ANNUAL PLAN - 2081

Class: **Two** Subject: **English**

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| **First Terminal Examination** | | | | | | | |
| **SN** | **Unit** | **Lesson** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 1 | Me and My family | - greet and leave taking  - introduce others  - define about their Family  - can read the text  - can use how, how old, how many  - can pronounce th-, sh-, ch-, wh- sounds | beautiful, memory  engineer, bridges,  faithful, patience,  strength, soothe,  cope, restore,  guidance, strive,  believe, confused | - Complete the questions with how, how old, how many  - Match the opposites  - write the correct meanings  - write about yourself and your family | family tree including age and hobbies | - Family tree  - New words |
| 2 | 2 | My daily life | - can talk about daily habits  - Can tell the time  - Can describe past  events  - Can give a single word for the definition  - Can write about their daily routine  - Can use the verbs in present simple and past simple tense  - Can write three words for the vowel letters, oo, ee, ea etc | refreshed, binder,  reminder, dictates,  assembly, slight,  empty, grant,  popped, castle,  crown | - Choose the correct meaning for the word or phrase  - write about their daily routine  - Complete the passage using correct form of verbs  - Give one word for the following | - Prepare their daily routine in format | - daily routine chart  - present and past forms of verbs |
| **Second Terminal Examination** | | | | | | | |
| **SN** | **Unit** | **Lesson** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 3 | Our School | - can respond to commands  - Can describe location  - Can write a letter to a friend describing about their school  - can use present continuous tense  - can fill the correct preposition | magicians, shaking,  seriously, appeared,  enormous, occasion,  qualified, pleasure,  lounge | - complete the letter  - choose the correct meaning  - Make sentence using present continuous tense | - Colour the picture of your school  - paste correct picture for the preposition | - picture of preposition  - School building |
| 2 | 4 | Our environment | - can sing rhyme  - can talk about weather and seasons  - can describe pictures  - can use punctuation marks  - can use there is/ there are  - can use verb contractions correctly | Achham, stream  attraction, historical  panchadewal,  collapsed, deity,  masto, dhami, deuda  laborious, harmony  healthier, associated,  vegetation, dormant,  temperatures, droughts,  hibernate | - describe about your village or town  - make new words adding y  - match the correct meaning  - rewrite using correct verb contraction  - fill in the blanks using there is/there are | - colour the picture of village  - paste the pictures of different weather  - prepare a card for Dashain | - weather chart  - pictures of different festivals |
| 3 | 5 | My belongings | - can use possessive determiners  - can use conjunction  - can read the text  - can pronounce the consonant clusters dr, fl, gl, ph, pl, and pr | shiny, boarding,  novels, starve,  wailing, distressed,  appeared, dived,  admired, disappeared | \*choose the best words  \*complete the sentences using possessive determiners  \*match the correct meaning | \*draw any three of you personal belongings  \*cut and paste any four clothes items that you wear | \*Students personal belongings |
| **Third Terminal Examination** | | | | | | | |
| **SN** | **Unit** | **Lesson** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 6 | Our culture | - can name the profession  - can read the text  - can define about Tihar  - can use is, am, are | returnable, stage,  laundry, grumpy,  receipt, accountant,  favour, speech, twist | - make plural  - complete with is, am, are  - write the correct job | - paste the picture of Tihar  - write the name of profession under each picture  - prepare a card for your friend | festival  - picture of different profession |
| 2 | 7 | Communication and technology and market | - can read the text  - can write the definition  - can write full form  - can make noun by adding -ation or -tion  - can write a paragraph on television | blink, bored, tweet,  huge, internet, tablet  hardware, software,  physical, part, instructions,  microprocessor, specific  application | - write the definition  - write the full form  - make noun by adding -action or -tion  - who said this  - write the paragraph about the television | - draw picture of computer  - visit near by vegetables market write five lines about it | - computer  - use of internet  - market |
| 3 | 8 | Fruits and Vegetables | - can use plural suffix-s/-es  - can tell the correct meaning  - can name vegetables and fruits | stalks, alive, fatty, calories  protein, vitamins, fiber,  grocer, grocery, organic,  fertilizers, laborious, lease,  reasonable, idle | - write correct meaning  - make plural | - colour the fruits and vegetable  - visit near by market | - market  - fruits and vegetables |
| **Annual Examination** | | | | | | | |
| **SN** | **Unit** | **Lesson** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 9 | Hobbies and interests | - can express likes and dislikes  - can make list hobby words  - can write about hobbies, likes, dislikes  - can use present simple negatives | hamper, informative  serials, experiences,  inspiration, lack, leisure,  remarkable, personality,  opinion, everlasting,  hiking, | - match with their correct meaning  - write the synonyms  - change the sentences into negative  - write a paragraph about your likes | - make list of your father or mother's hobbies | - picture of different hobbies |
| 2 | 10 | Birds and animals | - can retell stories  - can express ability  - can read text or do activities  - can use verbs in past simple tense  - can use can and can't appropriately | grains, praised,  punctuality, ashamed,  reward, unaware,  thumping, earlier,  pretended, sniffed,  wisper, advised, danger,  creature | - write the correct meaning  - complete the sentence choosing the correct one. | - draw picture of bird  - draw picture of Tiger | birds and animal around as |

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| @ | @\_ d]/f] b}lgs hLjg | !, @, #, $ | sljtf no xfn]/ jfrg ug{, lrq x]/L j0f{g ug{, kf7 k9L kfgL dxTj eGg, ;+jfb xfpefp ;lxt k9\g / lrq x]/L b}lgs hLjg atfpg lrq x]/L gfd eGg / n]Vg kf7df tf]lsPsf] cEof; ug{ ;Sg] 5g\ . | u[xsfo{, cu|]hLdf, km'lt{nf, k|ltof]lutf, ldld{/], x8\tfn, sf8{, ;'F£g], km'lt{nf | s\_ kfgLsf ;|f]tx? s] s] x'g\ < | tkfOF lbge/L s] s] sfd ug{' x'G5 n]Vg'xf];\ . | zAb kQL |
| **Jofs/0fM** p:t} / pN6f] cy{ | | | | | | | |
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| @ | !!\_ xfd|f] j/k/sf] ;+;f/ | !, @, #, $ | lrq x]/L j0f{g ug{ cfkm\gf j/k/sf s'/f atfpg, sljtf no xfnL jfrg ug{, kf7 cfjfh lgsfnL k9\g, jf]w k|Zgsf pQ/ lbg, gofF zAb pRrf/0f ug{ kf7df ePsf cEof; sfo{ ug{ ;Sg]5g\ . | Affv|f, EoflS6g l;6L, em'Kkf, Hofb}, afFb/, :ofpnf, cfs|d0f, ;'F8, bfx|f, ;'Fu'/, pNn', ;+;f/, :6f]/, efFlrof], km\ofp/f] | s\_ of] ;+;f/df s] s:tf hgfj/ 5g\ < | tkfOFsf] 3/ j/k/ s] s] 5g\< j0f{g ug{'xf];\ . | ufFp / zx/ emNsg] lrq, zAb kQL |
| # | \*\_ xfd|f] ;+:s[lt | !, @, #, $ | lrq x]/L a'em]sf s'/f atfpg, rf8sf] af/]df atfO{ rf8sf] gfd n]Vg, sljtf noxfnL jfrg ug{, kf7 ;:j/ k7g ug{, kf7 k9L tf]lsPsf cEof; sfo{ ug{ ;Sg]5g\ . | pFwf}nL pFef}nL, Nxf];f/, bz{g, 5'kL{, ls|;d;, ls|l:rog, k|e', ;|f]t, g[To, l8u|L, ;6{, va{'hf, aVv', l8u| | s\_ b;}Fdf s] s]sf] k"hf ul/G5 <  v\_ tkfOF s'g s'g rf8 dgfpg' x'G5 <  u\_ b;}Fdf s] s]sf] k"hf ul/G5 <  3\_ tkfOF s'g s'g rf8 dgfpg' x'G5 < | tkfOFn] dgfpg' x'g] s'g} Ps rf8sf] lrq ;lxt n]Vg'xf];\ . | Rff8 emNsg] lrq zAbkQL |
| **Jofs/0fM** s/0f cs/0f gfd ;j{gfd ls|ofkb Psjrg ax'jrg | | | | | | | |
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| ! | #\_ xfd|f] ;d'bfo | !, @, #, $ | lrq x]/L ;dfgtf/ leGgtf kQf nufpg, sljtfno xfnL jfrg ug{, ;+jfb xfpefp ;lxt k9\g, syf ;:j/ k7g ug{, ;xof]uL ufpF kf7 k9L ;f]lwPsf k|gsf] pQ/ eGg / n]Vg ;Sg]5g\ .  rq x]/L ;dfgtf/ leGgtf kQf nufpg, sljtfno xfnL jfrg ug{, ;+jfb xfpefp ;lxt k9\g, syf ;:j/ k7g ug{, ;xof]uL ufpF kf7 k9L ;f]lwPsf k|gsf] pQ/ eGg / n]Vg ;Sg]5g\ . | 8fS6/, k|b'if0f, cfgGb, dgf]/~hg, 6«lkms, k|x/L, ;d:of, bf}Ft/L, ljs|d, 6\ofS6/, xFl;of, k|jL0f, em'k|fem'k|L, vfN6fv'N6L, | s\_ k'G6]nfO{ lsg k5'tf] eof] <  v\_ ufpF / zx/sf /fd|f s'/fx? atfpg'xf];\ . | lglb{i6 lrq x]/L tLg jfSodf j0f{g ug{'xf];\ . | zAbkQL / ufpF, zx/ emNsg] lrq |
| @ | !)\_ xfd|f ls|ofsnfk | !, @, #, $ | sljtf ;:j/ jfrg ug{, lrq x]/L sf] s] sfd ub}{5g\ eGg,syf z'¢;Fu k7g ug{, kf7 k9L lglb{i6 cEof; sfo{ ug{ ;Sg]5g\ . | lbSs, v'?v'?, z's|af/, dVv, pkm|L, Aof6 ldG6g, Cl¢, kj{tf/f]xL, 8sdL{, afv|f, a'¢' | d'gf / dx]z cfdfnfO{ s]df ;3fpF5g\ < | tkfOFn] 3/df ug]{ s'g} kfFr cf]6f sfdsf] gfd n]Vg'xf];\ . | zAb kQL, lrx\g lrgfpg] tflnsf |
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| ! | %\_ xfd|f] jftfj/0f | !, @, #, $ | lrq x]/L kfn}kfnf] j0f{g ug sljtf no xfnL jfrg ug{, xfdL k/]jf kf7 z'b\w;Fu k9\g, cg'R5]b k9]/ lrx\gsf] k|of]u u/L jfSo agfpg Ct' sljtf k9L Ct', dlxgf eGg / tf]lsPsf cEo; sfo{ ug{ ;Sg] 5g\ .  lrq x]/L kfn}kfnf] j0f{g ug sljtf no xfnL jfrg ug{, xfdL k/]jf kf7 z'b\w;Fu k9\g, cg'R5]b k9]/ lrx\gsf] k|of]u u/L jfSo agfpg Ct' sljtf k9L Ct', dlxgf eGg / tf]lsPsf cEo; sfo{ ug{ ;Sg] 5g\ . | afx«}, Ct', lxpF, ;fj{hlgs, k|b'if0f, Wjlg, pv]N5f}F, lgZlrt, w'jfF, km'6\of], oqf], u|Lid, lrRofO{ | s\_ k|b'if0f eg]sf] s] xf] <  v\_ km"n b]Vg kfOg] Ct' s'g xf] < | km"naf/Lsf] lrq agfO{ klRr;\ zAbdf j0f{g ug{'xf];\ . | zAb kQL, lrq |
| @ | ^\_ d]/f] l;[h{gf | !, @, #, $ | rq x]/L j0f{g ug{, sljtf ;:j/ jfrg ug{, ;+jfb xfpefp ;lxt k9\g, kf7 k9L lglb{i6 cEof; sfo{ ug{ | Hof]lt, lxF8\g], sf]g{ Pl8«gf, sf6'{g, 3'ld|Psf], lxF8\g, em\ofn, kvf{n, lrpF8f] | s\_ l;h{gf eg]sf]m s] xf]<  v\_ ljBfyLx? lsg v';L eP< | tkfOFnfO{ dg kg]{ lrq agfO{ tL; zAbdf j0f{g ug'{xf];\ . | zAbkQL lrq |
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Class: **Two** Subject: **Maths**

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| **First Terminal Examination** | | | | | | | | |
| **SN** | **Unit** | **Lesson** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 1 | Point and line | - concept of point and line  - can draw straight, curved, horizontal  vertical line |  | - what is line |  | Objects |
| 2 | 1 | Geometric plane figure | - can draw the shapes  - can draw a quadrilateral | quadrilateral | - draw a quadrilateral  - Match the following  - fill in the blanks. | Mental Maths | solid shapes |
| 3 | 3 | Concept of number | - can count and recognize  the number up to three digits |  |  |  |  |
| 4 | 3 | Place value | can count and recognize  the number up to three digits  - can prepare place value table up to 1000 |  | - write the following numbers in expanded form  - regroup the given number |  | chart |
| 5 | 3 | Addition (without carrying) | Can add 3 digit numbers |  | Number stories  Add |  |  |
| 6 | 3 | Subtraction (without borrowing) | Can subtract 3 digit numbers |  | Number stories  Subtract |  |  |
| 7 | 3 | Multiplication tables (recap) | Recap from 2 to 8 tables |  | Find the product | Cross word puzzle | Chart |
| **Second Terminal Examination** | | | | | | | |
| **SN** | **Unit** | **Lesson** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 2 | Number Knowledge | - Can recognize Even and Odd numbers upto 3 digit  - Can write Devnagiri numbers and names upto 3 digit |  | - List the Even and Odd numbers from the given set.  - Write Hindu Arabic number.  - Write Devnagiri numbers and their names. |  | Chart |
| 2 | 4 | Measurement | - Identify time by looking at the hour and minute hands on watch  - Can tell the date using the calender.  - Can convert into days and months. |  | - Tick the correct options.  - Draw two hands to show the time.  - Convert into days and months.  - Convert into hours. |  | - Clock  - Calender  - Chart |
| 3 | 3 | Multiplication | Multiplication tables of 9, 10, 11,12 |  | multiplication tables |  | Chart |
| **Third Terminal Examination** | | | | | | | |
| **SN** | **Unit** | **Lesson** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 1 | Geometry | - Can define the solid shapes |  | Study the given solids and fill in the blanks. | Cut and paste | Solid Shapes |
| 2 | 2 | Number Knowledge | - Can read and write Roman numerals upto 20 |  | Write down the Roman Numerals |  | Chart |
| 3 | 3 | Basic Operations in Mathematics | - Can add 3 digit numbers with carrying  - Can subtract 3 digit  - Can relate multiplication and addition |  | - Add  - Subtract  - Multiply  - Number stories |  | Chart |
| 4 | 4 | Measurement | - Can add and subtract without converting the money (any one unit)  - Identify the standard unit of length (cm and mm)  - Identify the relation between kg and gram | Balancing Scale, estimate, standard units, perimeter | - Number stories  - Find the perimeters. | Make a list of things your parents buy in kg. | Money  Ruler  Balancing Scale |
| 5 | 5 | Simple graph | - Can read the bar graph. |  | - Read the bar graph |  |  |
| **Annual Examination** | | | | | | | |
| **SN** | **Unit** | **Lesson** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 2 | Number Knowledge | Can give the concept of fraction |  | Write the fraction for the shaded part. |  | Chart |
| 2 | 3 | Basic operation in Mathematics | Can divide 2 digit numbers by a number upto 10 without remainder |  | Divide |  |  |
| 3 | 4 | Measurement | - Can estimate the capacity  - Can compare the area. |  | Find the area. |  |  |
| 4 | 5 | Simple Graph | - Can read the bar graph.  - Can make bar graph. |  | Make bar graph. |  |  |

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Class: **Two** Subject: **Science**

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| **First Terminal Examination** | | | | | | | | | |
| **SN** | **Lesson** | **Name** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 1 | Scientific Learning | - To make students observe colours and parts of plants  - To perform activities to increase knowledge of science | Technology, beak, recognize, scientist, astronaut, spacecraft, observation, scientifically | - What is the colour of the sky?  - Where do the roots of a plant grow? | Collect picture of two scientist of Nepal and paste it. | Objects, Pictures |
| 2 | 2 | Information and Technology | - To enable students to use ICT tools  - Can define types of ICT  - Can define uses of ICT | Information, technology, mobile, computer, electronic, easier, industries, connected,  electricity, instrument | - What is computer?  - One difference between computer and mobile. | Draw a computer system.  Prepare a model telephone. | Computer, Mobile, Newspaper etc |
| 3 | 3 | Living and Non-living things | - Can identify living and non-living  - Can list out characteristics of living and non-living | Living things, non-living things, reproduce, breathe, flesh, hibernation, carbon dioxide, feeding, stomata | - Define living and non-living things.  - What do fishes breathe? | Separate living and non-living things according to their name. | Objects, Live animals, Plants, pictures |
| 4 | 4 | Animals around us | - Can identify animals  - Can make students aware about habits of animals  - Can do action play of walking habits of animals. | Shelter, nectar, herbivore, carnivore, omnivore, domestic animals, wild animals, mammals, hopping, crawling, hives, reptiles | - Where do the following animals live?  - Who am I?  - Name the following. | Prepare a scrapbook and paste pictures of animals. | Pictures, Roleplay, Activity |
| 5 | 12 | Caring and cleaning our body | - Can explain different parts of body  - To increase cleaning habits  - To stimulate healthy habits | Shampoo, combing, gums, bristle, fluoride, deaf, posture | - What do we use to clean our body and hair?  - When does our body become dirty?  - Circle the odd ones | Washing Hand  Trimming Nails  Cleaning classroom | Chart, Practical |
| **Second Terminal Examination** | | | | | | | | |
| **SN** | **Lesson** | **Name** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 5 | Uses of animals | - Can tell uses of animals in different fields  - Can enable students to write the animals products | Cheese, leather, pet, fur, mulching animals | - Write the animal products of the given animals.  - What are milch animals? | Paste animal and its product pictures in A4 paper. | Video, Picture |
| 2 | 6 | Plants around us | - Can tell about different types of plants around their surrounding  - classify herb, shrub, tree  - distinguish herb, shrub, tree  -explain functions of roots, stems, leaves, flowers and fruits | Herbs, shrubs, climbers, creepers, stem, flowers, bush, trunk, trees, | - name them  - complete the table | - Collect three fruits  - preparation of nature album | -Nature visit  - plant |
| 3 | 7 | Uses of plants | - Can list different plants  - Can define uses of plants  - Can list food products | Medicine, millet, sugarcane, cinema hall, junk food | -Who am i?  - Name them.  - Name the plants that are used to make the given food. | Prepare a food plate. | Food plate, real materials |
| 4 | 13 | Cleaning habit-good habit | - methods of cleaning different parts of house  - importance of cleaning house and surrounding  - list cleaning materials  - teach good habits | Hoover, mop, wiper, urinal,  Verandah | answer the following  what happens | cleaning school ground  cleaning classroom | practical |
| **Third Terminal Examination** | | | | | | | |
| **SN** | **Lesson** | **Name** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 8 | Materials around us | - classify materials found on basis of shapes, colours, odours  - distinguish solids  - use their sense by smelling, tasting | Senses, materials, pleasant, unpleasant, odour, spherical, circular, rectangular, irregular | - complete the table  - name | collect and identify | Real materials  Pictures |
| 2 | 9 | Wonders of heat | - main sources of heat and light  - list importance of heat in daily life  - tell importance of light in the growth of plants | Energy, fire, kerosene, slanted | - fill in the blanks  - describe the figure | - collage making  - collect pictures | - practical  - chart  - sources of light |
| 3 | 10 | The sun and sunny surroundings | - importance of sun  - method of rainbow formation  - method of forming shadow  - explain effect of heat | Rainbow, block, | Fill in the gaps.  Answer the following. | - measure your shadow at different time interval | - rainbow  - sun |
| 4 | 14 | Food for healthy living | - explain necessity of food to us  - methods to get safe drinking water  - characteristics of safe drinking water | Vendors, container, junk food, bacon, fridge, diarrhoea, dysentery, typhoid, jaundice, cholera | Name  Answer the following | prepare your food journal | - chart  - balanced diet |
| 5 | 17 | Physical Education | Can stimulate running, throwing, PT, drill etc. |  |  |  | Games  PT  Drill |
| **Annual Examination** | | | | | | | |
| **SN** | **Lesson** | **Name** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 11 | Our Earth | - define surface of earth  - how day and night occurs | Spins, raised | Draw  Define | Painting different parts of earth  Drawing competition | Globe, torch |
| 2 | 15 | Diseases and health service | - identify healthy and diseased person  - differentiate between communicable and non communicable diseases  - know the roles of doctors, nurses, and HA | Exercise, germs, disease, stool, worms, patient, complex, pharmacy, diarrhoea, jaundice, cholera, typhoid | What are the ways to be healthy.  Name two types of disease. | Cut and paste different types of diseases pictures. | Video Picture |
| 3 | 16 | Accidents and safety | - list accidents that occur at home and school  - explain safety measures  - explain traffic rules | Accidents, safety, pedestrians, crackers, wasps, zebra crossing | List down  Draw traffic light.  Why do we need rules. | Cut and paste  Draw traffic rules | Chart  video |
| 1 | 11 | Our Earth | - define surface of earth  - how day and night occur | Spins, raised | Draw  Define | Painting different parts of earth  Drawing competition | Globe, torch |
| 2 | 15 | Diseases and health service | - identify healthy and diseased person  - differentiate between communicable and non communicable diseases  -know the roles of doctors, nurses, and HA | Exercise, germs, disease, stool, worms, patient, complex, pharmacy, diarrhoea, jaundice, cholera, typhoid | What are the ways to be healthy.  Name two types of disease. | Cut and paste different types of diseases pictures. | Video Picture |

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| **k|yd q}dfl;s k/LIff** | | | | | | | | |
| **qm=;+=** | **PsfO{** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **kl/of]hgf sfo** | **z}lIfs ;fdu|L** |
| १ | १ | म र मेरो परिबार | - आफ्नो साथीको बारेमा भन्न सक्ने  - आफु र छिमेकीको बारेमा  भन्न सक्ने  - आफनो परिवारका सदस्यहरुले लगाउने पहिरनको नाम बताउन सक्ने  - सरसहयोगको महत्व बुझ्ने  - स्वास्थय सम्बन्धी जानकारी  - फलफुल तथा सागसब्जी भन्न सक्ने  - खेलौनाहरुको नाम भन्न सक्ने  - दैनिक प्रयोगका सामानहरु पहिचान गरने  - व्यक्तिगत सरसफाइमा प्रयोग हुने सामान भन्न सक्ने  - औजारहरुको नाम भन्न सक्ने | ऐँचोपौँचो, छिमेकी, सहयोगी,  रीतिरिवाज, आपतविपत, रहनसहन  कुचीकार, पेचकस, पिलास, लाठे, रोपाहार, रोपाई, खेताला | - आफ्नो साथीको बारेमा एक अनुच्छेद लेख्नुहोस  - छिमेकी भनेका को हुन  - हामी किन लुगा लगाउँछौँ  - पेसा भनेको के हो।  - हामीले कस्तो खानेकुरा खानुपर्छ  - औजारहरुको नाम लेख्नुहोस  - खेलौनाहरुको नाम लेख्नुहोस्  - खाली ठाऊँ भर्नुहोस  - अन्न तथा गेडागुडीहरु छुटाई, तालिका भर्नुहोस् | - साथीहरुको नाम लेखनुहोस  - आधुनिक पहिरनहहरुको चित्र टासनुहोस्  - पेसाको चित्र टासनुहोस  - दैनिक प्रयोग हुने सामानको चित्र बनाउनुहोस् | खेलौनाहरु, सरसफाइका औजारहरु, फलफूल तथा सागसब्जीहरु |
| २ | २ | मेरो दैनिक जीवन | - बिभिन्न प्रकारका योगहरु गर्न सक्ने  - व्यक्तिगत सरसफाई गर्न सक्ने  - पानीको महत्व भन्न सक्ने  - रङहरु पहिचान गर्न सक्ने  - नयाँ रङहरु बनाउन सक्ने  - दैनिक जीवनमा प्रयोग हुनेध्वनिको माध्यम पत्ता लगाउन सक्ने र नाम भन्न सक्ने  - प्रकाशका स्रोतहरु पहिचान गर्न सक्ने  - तापका स्रोतहरु पत्ता लगाउन सक्ने  - विद्युतको स्रोत र प्रयोग भन्न सक्ने  - चुम्बकको प्रयोग भन्न र उपयोग गर्न सक्ने | तरल, पदार्थ, सन्तुलित, प्रशस्त  सोडिस, आकर्षक, कम्पन,  कलकारखाना, तरङ्ग, उर्जा, कृत्रिम, गुइँठा, अदृश्य, ध्रुव | - व्यक्तिगत सरसफाई किन महत्वपूर्ण छ  - पानीलाई कसरी सुरक्षित गर्न सकिन्छ  - नँया रङहरु कसरी बनाउने  - ध्वनि के माध्यमबाट प्रसारित हुन्छ  - प्रकाशका स्रोतहरु केके हुन्  - तापका उपयोगिता केके हुन्  - विद्युतबाट हामी के के गर्न सक्छौं  - चुम्बकको प्रयोग | - बाजागाजाहरु बजाउने  - म्याग्निफाइङ ग्लासको प्रयोग गरि कागजको टुक्रा जलाउने  \*चुम्बकले सामानहरु आक्रशण गर्ने | बाजागाजाहरु, म्याग्निफाइङ ग्लास, चुम्बक |
| **bf]>f] q}dfl;s k/LIff** | | | | | | | | |
| **qm=;+=** | **PsfO{** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **kl/of]hgf sfo** | **z}lIfs ;fdu|L** |
| १ | ४ | मेरो विद्यालय | - कक्षाकोठा सफा गर्न  - विद्यालयको सम्पत्ति पहिचान गर्ने  - विद्यालयको वगैचा निर्माण र सुरक्षा गर्ने  - प्राथमिक उपचार कसरी गर्ने  - दुर्घटनाका कारण र समाधान भन्न सक्ने  - व्यक्तिगत सुरक्षा विधि जान्ने  - प्रकोपका प्रकार र बच्ने उपाय भन्न सक्ने  - एकखुट्टाले टेकी शरीर सन्तुलन गरी उभिन र जोडीमा अभ्यास गर्ने | टहरा, सामग्री, साझा,  सार्वजनिक, सम्पति, उपचार, घाइते,  जेब्रा क्रसिङ, अङ्गभङ्ग, तत्काल,  थम्रोमिटर, आकस्मिक, प्रबन्ध, अमूल्य,  अवधारणा, जोखिम | \*विद्यालयमा सम्पत्ति केके छन्  \*बगैँचामा रहेका बिरवा  \*प्राथमिक उपचार बाकसमा केके हुनुपर्छ  \*दुर्घटना कहाँ कहाँ हुन सक्दछ  \*व्यक्तिगत सुरक्षा भनेको के हो  \*प्राकृतिक प्रकोप के कस्ता हुन्छन् | \*विद्यालयको चित्र बनाउने  \*प्राथमिक उपचार बाकस बनाउने | \*बगौँचा अवलोकन  \*प्राथमिक उपचार बाकस |
| २ | १० | हाम्रो वरपरको संसार | \*मौसमका प्रकारहरु भन्न सक्ने  \*हिमाल, पहाड, तराई पहिचान गर्ने  \*हावा र पानीको महत्व भन्न सक्ने  \*पानीका स्रोतहरु भन्न सक्ने | तापक्रम,वातावरण,प्राकृतिक,समतल,  उब्जाउ,प्याराग्लाइडिङ,नाइट्रोजन,समिश्रण,  मुहान | \*मौसम के हो  \*हाम्रो देश कस्तो छ  \*हामी के बिना बाँच्न सक्दैनौँ  \*पानीको आवश्यकता | \*हिमाल, पहाड र तराईको चित्र बनाउने  \*कागजको डुङ्गा बनाउने  \*कागजको घर बनाउने | \*चित्रहरु |
| ३ | ८.२  ८.३ | हाम्रो संस्कृति | \*छिमेकीको जाति, धर्म र चाडपर्व पहिचान गर्ने  \*समाजमा लगाइने पोसाक चिन्ने | विविधता,संस्कार,स्वाभिमान,गुम्बा,गिर्जाघर,  रीतिरिवाज, मस्जिद, एकादशी | \*मन पर्न चाडको बारेमा लेख्नुहोस्  \*बिभिन्न पोशाकहरुको नाम लेख्नुहोस् | आफूले मान्ने चाडपर्व को बारेमा भन्न सक्ने | श्रव्यदृश्य |
| **t]>f] q}dfl;s k/LIff** | | | | | | | |
| **qm=;+=** | **PsfO{** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **kl/of]hgf sfo** | **z}lIfs ;fdu|L** |
| १ | ३ | हाम्रो समुदाय | - सहयोग कसरी गर्न सकिन्छ  - आफ्नो गाउँ र समुदायको परिचय  - बिभिन्न रोगहरुको लक्षणहरु भन्न सक्ने  - जनावरका नाम पहिचान गर्ने | स्वयम्सेवा, सास्कृतिक, आयोजना, विपत्ति,  परिचारिका, ग्रन्थपाल, अशक्त, सरुवा | - आफ्नो गाउँको चर्चा गर्नुहोस्  - सर्ने र नसर्न रोगको भिन्नता  - सर्ने रोगका माध्यमहरु के के हुन्  - घरपालुवा र जङ्गली जनावरको नाम लेख्नुहोस् | - आफ्नो गाउँको चित्र बनाउने  - घरपालुवा र जङ्गली जनावरको चित्र टाँस्ने । | जनावरको चार्टहरु |
| २ | ५ | हाम्रा वरपरका सजिवहरु | - जनावरहरुको चाल पहिचान गर्ने  - बिभिन्न प्रकारका बोट बिरुवा पहिचान गर्ने | झारपाल,काण्ड,बुट्यान,खस्रा | - जनावरका चालहरु कस्ता हुन्छन्  - रुखहरुको नाम लेख्नुहोस् | - पत्रपत्रिकाबाट जनावरहरुका चित्र काटेर टाँस्नुहोस्  - बोटबिरुवा का पातहरु जम्मा गर्नुहोस् | वरपरका बोटबिरुवाको अवलोकन |
| ३ | ८.१  ८.४  ८.५ | हाम्रो संस्कृति | - हामीले मनाउने चाडपर्व तथा रितिरिवाज जान्ने  - राष्ट्रिय प्रतीक चिह्नहरु चिन्ने | तराई , छठ, इद, विविधता, बहुजातिय,उपत्यका,  उत्कृष्ट,प्रतिक,गुणकारी,ढकमक्क,अङ्कित | - मन पर्न चाडको बारेमा लेख्नुहोस्  - बिभिन्न पोशाकहरुको नाम लेख्नुहोस्  - राष्ट्रिय प्रतीक चिह्नहरु नाम लेख्नुहोस् | - राष्ट्रीय झण्डा बनाउनुहोस्  - बिभिन्न पोशाकहरुको चित्र टास्नुहोस् | - बिभिन्न जातजातिका पोशाक  - राष्ट्रिय प्रतीकहरु |
| ४ | ९ | संचार प्रबिधि र बजार | - संचारका साधनको प्रयोग र सुरक्षाका उपायहरु  - स्थानीय उत्पादनहरु पहिचान गर्ने | बिलबोर्ड, आदान प्रदान, संवाद, मनोरञ्जन, अधिक, चमत्कार,  साझात्कार, व्यस्त, उत्पादन, भण्डार | - तपाईले कुन कुन सञ्चारका साधनहरु प्रयोग गर्नुभएको छ  - नेपालमा बनेका वस्तुहरु लेख्नुहोस् | - सलाईको बट्टाबाट कुरा गर्ने अभ्यास  - सहज उपलब्ध हुने स्थानिय उतपादन प्रदशनी | - संचार उपकरणहरु  - स्थानिय उतपादन देखाउने |
| **jflif{s k/LIff** | | | | | | | |
| **qm=;+=** | **PsfO{** | **Kff7** | **p2]Zo** | **gofF zAb** | **;Defljt k|Zg** | **kl/of]hgf sfo** | **z}lIfs ;fdu|L** |
| १ | ६ | हाम्रो वातावरण | - सार्वजनिक सम्पदा र सम्पत्ति पहिचान गर्ने  - नेपालका सार्वजनिक सम्पदाको सूचि  - हावा, पानि र माटोको महत्व थाहा पाउने  - प्रयोग गर्ने बस्तुहरुको गुण भन्न सक्ने | सम्पति, निजि, सार्वजनिक, संरक्षण,  दायित्व, अन्तराष्ट्रिय, संवर्धन,  कर्तव्य, कष्टर, खाद्यान्न, आयताकार | - सार्वजनिक सम्पति भनेको के हो  - हावाको उपयोगिता के के छन्  - पानीमा के के तैरिन्छ  - के सिसाकलम पानीमा डुब्छ | - तैरने र डुब्ने बस्तुहरु पहिचान गर्न बस्तुलाई पानिमा राखि हेर्ने  - सार्वजनिक सम्पदाको चित्र टाँस्ने | - सार्वजनिक सम्पदाको अवलोकन  - बिभिन्न बस्तुहरु |
| २ | ७ | मेरो सिर्जना | - बिभिन्न नृत्यहरुका प्रकार  - बाजागाजाहरु पहिचान गर्ने र केही बजाउने | कला, सङ्गीत, चलायमान, असाध्यै,  नियमित, घातु | - नृत्य गर्दा केलाई ध्यान दिनुपर्छ  - तपाईलाई मन पर्ने सङ्गीतको साधन कुन हो | - नृत्य अभ्यास गर्ने  - केही बाजागाजा बजाउने | बाजागाजाहरु |

ANNUAL PLAN - 2081

Class: **Two** Subject: **English II**

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| **First Terminal Examination** | | | | | | | | |
| **SN** | **Lesson** | **Name** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 1 | The English Alphabet | To learn Sounds | Vowels, consonant | Underline vowel sounds. |  |  |
| 2 | 2 | Alphabetical order | To use dictionary | Alphabetical, | Arrange in alphabetical order |  | Chart paper, flash cards |
| 3 | 3 | Noun | To recognize types of nouns | Proper noun, common noun | Put them in correct column |  | Flash card, real materials |
| 4 | 4 | Singular and plural | Can define and distinguish nouns | Singular, plural | Change into plurals. |  | pictures |
| 5 | 5 | Pronoun | Can use pronoun | Replacing, | Circle the pronoun |  | Sentence formation |
| **Second Terminal Examination** | | | | | | | | |
| **SN** | **Lesson** | **Name** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 6 | Adjectives | - Can define adjective.  - Can find out adjective in a sentence. | Describing, quality, compare, positive | Fill in the blanks.  Write comparative forms. |  |  |
| 2 | 7 | Articles | To Use articles a, an | Countable, uncountable | Fill in the blanks. |  | Chart paper, |
| 3 | 8 | This/That/These/Those | To recognize the place |  | Put them in correct box. |  | Flash card, real materials |
| 4 | 9 | Is/am/are | Can use is/am /are in proper way |  | Write the correct verb. |  | pictures |
| 1 | 6 | Adjectives | Can define adjective.  Can find out adjective in a sentence. | Describing, quality, compare, positive | Fill in the blanks.  Write comparative forms. |  |  |
| 2 | 7 | Articles | To Use articles a, an | Countable, uncountable | Fill in the blanks. |  | Chart paper, |
| **Third Terminal Examination** | | | | | | | |
| **SN** | **Lesson** | **Name** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 10 | Have/has | Can use has/have in a sentence. |  | Fill in the blanks.  Complete the paragraph. |  |  |
| 2 | 11 | Preposition | To Use prepositions. |  | Fill in the blanks.  Describe the picture. |  | Materials |
| 3 | 12 | Conjuction | To use conjuction to join sentence |  | Circle the correct answer. Complete the paragraph. |  | Flash card, |
| 4 | 13 | Punctuation | Can use Punctuation marks |  | Punctuate the sentence. |  | sentences |
| 5 | 14 | Sentence | Can make sentence |  | Make sentence |  | Sentence formation |
| 6 | 15 | Sentence Transformation | Can make negative sentence | Negative | Change into negative. |  |  |
| **Annual Examination** | | | | | | | |
| **SN** | **Lesson** | **Name** | **Objectives** | **New Words** | **Possible Questions** | **Project work** | **Teaching materials** |
| 1 | 16 | Contractions | Can use Contractions in a sentence |  | Write the short form. |  |  |
| 2 | 17 | How many…. | Can answer the numbers |  | Fill in the blanks. |  | Materials |
| 3 | 18 | What/who/where….. | To form WH questions |  | Circle the correct question word. |  | Flash card, |
| 4 | 19 | Tense | Can use correct tense |  | Complete the following table. |  | sentences |
| 5 | 20 | Doing words | Can use verbs |  | Circle the doing words.  Make sentence |  | sentences |