

SYLLABUS FOR FINAL TERM

Session: 2023-24

Grade- 2

Subject: English

Topic/Title	Chapter/Page/Unit	Book/Resource
Unit:6	Bringing stories alive	Cambridge Primary English Learner's Book 3 and Cambridge Primary Workbook 3
Unit 7	Going on an adventure	
Unit 8	Wonderful World	
Unit 9	Laughing allowed	
	Literature:	Peter and the Magic Shadow

	<ol style="list-style-type: none"> 1. Boastful Brenda and Brownies 2. Cosy's Good Turn 3. Tell-Tale! 4. A Tale of Two Cowards 5. Father Time and his Pattern Book 	
Assessment		
<p>Internal Assessment (Weight: 40% of the Total Assessment)</p> <p>External Assessment (Weight: 60% of Total Assessment)</p>	<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"> ○ Marked Assignments ○ Project work 	

	<ul style="list-style-type: none"> ● Reading Comprehension Unseen text Comprehension and language-related questions in the context of the given text. ● Writing -Creative writing on given topics (make sentences/picture description/composition) ● Language and Vocabulary Spelling(suffix/prefix), grammar and language related questions based on Noun phrases, Singular/plural nouns, Punctuation marks, Verbs - regular/irregular verbs and tense, Adverbs, adjectives, Prepositions, punctuation, homophones and multi clause sentences and connectives. ● Interpretation of Texts: poems, rhymes, limerick and playscripts, fiction/nonfiction, simile ● Speaking – Extempore speech presentation; Poetry recitation ● Listening – listening to an audio clip and answering the given questions
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Subject: Bangla

বিষয়সমূহ:	লক্ষ্য:
আমার বাংলা বই- দ্বিতীয় ভাগ গদ্য- ১। মুক্তিযুদ্ধের একটি সোনালি পাতা ২। দাদির হাতের মজার পিঠা ৩। ছয় ঋতুর দেশ ৪। সবাই মিলে করি কাজ পদ্য-১। প্রার্থনা ২। কাজের আনন্দ ৩। ট্রেন ব্যাকরণ- ১। বিরাম চিহ্নের প্রয়োগ (পাঠপত্র)	গদ্য ও পদ্যের সংশ্লিষ্ট বিষয়সমূহ: ১। শূন্যস্থান পূরণ ২। সঠিক উত্তর বাছাইকরণ ৩। সত্য/মিথ্যা নির্ণয় ৪। শব্দার্থ ৫। বাক্য গঠন ৬। বানান ৭। শ্রুতলিপি

<p>২। বচন (পাঠপত্র)</p> <p>৩। লিঙ্গ – (নারীবাচক ও পুরুষবাচক শব্দ শেখা) (পাঠপত্র)</p> <p>৪। বিপরীত শব্দ শেখা (পাঠপত্র)</p> <p>৫। অনুচ্ছেদ থেকে বোধগম্যমূলক প্রশ্ন উত্তর লেখা- (পাঠপত্র)</p> <p>৬। অনুচ্ছেদ</p> <p>গল্পের বই- স্বপ্ন বিলাসী পাখি পৃ:১১-২১</p> <p>হাতের লেখা অনুশীলনের বই -নিজে নিজে লেখা শেখা (দ্বিতীয় ভাগ) পৃ: পৃ:২৫ -৪৮</p> <p>বিশেষ দ্রষ্টব্য: প্রয়োজনে সংযোজন ও বিয়োজন হতে পারে</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। ছবির বর্ণনা</p>
<p>Internal assessment (weight: 40% of the total assessment)</p>	<p>Formative Assessment: classwork (group work/pair/ individual) Homework Discussions Reading Oral test / Presentation Class test Assignment Reading Test Project work Bookwork</p>
<p>External Assessment: (weight: 60% of the total assessment)</p>	<p>Summative Assessment: Question /Answers comprehension writing Picture description Composition writing</p>

Subject: Mathematics

Books:

1. Cambridge Primary Mathematics Learner's Book 3
2. Cambridge Primary Mathematics Workbook 3

Math's strand	Unit: Topic
Number	11 : Division 12.1 : Fraction of numbers 12.2 : Ordering and comparing fraction
Geometry and measure	4 : 3D Shapes 14.1 : Time 14.2 : Timetables 13.1 : Measure (Mass) 13.2 : Measure (Capacity) 13.3 : Measure (Temperature) 15 : Angle and movement 17 : Pattern and Symmetry
Statistics and probability	10.2 : Venn and Carroll diagrams 16 : Chance
Times table:	2-12
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-4: Staying alive <p>Learner's Book, pages 91 to 124</p>	<ul style="list-style-type: none"> To identify some of the important organs in humans. Know where the important organs are in the body. Know what body organs do. Know that life process is common to plants and animals including nutrition, growth, movement and reproduction. <p>Know that fossils are remains of things that were once alive.</p>	<ul style="list-style-type: none"> Work Book Exercises Question/ Answers Q/A on basic understandings Wh Questions Think & Write One Word Question Answer
Physics	<ul style="list-style-type: none"> UNIT-5: Forces and magnets <p>Learner's Book, pages 125 to 153</p>	<ul style="list-style-type: none"> Know how magnets interact when near each other, using the terms repel and attract. Know that forces can be measured with a force meter. Know how to measure using standard units. Know that magnets have a north pole and a south pole. Know how magnets interact when near each other, using the terms repel and attract. Learn about some uses of magnets. <p>Learn to ask scientific questions that can be investigated.</p>	<ul style="list-style-type: none"> T/F F/B M/J (Match & Join) Who am I? M.C.Q (Multiple Choice Questions) Diagrams

	Units	Cambridge Curriculum Framework	Types of Questions
Physics	<ul style="list-style-type: none"> UNIT-6: The Earth and the moon <p>Learner's Book, pages 154 to 174</p>	<ul style="list-style-type: none"> To describe the Earth, Sun and Moon as approximately spherical. Know why the spinning of the Earth on its axis leads to the apparent movement of the Sun, night and day. <p>Know that gravity on Earth is a force that pulls towards the Centre of the Earth.</p>	

Assessment criteria

Term No:	Internal Assessment: 40 marks	Term Assessment: 60 marks
Final Term	Summative Test: 20 MCW/H.W: 10 Project/ Oral Markings/ Lab Activity 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
Final Term	1. Indigenous People of Bangladesh 2. The Earth - Landforms 3. Famous Places of Bangladesh	Topic - Indigenous People of Bangladesh <ul style="list-style-type: none"> Students will gain knowledge on

		<p>indigenous people of Bangladesh.</p> <ul style="list-style-type: none"> ● About the tribal communities of Bangladesh ● About different tribal groups, identify, and label the areas and the location of settlements ● About the language, occupation, life-style, culture, dress, social norms and customs of the tribal/indigenous people of Bangladesh <p>1.</p> <p>Topic -The Earth landforms</p> <ul style="list-style-type: none"> ● Students will gain knowledge on “The Earth Landforms. ● Different types of landforms with pictures. <p>4. Topic – Famous Places of Bangladesh</p>
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		Students will gain knowledge on the famous places of Bangladesh.
	Internal Assessment: (Weight:40% of the total assessment)	Formative Assessment: Continuous Classwork/assessment (Group/Pair/Individual Work) Presentation on the topic Summative Assessment: Marking Worksheet and Project work Presentations
	Internal Assessment: (Weight:40% of the total assessment)	Formative Assessment: Continuous Classwork/assessment (Group/Pair/Individual Work) Presentation on the topic Summative Assessment: Marking Worksheet and Project work Presentations

Subject: Global Perspective

Topic	Skill focus	Stage	Learning objectives
Sharing planet Earth (Can we share planet Earth?)	Analysis	3	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> Discuss a source, considering the author or purpose, and use this to comment on its strengths and limitations <p><u>Research</u></p> <ul style="list-style-type: none"> Identify sources and locate relevant information and answers to questions within them <p>Select, organize and record relevant information from sources and findings from primary research, using an appropriate method</p>

<p>Health and well-being (How do homes provide safe shelter?)</p>	<p>Communication</p>	<p>3</p>	<p><u>Research:</u></p> <ul style="list-style-type: none"> ● Ask focused questions about a given issue ● Locate relevant information in the sources provided ● Conduct simple investigations, using interviews or questionnaires to find information and opinions ● Record findings from primary research in pictograms, simple tables or graphic organizers <p><u>Analysis:</u></p> <ul style="list-style-type: none"> ● Suggest a personal action that could make a positive difference to an issue affecting self <p><u>Reflection:</u> Talk about a particular activity that supported learning</p>
<p>Education for all (Looking at our school)</p>	<p>Reflection</p>	<p>3</p>	<p><u>Collaboration:</u></p> <ul style="list-style-type: none"> ● Work positively with team members, contributing useful ideas and helping to solve problems to improve teamwork or to achieve a shared outcome ● Divide tasks fairly to achieve a shared outcome <p><u>Research:</u></p> <ul style="list-style-type: none"> ● Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> ● Discuss own opinion about another's perspective <p><u>Communication:</u> Present information clearly with an appropriate structure and with some reference</p>

Assessment (Weight: 60% of the total Assessment – Class Activities)	Assessment criteria: <ul style="list-style-type: none"> ● Classwork (Group/Pair/Individual) ● Presentation on challenges and introspective 	
Resources: Cambridge Primary Computing Learner's Book Stage 2		
Chapter		Types of Assessment
Assessment (Weight: 40% of the total Assessment – Report writing/Team project)	questions <ul style="list-style-type: none"> ● Pre-session and exit tasks ● Chart paper project ● Power Point Presentation ● Marking worksheets ● Research paper 	

Subject: Computer Science

Question paper pattern

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)

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Internal Assessment (Total 40) <ul style="list-style-type: none"> ● Summative Test: 20 ● MCW/HW: 10 ● Activity: 10 	Term Assessment (Total 60) <ul style="list-style-type: none"> ● Lab Practical (40 Marks)

	<ul style="list-style-type: none"> Identifying & Labelling/ Presentation/Project Work/Formative Test (20 Marks)
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<p><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.</p>
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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

Book: An Introduction to Islam (Book: II)

Topic	Chapter	Unit	Page no:
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THE MESSENGER OF ALLAH	Chapter-2	Unit-2 The Story of Hazrat Nuh(A.S) Glossary- 2 Vocabulary,Ch-2,Unit- 2	Pages-15 to 18 Page-37
ABOUT ISLAM	Chapter-4	Unit-1 Customs and Traditions (Islamic Festivals) Glossary- 2 Vocabulary,Ch- 4,Unit- 1	Page-28 to30 Page-39
THE HOLY QURAN	Chapter-3	Unit-2 Quranic Surah with English Translations (SURAH AL-FALAQ)	Page-27
ABOUT ISLAM	Chapter-4	Unit-2 Mosque Glossary- 2 Vocabulary, Ch- 4, Unit- 2	Pages-31-34 Pages-40
Glossary:2		Vocabulary	Pages- 37, 39, 40

Assessment Criteria

Term	Internal Assessment: 40 Marks	External Assessment: 60 Marks
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Mid term	<p>Formative Assessment</p> <p>(Chapter wise Worksheets): 20</p> <p>1. Q/Ans 2. F/Blanks 3. Matching 4. True/False 5. Word Meaning 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 4. True/False 5. Word Meaning 6. Circle the Correct answer</p> <p>H.W: 10</p> <p>Project work: 10</p>
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Subject: SEL

Name of the Lesson Topics and activity plan:

Name of the Lesson Topics

- i) How We Express Ourselves (What is a meaningful communication, assertive communication to express feelings and needs without hurting anyone)
 Day 1: Discussing the topic through PPT and videos. Group Discussion and a game.
 Day 2: Marking activity- the students will be given scenarios to show a role play in group where they have to solve a problem by doing assertive communication.

- ii) Problem Solving
 Day 1: Discussing What is a problem, steps to solve a problem, using resources in an effective way, Staying Calm when a Problem Arises.

Day 2: Marking activity- Students get divided in groups and finds out an existing problem in the classroom, find ways to solve it and make a flowchart of the process.

- iii) Becoming a Good Friend (anti-bullying, conflict resolution and accepting those who are slightly different than us)

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.

Day2- Marking Activity- Students have to either,
Writing a letter to a new student in the class who is struggling to adjust in new environment and offer help.

Or

Writing a letter to a friend who misbehaves with others to motivate him to behave better

Or

Writing a letter to a student who doesn't have friends in the class and offering him or her friendship.

Or

Writing a letter to a friend with whom you had a fight last week and stopped talking, but now you want to make things better.

The students can choose any of the topic and write letters.

- iv) My Body, My Rules

Day 1: Consent of touch, good touch & bad touch, how to prevent ourselves from bad touch, the boundary game.

Day 2: Marking Activity- Group Quiz completion in the class on the chapter

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