>Students will: Talk about what has been learned during an activity and consider how personal ideas have changed.</p> <p><u>Analysis:</u></p> <p>Students will: Draw simple conclusions from graphical or numerical data.</p>
<p>Assessment</p> <p>(Weight: 60% of the total Assessment – Class Activities)</p>		<p>Assessment criteria:</p> <ul style="list-style-type: none"> • Classwork (Group/Pair/Individual) • Presentation on challenges and introspective questions 	

<p>Assessment</p> <p>(Weight: 40% of the total Assessment – Report writing/Team project)</p>	<ul style="list-style-type: none">• Pre-session and exit tasks• Chart paper project• Power Point Presentation• Marking worksheets• Research paper
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Subject: Computer Science

Resources: Cambridge Primary Computing Learner's Book Stage 2	
Chapter	Types of Assessment
Unit 1 – Be a game developer	<u>Practical Assessment</u> 1. Practical Work on MS word, Jr. Scratch. <u>Theory Assessment</u> 1. Chapter wise practice solving (MCQ, Fill in the blanks, True or False, Matching, One Word Answer) 2. Chapter wise topics (steps of algorithm writing, blocks of coding, question answer)
Unit 3 – Computers and their functions	
Unit 4 – Be a an animator	
Unit 5 – Devices and networks	
<u>Question paper pattern</u> F/B, T/F, One word answer, Technical terms/tech words, full forms, Writing Code, Algorithm Writing, Drawing diagram/device, short questions etc.	

Marks Distribution (Total 100)	
<p>Internal Assessment (Total 40)</p> <ul style="list-style-type: none"> • Summative Test: 20 • MCW/HW: 10 • Activity: 10 	<p>Term Assessment (Total 60)</p> <ul style="list-style-type: none"> • Lab Practical (40 Marks) • Identifying & Labelling/ Presentation/Project Work/Formative Test (20 Marks)

Subject: Islamiat

Topic	Chapter	Unit	Page no:
ALLAH AND HIS CREATIONS	Chapter -1	Unit-1 Allah The Almighty Glossary 2: Vocabulary Ch-1, Unit-1	Page-5 -8 Page- 36
THE MESSENGER OF ALLAH	Chapter -2	Unit-1 The Prophet Hazrat Muhammad (S.A.W.) Glossary 2: Vocabulary Ch-2, Unit-1	Page-10 - 14 Page- 37
The Holy Quran	Chapter-3	Unit-1 The Message of Allah Glossary 2: Vocabulary Ch-3, Unit-1	Page-20-23 Page-38
SURAH: (SURAH AN-NAAS) with meaning	Chapter- 3	Unit-2	Page-26

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Assessment Criteria

Term	Internal Assessment: 40 Marks	External Assessment: 60 Marks
Mid term	<p>Formative Assessment (Chapter wise Worksheets): 20</p> <p>1. Q/Ans 2. F/Blanks 3. Matching</p> <p>4. True/False 5. Word Meaning</p> <p>6. Circle the Correct answer</p> <p>Google Form: 10</p> <p>Oral (Surah Recitation with Meaning): 10</p>	<p>Summative Test: 20 (Converted into 40)</p> <p>1. Q/Ans 2. F/Blanks 3. Matching</p> <p>4. True/False 5. Word Meaning</p> <p>6. Circle the Correct answer</p> <p>H.W: 10</p> <p>Project work: 10</p>

Subject: SEL

Name of the Lesson Topics and activity plan:

- i) What I like about myself
 Activities:
 Day 1- Discussion on self-concept, watching a video, pair discussion on positive and negative qualities in self.
 Day 2- Crafting activity on favorite tasks (students will draw a caterpillar on paper where different parts of the caterpillar's body will be their favorite tasks, i.e.: drawing, swimming, etc.)
 Materials Needed: Chart paper/ A4 size paper, pencils, eraser, color, sign-pens.
 Hand-outs to share with the children and pasting in the copy:
 *Reminder to Myself (handbook 1, pg-4)
 *Letter to parents (The lesson planner will take idea from the hand book and compose a letter on what were the highlights of the chapter, what did the students learn, how would they benefit from it and things to practice at home)
- ii) I Think I can
 Activities:
 Day 1- Teacher will read out the story "The Little Engine That Could" and make the students do a role-play

Materials:

Printout of the Story.

Day 2: An activity where the students will list down in their notebooks about what are the tasks that they already can do and what are the tasks that they can do if they try.

Materials: Notebook, pencil, eraser, color

Hand-outs: Letter to parents.

iii) Explore what I feel

Activities:

Day 1: The teacher will discuss with the students about emotions and feelings, how emotion drives us to do certain activities and show them relevant videos. Then the teacher will make them do an activity where the teacher will give them 6-8 imaginary situations and ask them how would they feel in such situations (anger, happiness, sadness, surprise, etc.)

iv) Taking care of our Mental Health

Activities:

Day 1: Discussion on what is mental health, why it is important, when we understand our mental health is not okay, how to take care of mental health, show them relevant videos. Then giving them a task where they will go back home and ask their parents and family members about mental health)

Day 2: Students will discuss what they learnt about mental health from their families.

A true/false activity in group where the teacher will ask some mental health related questions to the student and they will answer orally.

Materials: Letter to parents

v) Being a good friend (anti-bullying, conflict resolution and being inclusive)

Activities:

Day 1- Discussing the concepts, clearly defining what is bullying, how to handle this, how fight between friends can be solved and how to help a friend who is different than others, having group discussion in class.

Day 2: Role play in groups with scenarios given by teacher on relevant topic, reflection.

Hand-out: Letter to parents

A Print out for parents with some motivational quote about handling bullying.

vi) Solving a problem (being attentive, increasing focus and being self-dependent)

Activities:

Day 1: Teacher will discuss techniques of increasing focus, relaxation and simple meditations.

Day 2: Students will generate solution for different problem situations in group, at the end of the class one/two student will make the class do a meditative exercise.

Day 2: Role play in groups with scenarios given by teacher on relevant topic, reflection.

Hand-out: Letter to parents

vii) How to handle a crisis situation (being attentive, increasing focus and being self-dependent)

Day 1: Teacher will discuss techniques of increasing focus, relaxation and simple meditations.

Day 2: Students will generate solution for different problem situations in group, think about a situation from different perspectives. At the end of the class one/two student will make the class do a meditative exercise.

Assessment Criteria: Students will receive average grade points based on the activities done in the class.