

**KIDS WORLD SCHOOL, NAGPUR**

**SESSION – 2026-27**

**CLASS – II**

**SUBJECT – CLUB**

| No. | UNIT                                  | Topic   | Month                |             | Suggested Ice- Breaking Activity  | Teaching Pedagogy  | Curricular Goals   | Competency  | Expected Learning Outcome  |
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|     | CLUB Name                             | Topic   | Starting             | Ending      |   |  |  |   |  |
| 1   | <b>SOCIAL EMOTIONAL LEARNING CLUB</b> | My morning song<br>Pg. no. 9                                      | <b>July</b><br>Day 1 | <b>July</b> | “Pass the Smile”<br>Purpose: Build comfort and confidence<br>One child smile at the next and says: “ <i>Hello, I am ___.</i> ”<br>The next child repeats and passes it on.<br>Continue until everyone participates.   | Circle time discussions and sharing feelings               | CG-9 Develops effective communication skills for day-to-day interactions in two languages. | C-9.1 Listens to and appreciates simple songs, rhymes, and poems.   | *Students will develop effective communication skills for day-to-day interactions in two languages.<br>*Students will listen to and appreciate simple songs, rhymes, and poems.  |
| 2   | <b>SOCIAL EMOTIONAL LEARNING CLUB</b> | This is I<br>I can draw<br>Pg. no. 10 ,11                         | Day 2                |             | <b>Introduce Yourself</b><br>Each child says:<br>* “My name is ___.”<br>* “I am ___ years old.”<br>*“I like ___.”   | Positive reinforcement and reflection activities           | CG-1 Develops habits that keep them healthy and safe.                                      | C-1.2Practises basic self-care and hygiene.   | *Students will build speaking confidence.<br>* Students will express themselves clearly.<br>*Students will draw the things that they like.   |
| 3   | <b>STEAM CLUB</b>                     | My body<br>Body parts<br>Pg. no. 12 to 15                         | Day 3                |             | “I Am a Boy” Clap Game<br>Teacher starts:<br>“ <i>I am a boy. My name is ___.</i> ” (clap-clap)<br>Whole class repeats with claps.<br>Then another student stands and repeat the same:<br>“ <i>I am a boy/ girl. My name is-----.</i> ” (clap-clap)<br>Class repeats their name with claps. | Activity-based and experiential learning                   | CG-2 Develops sharpness in sensorial perceptions.  | C-2.5 Develops discrimination in the sense of touch.  | *Students will identify and name different parts of the body.<br>*Students will identify the function of their body parts.<br>*Students will trace body parts and match them with the picture.<br>*Students will trace and count body parts and fill in the blank. |
| 4   | <b>STEAM CLUB</b>                     | Five senses<br>Sense organs<br>Read and draw<br>Pg. no 16 to 18   | Day 4                |             | Quick Action Version<br>Call out senses, students do actions:<br>Sight → cover eyes<br>Hearing → touch ears<br>Smell → hold nose<br>Taste → touch tongue<br>Touch → clap hands  | Inquiry-based learning through observation and questioning | CG-2 Develops sharpness in sensorial perceptions.  | C-2.5 Develops discrimination in the sense of touch.  | * Students will identify the five sense organs and their functions<br>* Students will explain how we use our senses in daily life.<br>*Students will write the name of sense organs.<br>*Students will draw the sense organs.                                      |
| 5   | <b>SOCIAL EMOTIONAL LEARNING CLUB</b> | Taking care of everyone<br>Keeping my body clean<br>Pg no. 19, 20 | Day 5                |             | “Greeting Circle”<br>Children stand in a circle.<br>Each child greets the next one:<br>“Good morning, Riya!”<br>Wave, handshake, or smile   | Positive reinforcement and reflection activities           | CG-1 Develops habits that keep them healthy and safe.                                      | C-1.2Practises basic self-care and hygiene.   | * Students will explain the importance of keeping the body clean.<br>* Students will follow good hygiene habits like washing hands and brushing teeth.   |
| 6   | <b>SOCIAL EMOTIONAL LEARNING CLUB</b> | Feelings and Feeling better<br>Pg. no 21,22                       | Day 6                |             | “Mirror Game”<br>Teacher shows an emotion face<br>Children copy it like a mirror  | Circle time discussions and sharing feelings               | CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own | C-4.1 Starts recognising ‘self’ as an individual belonging to a family and community.<br>C-4.2 Recognises different emotions and makes deliberate | * Students will identifies different feelings such as happy, sad, angry, and excited.  |

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|    |  |  |                        |               | Builds observation and expression skills.  |   | emotions, and responds positively to social norms   | efforts to regulate them appropriately   | * Students will express feelings in a healthy and respectful way.   |
| 7  | <b>SOCIAL EMOTIONAL LEARNING CLUB &amp; STEAM CLUB</b> | Good habits<br><br>Magic words<br>Pg no 23, 24                             | <b>August</b><br>Day 1 | <b>August</b> | “Daily Routine Actions”<br>teacher act out students identify:<br>Brushing teeth<br>Bathing<br>Eating breakfast<br>Sleeping<br>Helps them learn hygiene and routine habit | Circle time discussions and sharing feelings.<br>Learning through games, exploration, and real-life connections | CG-1 Develops habits that keep them healthy and safe.<br>CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.                          | C-1.2 Practises basic self-care and hygiene.<br><br>C-4.4 Shows cooperative behaviour with other children.   | * Students will follow good hygiene habits like washing hands and brushing teeth.<br>* Students will demonstrate kindness and helping behavior towards others.      |
| 8  | <b>SOCIAL EMOTIONAL LEARNING CLUB</b>                  | My family:<br>Families can be different<br>Pg. no. 26, 27                  | Day 2                  |               | “Pass the Microphone”<br>(Use a pencil or toy as mic)<br>Each child says:<br>“In my family, I have ___ people.”  | Inquiry-based learning through observation and questioning  | CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms  | C-4.1 Starts recognizing ‘self’ as an individual belonging to a family and community   | * Students will demonstrate love, care, and respect towards family members.<br>*Students will paste their family photo.<br>*Students will identify types of family. |
| 9  | <b>SOCIAL EMOTIONAL LEARNING CLUB</b>                  | Family time<br>Welcome to my home<br>Pg. no 27,28                          | Day 3                  |               | “Where Does It Belong?”<br>Say object → children answer room:<br>Toothbrush → Bathroom<br>Stove → Kitchen<br>Bed → Bedroom   | Integration of science, technology, engineering, arts, and mathematics through creative activities              | CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.<br>CG-7 Makes sense of the world around through observation and logical thinking. | C-4.1 Starts recognizing ‘self’ as an individual belonging to a family and community.<br>C-7.1 Observes and understands different categories of objects and the relationships between them | *Students will draw their family (family members).  |
| 10 | <b>SOCIAL EMOTIONAL LEARNING CLUB</b>                  | Rooms in my home<br>Helping at home<br>Safety at home<br>Pg. no. 29, 30 31 | Day 4                  |               | Mirror Activity<br>One child act, other copies   | Integration of science, technology, engineering, arts, and mathematics through creative activities              | CG-5 Develops a positive attitude towards productive work and service or ‘Seva’   | C-5.1 Engages in age-appropriate work at school and/or at home   | *Students will identify common safety rules at home.<br>*Students will practice safe habits to prevent accidents at home.   |
| 11 | <b>TOURISM CLUB</b>                                    | Neighbourhood &<br>Around the neighbourhood<br>Pg. no. 32, 33              | Day 5                  |               | “Name the Place”<br>Say a place, children respond with what happens there:<br>School → study<br>Hospital → doctor<br>Park → play<br>Shop → buy things                    | Picture talks and virtual exploration of places   | CG -4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.  | C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children  | *Students will identify important places in our neighborhood.<br><br>*Students will identify places in our neighborhood.  |
| 12 | <b>TOURISM CLUB</b>                                    | Community helpers<br>Call the helper                                       | Day 6                  |               | Action Rhyme with Brain<br>Moves   | Picture talks and virtual   | CG-4 Develops emotional intelligence, i.e.,   | C-4.6 Shows kindness and helpfulness to others (including  | *Students will identify different community helpers.  |

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|    |                                       | Pg. no. 34, 35, 36   |                           |                  | “Clap, tap, cross your hands,   | exploration of places  | the ability to understand and manage their own emotions, and responds positively to social norms  | animals, and plants) when they are in need.  | *Students will describe the role of community helpers in society.  |
| 13 | <b>SOCIAL EMOTIONAL LEARNING CLUB</b> | Safety outside home<br>Read and answer                                 | <b>September</b><br>Day 1 | <b>September</b> | “Road Crossing Action”<br>Teach steps with actions:<br>Stop<br>Look left<br>Look right<br>Cross carefully | Problem-solving and collaborative group tasks  | CG-7 Makes sense of the world around through observation and logical thinking.  | C-7.1 Observes and understands different categories of objects and the relationships between them.   | *Students will identify safety rules at school.<br><br>*Students will practice safe behavior in the classroom and playground.  |
| 14 | <b>TOURISM CLUB</b>                   | Land transport<br>Air transport<br>Water transport<br>Pg. no. 39,40,41 | Day 2                     |                  | “How Do You Come to School?”<br>Each child answers:<br>“I come by bus / car / walk / cycle”               | Learning through games, exploration, and real-life connections                                     | CG-7 Makes sense of the world around through observation and logical thinking.  | C-7.1 Observes and understands different categories of objects and the relationships between them.   | *Students will identify land transport.<br>*Students will identify air transport.<br>*Students will identify water transport.  |
| 15 | <b>TOURISM CLUB</b>                   | Emergency vehicles<br>Trace and colour<br>Pg. no. 42,43                | Day 3                     |                  | “Fast or Slow?”<br>Ask:<br>Bicycle → slow<br>Aeroplane → fast<br>Car → medium                             | Activity-based and experiential learning   | CG-7 Makes sense of the world around through observation and logical thinking.  | C-7.1 Observes and understands different categories of objects and the relationships between them.   | *Students will recognize number of emergency vehicles.<br><br>*Students will trace and colour the emergency vehicle.   |
| 16 | <b>TOURISM CLUB &amp; STEAM CLUB</b>  | Public and private transport<br>Road signs<br>Pg. no. 44, 45           | Day 4                     |                  | Opposite Hand Action<br>One hand open, one hand close   | Integration of science, technology, engineering, arts, and mathematics through creative activities | CG-7 Makes sense of the world around through observation and logical thinking.<br><br>CG-2 Develops sharpness in sensorial perceptions.   | C-7.1 Observes and understands different categories of objects and the relationships between them.<br>C-2.2 Develops visual memory for symbols and representations                                   | *Students will identify the public and private transport.<br>*Students will identify basic road safety rules and signs.<br>*Students will practice safe behavior while walking and crossing the road.        |
| 17 | <b>SOCIAL EMOTIONAL LEARNING CLUB</b> | School<br>Pg. no. 46,47,48<br><br>Classroom<br>Pg. no 49               | Day 5                     |                  | “My School Bag”<br>Ask:<br>“What do you carry in your bag?”<br>Answers:<br>Books<br>Pencil<br>Eraser      | Demonstration and discovery-based learning methods   | CG-10 Develops fluency in reading and writing in Language 1<br><br>CG -4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms. | C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation.<br>C-4.5 Understands and responds positively to social norms in the classroom and school. | *Students will identify different places in the school.<br>*Students will follow school rules and respect school staff.<br>*Students will describe their classrooms daily routine.                           |
| 18 | <b>SOCIAL EMOTIONAL LEARNING CLUB</b> | Mina’s new friend<br>My friends<br>Pg. no. 50,51,52                    | Day 6                     |                  | “Friendship Handshake”<br>Children pair up and:<br>Say “Hello friend!”<br>Shake hands or wave             | Circle time discussions and sharing feelings   | CG-10 Develops fluency in reading and writing in Language 1<br><br>CG-2 Develops sharpness in   | C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation.<br>C-2.2 Develops visual memory for symbols and representations.                          | * Students will recognize the importance of being kind and making new friends.<br>*Students will retell the story in their own simple words.<br>*Students will draw and colour the picture of their friends. |

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|    |                                      |   |                          |                 |  |   | sensorial perceptions.  |   |   |
| 19 | <b>LANGUAGE CLUB</b>                 | Fatima and the lucky dice<br>Indoor games & Outdoor games<br>Pg. no. 55,56,57 | <b>November</b><br>Day 1 | <b>November</b> | “Freeze Game”<br>Children move/dance when music plays<br>Freeze when music stops   | Conversation and vocabulary-building activities   | CG-10 Develops fluency in reading and writing in Language 1<br><br>CG-2 Develops sharpness in sensorial perceptions.                    | C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation.<br>C-2.2 Develops visual memory for symbols and representations. | *Students will identify that hard work is more important than luck.<br>*Students will read the story and draw the face of dice.<br>*Students will identify the different types games.<br>*Students will colour the pictures of games. |
| 20 | <b>LANGUAGE CLUB</b>                 | Musical friends<br>Colour and match<br><br>Pg. no 58 to 61                    | Day 2                    |                 | “Name Tune Game”<br>Clap rhythmically and say: “Hello, hello, my friend!”<br>Each child adds their name: “Hello, hello, I am Rahul!”   | Games, flashcards, and picture talk methods   | CG-2 Develops sharpness in sensorial perceptions  | C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo  | * Students will explain the value of teamwork and helping each other.<br>* Students will identify how music brings friends together.  |
| 21 | <b>HERITAGE CLUB</b>                 | Jal Tarang<br>Pg. no. 62  | Day 3                    |                 | Game: One clap two clap three clap .....   | Hands-on participation using water and musical bowls/glasses                                    | CG-2 Develops sharpness in sensorial perceptions  | C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo  | *Students will identify the Jal Tarang and understand how it produces sound using water-filled bowls.   |
| 22 | <b>STEAM CLUB</b>                    | My country<br><br>My country flag<br>Pg. no. 63,64,65                         | Day 4                    |                 | “Colour Hunt”<br>Ask children to find:<br>Orange<br>White<br>Green   | Art-integrated projects and innovation activities   | CG-7 Makes sense of the world around through observation and logical thinking.<br><br>CG-2 Develops sharpness in sensorial perceptions. | C-7.1 Observes and understands different categories of objects and the relationships between them.<br>C-2.2 Develops visual memory for symbols and representations.         | *Students will be able to name their country (India) and identify it as their homeland.<br>* Students will develop a sense of love and respect for their country.<br>*Students will draw the country flag.                            |
| 23 | <b>STEAM CLUB</b>                    | Symbols of India<br><br>Pg.no. 66,67  | Day 5                    |                 | “Act the Symbol”<br>Children act:<br>Peacock → walk proudly<br>Tiger → soft roar<br>Flag → stand straight  | Art-integrated projects and innovation activities   | CG-7 Makes sense of the world around through observation and logical thinking.  | C-7.1 Observes and understands different categories of objects and the relationships between them.  | *Students will be able to identify important national symbols like the Indian Flag and National Animal of India.<br>*Students will develop respect for national symbols and understand their importance.                              |
| 24 | <b>STEAM CLUB</b>                    | Read and match<br><br>Festivals of India<br>Pg no. 68,69, 70                  | Day 6                    |                 | Count with Actions<br>Say numbers + jump/clap “1 clap, 2 jump, 3 turn”   | Learning through games, exploration, and real-life connections                                  | CG-5 Develops a positive attitude towards productive work and service or ‘Seva’.  | C-5.1 Engages in age-appropriate work at school and/or at home.   | *Students will develop respect for national symbols and understand their importance.<br>*Students will name a few festivals like Diwali, Holi, and Eid al-Fitr.   |
| 25 | <b>CULINARY CLUB &amp; AGRO CLUB</b> | Tara’s tasty plate<br><br>Fruits and vegetables<br>Pg. no. 71,72 73           | Day 7                    |                 | “Yummy or Not Yummy?”<br>Say a food and children respond:<br>Yummy / Not yummy<br>Examples:<br>Chocolate → Yummy<br>Bitter gourd → Not yummy (for many children)<br>Ice cream → Yummy<br>Plain dal → Yummy | Demonstration-based learning with simple recipes<br>Nature walks and observation-based learning | CG-1 Develops habits that keep them healthy and safe<br>CG-6 Develops a positive regard for the natural environment around them.        | C-1.1 Shows a liking for and understanding of nutritious food and does not waste food.<br>C-6.1 Shows care for and joy in engaging with all life forms.                     | *Students will describe the importance of eating healthy and balanced food.<br>*Students will name different types of foods (fruits, vegetables, etc.).<br>* Students will Identify different fruits and vegetables.                  |

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| 26 | <b>AGRO CLUB &amp; CULINARY CLUB</b> | Go, grow, glow food<br><br>My food plate<br>Pg. no. 74,75        | <b>December</b><br>Day 1 | <b>December</b> | “Good Food Promise”<br>Children repeat:<br>“I will eat fruits and vegetables.”<br>“I will not waste food.”                             | Demonstration and experiential learning.<br>Healthy food discussions and food identification games | CG-6 Develops a positive regard for the natural environment around them<br>CG-2 Develops sharpness in sensorial perceptions. | C-6.1 Shows care for and joy in engaging with all life forms.<br>C-2.2 Develops visual memory for symbols and representations.           | *Students will classify food into Go, Grow, and Glow groups (energy-giving, body-building, and protective foods).<br>*Students will explain the importance of eating a balanced diet for good health and growth.<br>*Students will paste the stickers of colorful food plate. |
| 27 | <b>AGRO CLUB</b>                     | Cooked and raw food<br><br>Healthy and not very<br>Pg. no. 76,77 | Day 2                    |                 | Finger Rotation<br>Rotate fingers of both hands in opposite directions   | Demonstration and experiential learning  | CG-2 Develops sharpness in sensorial perceptions.<br><br>CG-1 Develops habits that keep them healthy and safe.               | C-2.4 Differentiates multiple smells and tastes<br>C-1.1 Shows a liking for and understanding of nutritious food and does not waste food | *Students will match the raw and cooked food.<br>*Students will identify and tick the healthy and non-healthy food.   |
| 28 | <b>AGRO CLUB</b>                     | How we get our food<br>Pg. no. 78,79                             | Day 3                    |                 | “Guess the Source”<br>Teacher says:<br>“I come from cows” →<br>Milk<br>“I grow in fields” →<br>Rice/Wheat                              | Simple discussions on plants, soil, and farming  | CG-6 Develops a positive regard for the natural environment around them  | C-6.1 Shows care for and joy in engaging with all life forms   | *Students will identify where food comes from (plants, animals, and farms).<br>* Students will describe how farmers grow crops and explain how they help us get food.   |
| 29 | <b>AGRO CLUB</b>                     | Odd one out<br>Draw and colour<br>Pg. no 80,81                   | Day 4                    |                 | Count with Actions<br>Say numbers + jump/clap<br>“1 clap, 2 jump, 3 turn”  | Demonstration and experiential learning  | CG-2 Develops sharpness in sensorial perceptions.  | C-2.2 Develops visual memory for symbols and representations.  | *Students will identify where food comes from and find odd one out.   |
| 30 | <b>AGRO CLUB</b>                     | Meals of the day<br>Pg. no. 82                                   | Day 5                    |                 | Eye Tracking Game<br>Move finger left-right, up-down<br>Students follow only with eyes   | Nature walks and observation-based learning  | CG-1 Develops habits that keep them healthy and safe.  | C-1.1 Shows a liking for and understanding of nutritious food and does not waste food  | *Student will identify and tick the meals of the day.   |
| 31 | <b>AGRO CLUB</b>                     | Parts of a plants<br>Drawing time<br>Pg. no. 83,84               | Day 6                    |                 | “Plant Observation Talk”<br>Ask:<br>“What do you see in a plant?”<br>Help answers:<br>Green leaves<br>Flowers<br>Fruits<br>Strong stem | Hands-on gardening and seed planting activities  | CG-2 Develops sharpness in sensorial perceptions.  | C-2.2 Develops visual memory for symbols and representations.  | *Students will identify main parts of a plant (root, stem, leaf, flower, fruit).<br>*Students will draw the parts of plants.  |
| 32 | <b>AGRO CLUB</b>                     | How a plant grows<br>Things plants need<br>Pg. no. 85,86         | Day 7                    |                 | Memory Action Game<br>Teacher does 2–3 actions<br>Students repeat in same order  | Hands-on gardening and seed planting activities  | CG-6 Develops a positive regard for the natural environment around them  | C-6.1 Shows care for and joy in engaging with all life forms   | *Students will write the no. in order of germination process.<br>*Students will match the plants with what they need to grow.   |
| 33 | <b>AGRO CLUB</b>                     | Leaves<br>Pg. no 87  | <b>January</b><br>Day 1  | <b>January</b>  | Cross Crawl Exercise<br>Right hand → touch left knee<br>Left hand → touch right knee   | Creative Expression  | CG-2 Develops sharpness in sensorial perceptions.  | C-2.2 Develops visual memory for symbols and representations.  | *Students will make a collage of leaves and paste them.   |
| 34 | <b>AGRO CLUB</b>                     | Colours<br>Pg. no. 88  | Day2                     |                 | “Find the Colour”<br>Ask children to look around and find:   | Demonstration and experiential learning  | CG-2 Develops sharpness in   | C-2.1 Differentiates between shapes, colours, and their shades.  | *Students will recognizing the different colours.   |

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|    |                 |  |                          |                 | Red<br>Blue<br>Green<br>Yellow  |   | sensorial perceptions.   | C-2.2 Develops visual memory for symbols and representations.  |   |
| 35 | <b>ECO CLUB</b> | Our friend: water<br>Pg. no 90,91  | Day 3                    |                 | Focus Point Game<br>Look at one point for 10 seconds<br>No talking  | Activity-based and inquiry-based learning                             | CG-6 Develops a positive regard for the natural environment around them.<br>CG-7 Makes sense of the world around through observation and logical thinking. | C-6.1 Shows care for and joy in engaging with all life forms.<br>C-7.1 Observes and understands different categories of objects and the relationships between them | *Students will identify different uses of water in daily life.<br><br>*Students will explain simple ways to save water.   |
| 36 | <b>ECO CLUB</b> | Living and non – living things<br>Pg. no 92,93,94                            | Day 4                    |                 | “Sort the Objects”<br>Say items, children group:<br>Living: plants, animals, humans<br>Non-living: pen, book, car | Learning through exploration and curiosity                            | CG-6 Develops a positive regard for the natural environment around them.   | C-6.1 Shows care for and joy in engaging with all life forms.  | *Students will differentiate between living and non-living things with examples.<br>*Students will differentiate between living and non-living things based on characteristics such as growth, breathing, and need for food.  |
| 37 | <b>ECO CLUB</b> | Animals around us<br><br>Wild animals<br>Pg. no. 95, 96                      | Day 5                    |                 | Animal Sound Guess<br>Teacher makes sound: “Meow”<br>Students guess: “Cat!”                                       | Outdoor observation and collaborative activities                      | CG-7 Makes sense of the world around through observation and logical thinking.   | C-7.1 Observes and understands different categories of objects and the relationships between them.   | * Students will identify common animals around them (domestic animals).<br>* Students will identify that animals live in different places and describe their basic needs.<br>* Students will identify common wild animals.  |
| 38 | <b>ECO CLUB</b> | Farm animals<br>Water animals<br><br>Look and circle<br>Pg. no 97,98,99      | Day 6                    |                 | Cross Crawl Exercise<br>Right hand → touch left knee<br>Left hand → touch right knee<br>Repeat slowly             | Environmental awareness through storytelling                          | CG-7 Makes sense of the world around through observation and logical thinking.   | C-7.1 Observes and understands different categories of objects and the relationships between them.   | * Students will identify common farm animals.<br>* Students will identify common water animals.   |
| 39 | <b>ECO CLUB</b> | Animals and their homes<br><br>Taking care of animals<br>Pg no. 100,101      | <b>February</b><br>Day 1 | <b>February</b> | Animal Name Chain<br>One child says: “Lion”<br>Next says another animal: “Tiger”                                  | Hands-on activities to develop care and responsibility towards nature | CG-7 Makes sense of the world around through observation and logical thinking.   | C-7.1 Observes and understands different categories of objects and the relationships between them.   | * Students will identify and match common animals around them and their homes.  |
| 40 | <b>ECO CLUB</b> | Animals and their food<br><br>Animals and their babies<br><br>Pg. no,102 103 | Day 2                    |                 | Opposite Hand Action<br>One hand open, one hand close<br>Change quickly   | Environmental awareness through storytelling                          | CG-7 Makes sense of the world around through observation and logical thinking.   | C-7.1 Observes and understands different categories of objects and the relationships between them.   | *Students will take care of their pet animals by giving them food, bath etc.<br>*Students will match the animals with their food.<br>* Students will describe that animals have different food habits and compare animal families with human families.<br>*Students will match the animals with their babies. |

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| 41 | <b>ECO CLUB</b>                       | Birds & Insects<br>Pg. no.104 to 107 | Day 3 |  | Quick Change Game<br>Sit → Stand → Clap → Turn (fast change)              | Environmental awareness through storytelling                       | CG-7 Makes sense of the world around through observation and logical thinking.<br><br>CG-2 Develops sharpness in sensorial perceptions. | C-7.1 Observes and understands different categories of objects and the relationships between them.<br><br>C-2.2 Develops visual memory for symbols and representations | *Students will identify common birds and their basic features (beak, wings, feathers).<br>* Students will describe how birds fly and explain how they build nests to lay eggs and raise their young ones.<br>*Students will identify common insects like ants, butterflies, and bees.<br>* Students will identify insects as small animals with six legs and describe their roles in nature. |
| 42 | <b>SOCIAL EMOTIONAL LEARNING CLUB</b> | Greeting of the day<br>Pg. no 108    | Day 4 |  | Left-Right Command<br>“Raise left hand”<br>“Touch right ear”              | Circle time discussions and sharing feelings                       | CG-9 Develops effective communication skills for day-to-day interactions in two languages.  | C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.                | *Students will use polite greetings like “Good morning,” “Good afternoon,” and “Good evening” in daily life.   |
| 43 | <b>STEAM CLUB</b>                     | Day and night<br>Pg. no 109.110      | Day 5 |  | Count with Actions<br>Say numbers + jump/clap<br>“1 clap, 2 jump, 3 turn” | Learning through games, exploration, and real-life connections     | CG-9 Develops effective communication skills for day-to-day interactions in two languages.  | C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.                | *Students will differentiate between day and night using simple observations (sun in the day, moon and stars at night).  |
| 44 | <b>ECO CLUB</b>                       | Season<br>Pg. 111, 112               | Day 6 |  | Think & Say Fast<br>Ask quick questions:<br>“Colour of sky?”<br>“2 + 1?”  | Nature-based and experiential learning through seasonal activities | CG-7 Makes sense of the world around through observation and logical thinking.  | C-7.1 Observes and understands different categories of objects and the relationships between them.   | *Students will identify the main seasons like summer, winter, and rainy season.<br>*Students will describe how weather changes with seasons and explain how it affects daily life and clothing.  |