

**BHARATIYA VIDYA BHAVAN, KOCHI KENDRA**  
**STD II, ENVIRONMENTAL STUDIES**  
**YEAR PLAN FOR THE ACADEMIC YEAR 2025-26**

MONTH	UNIT	CHAPTER	CONCEPT
JUNE	Welcome to My World	Seeing without Seeing (Oral)	<ul style="list-style-type: none"> <li>◆ Sensory Exploration</li> <li>◆ Empathy and Inclusion</li> </ul>
JULY	Going Places	Come Back Soon	<ul style="list-style-type: none"> <li>◆ Modes of transport : Land, water</li> </ul>
AUGUST	Going Places	Come Back Soon (cont..)	<ul style="list-style-type: none"> <li>◆ Modes of transport: Air</li> </ul>
SEPTEMBER	Life Around Us	The Smart Monkey	<ul style="list-style-type: none"> <li>◆ Environmental Responsibility.</li> <li>◆ Positive behaviour and role models.</li> </ul>
OCTOBER	Life Around Us	The Smart Monkey (cont..)	<ul style="list-style-type: none"> <li>◆ Good manners</li> <li>◆ Healthy habits</li> </ul>
	Harmony	Little Drops of Water	<ul style="list-style-type: none"> <li>◆ Sources of water.</li> <li>◆ Uses of water.</li> </ul>
NOVEMBER	Harmony	Little Drops of Water (cont..)	<ul style="list-style-type: none"> <li>◆ Forms of water.</li> <li>◆ Safe drinking water.</li> </ul>
DECEMBER	Harmony	We are all Indians	<ul style="list-style-type: none"> <li>◆ Celebrating Diversity.</li> <li>◆ Appreciating individuality.</li> <li>➤ Tamil Nadu</li> <li>➤ Kerala</li> <li>➤ Gujarat</li> <li>➤ Kashmir</li> </ul>
JANUARY	Harmony	We are all Indians (cont..)	<ul style="list-style-type: none"> <li>➤ Rajasthan</li> <li>➤ Bengal</li> <li>➤ Manipur</li> <li>➤ Karnataka</li> <li>➤ Odisha</li> <li>➤ Maharashtra</li> <li>➤ Uttar Pradesh</li> </ul>
FEBRUARY	Life Around Us	The Crow (Oral)	<ul style="list-style-type: none"> <li>◆ Celebrating inner beauty and individuality.</li> <li>◆ Confidence and positive image.</li> <li>◆ Types of birds around us.</li> </ul>
MARCH	REVISION		





BHARATIYA VIDYA BHAVAN, KOCHI							
SCHEME OF WORK FOR THE YEAR 2025-2026							
CLASS	II						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	AUGUST						
LESSON	UNIT 3 CHAPTER 1: COME BACK SOON						
TOPIC	MEANS OF TRANSPORT						
CURRICULAR GOALS	CG-1 Children develop habits that keep them healthy and safe.						
COMPETENCIES	C1.5 Shows awareness of safety in movements and acts appropriately.						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
Means of transport	Air transport	<p>Recognises and categorises various means of transportation such as land (cars, buses, bicycles), water (boats, ships), and air (airplanes, helicopters).</p> <p>Develops skills to observe different transportation modes and analyze their characteristics and uses.</p>	<p>Understand specific features of each transport mode, such as the number of wheels on a bicycle or the parts of an airplane.</p> <p>Draws or builds models of transport.</p>	<p>Identifies and names various means of air transport.</p> <p>Classifies means of transport into land, water, and air categories.</p> <p>Expresses ideas creatively about transport through drawing, craft, songs, or role-play.</p>	<p>Understand</p> <p>Recall and</p> <p>Reproduction</p> <p>Strategic thinking</p>		
<p><b>WORDS TO BE WRITTEN :</b> Land , Water, Air ,Ship, Yacht, Boat, Truck, Motorbike, Car, Scooter, Bicycle, Helicopter, Rocket, Aeroplane, Train.</p> <p><b>KEYWORDS:</b> Tractor, Speed boat, Autorickshaw, Submarine, Shikara, Police jeep, Jet plane, Fire engine, Bullock cart</p>							
ENVIRONMENTAL SENSITIVITY 1: COME BACK SOON							



BHARATIYA VIDYA BHAVAN, KOCHI							
SCHEME OF WORK FOR THE YEAR 2025-2026							
CLASS	II						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	OCTOBER						
LESSON	UNIT 4 CHAPTER 4. THE SMART MONKEY UNIT 5 CHAPTER 1: LITTLE DROPS OF WATER						
TOPIC	Healthy habits Sources of water Uses of water						
CURRICULAR GOALS	CG 1: Develops habits that keep them healthy and safe. CG 7 Children make sense of the world around through observation and logical thinking						
COMPETENCIES	C-1.3 Keeps school/classroom hygienic and organised. C-7.2 Observes and understands cause and effect relationships in nature by simple hypothesis.						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
Healthy habits	<p>❖ Healthy habits</p> <p>Wear clean clothes. Brush teeth twice daily. Chew food properly while eating. Get up early in the morning.</p>	<p>Recognises the importance of daily hygiene practices such as bathing, brushing teeth, washing hands, and wearing clean clothes to maintain health and prevent illness.</p>	<p>Explains how germs spread and the importance of hygiene in preventing illness.</p> <p>Applies good habits and healthy habits in real life.</p>	<p>Observes and identifies the details in the story and make connections between the characters' action and real life situations.</p>	<p>Recall and Reproduction Skills And Concepts Strategic thinking</p>	<p><b>"Hygiene Hero Badge"</b> Give students a simple checklist (tick boxes) of daily hygiene habits and ask them to tick the healthy hygiene habits they follow.</p> <p><b>Colour a badge</b> Ask each child to draw and colour a badge with the words "Hygiene Hero"</p>	
Sources of water Uses of water	<p>Sources of water.</p> <p>River Lake Pond Well</p> <p>Uses of water: Drinking Bathing Brushing Cooking Cleaning Washing</p>	<p>Identifies various sources where water is found, such as oceans, rivers, lakes, ponds.</p> <p>Recognises the need to conserve water and understand basic methods to prevent wastage.</p>	<p>Distinguish between the different states of water—solid (ice), liquid (water), and gas (water vapor)—and understand the conditions under which these changes occur.</p>	<p>Students discuss and compare different sources of water.</p> <p>Students will enumerate different sources of water.</p> <p>Students will discuss the features of sea water.</p>	<p>Compare Strategic Thinking</p>	<p><b>Sorting game!</b> Use picture cards showing Sources and uses of water. Take two boxes labeled as Sources and Uses of water. Mix all the picture cards and ask them to pick one and identify the card and place them in the correct box.</p>	

**WORDS TO BE WRITTEN:** Ice, Water, Steam, Rain, Ground, Salt, Well, Lake, Pond, River, Snow, Cloud, Germs, Drinking, Bathing, Brushing, Heating, Cooling

**KEYWORDS:** Hose, Leak, Short, Full

**ENVIRONMENTAL SENSITIVITY 2: THE SMART MONKEY**

BHARATIYA VIDYA BHAVAN, KOCHI							
SCHEME OF WORK FOR THE YEAR 2025-2026							
CLASS	II						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	NOVEMBER						
LESSON	UNIT 5 CHAPTER 1: LITTLE DROPS OF WATER						
TOPIC	Forms of water. Safe drinking water.						
CURRICULAR GOALS	CG 7 Children make sense of the world around through observation and logical thinking						
COMPETENCIES	C-7.2 Observes and understands cause and effect relationships in nature by simple hypothesis.						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
Forms of water. Safe drinking water.	Forms of water. The three forms of water are ice water and water vapour.  Safe drinking water. We must drink clean water. Boiling water kills the germs in the water. We can use a water filter to free the water from germs.	Identifies various sources where water is found, such as oceans, rivers, lakes, ponds. Recognises the need to conserve water and understand basic methods to prevent wastage.	Distinguish between the different states of water—solid (ice), liquid (water), and gas (water vapor)—and understand the conditions under which these changes occur.	Relate the different forms of water. Compare the various forms of water. Differentiate pure water and dirty water. Categorize different methods of purification of water.	Compare Strategic Thinking	<b>Drawing Activity: Forms of water</b>  1. Ice cubes 2. Water in a glass 3. Steam rising from hot water  List out any three ways to save water (GD)	

**LIST OUT ANY THREE WAYS TO SAVE WATER (GD)**

**WORKSHEET 3: LITTLE DROPS OF WATER**

**ENVIRONMENTAL SENSITIVITY 3: LITTLE DROPS OF WATER**

BHARATIYA VIDYA BHAVAN, KOCHI							
SCHEME OF WORK FOR THE YEAR 2025-2026							
CLASS	II						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	DECEMBER						
LESSON	UNIT 5 CHAPTER 2: WE ARE ALL INDIANS						
TOPIC	Celebrating Diversity. Appreciating individuality.						
CURRICULAR GOALS	CG-12 Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways						
COMPETENCIES	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
Celebrating Diversity. Appreciating individuality.	Festivals ➤ Tamil Nadu Pongal ➤ Kerala - Onam Dance forms ➤ Gujarat Garba	Recognises and appreciates the variety of cultures, languages, traditions, and beliefs within the community and the nation.  Develops an attitude of respect and acceptance towards individuals from diverse backgrounds.	Recognises national symbols, festivals, and traditions that represent the country's diversity.  Engages in classroom activities that celebrate various cultures, such as music, dance, and art projects.	Students will recognise and celebrate the diverse language traditions, customs and interests of individuals from different regions of India.  Students will understand that despite diverse backgrounds, India shares a common intellect of belonging and unity.	Evaluate Strategic Thinking		
WORDS TO BE WRITTEN : Pongal, Garba , Bhanga, Kerala ,Taj Mahal, Manipuri, Kannada, Telugu, Odia, Malayalam, Punjabi							
KEY WORDS : Odisha, Gujarat, Puppet show, Rajasthan, Punjab, West Bengal, Tamil Nadu, Maharashtra, Andhra Pradesh , Karnataka, Ellora and Ajanta Caves							
WORKSHEET 4: WE ARE ALL INDIANS ENVIRONMENTAL SENSITIVITY 4: WE ARE ALL INDIANS							



BHARATIYA VIDYA BHAVAN, KOCHI							
SCHEME OF WORK FOR THE YEAR 2025-2026							
CLASS	II						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	JANUARY						
LESSON	UNIT 5 CHAPTER 2: WE ARE ALL INDIANS						
TOPIC	➤ Rajasthan ➤ Bengal ➤ Manipur ➤ Karnataka ➤ Odisha ➤ Maharashtra ➤ Uttar Pradesh						
CURRICULAR GOALS	CG-12 Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways						
COMPETENCIES	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
➤ Rajasthan ➤ Bengal ➤ Manipur ➤ Karnataka ➤ Odisha ➤ Maharashtra ➤ Uttar Pradesh	<b>MONUMENTS</b> ➤ Maharashtra Ellora and Ajanta caves ➤ Uttar Pradesh Taj Mahal  <b>ART FORMS</b> ➤ Rajasthan - Puppet show ➤ Bengal - Music and painting ➤ Odisha - Wall painting ➤ Manipur ➤ Karnataka	Recognises and appreciates the variety of cultures, languages, traditions, and beliefs within the community and the nation.  Develops an attitude of respect and acceptance towards individuals from diverse backgrounds.	Recognises national symbols, festivals, and traditions that represent the country's diversity.  Engages in classroom activities that celebrate various cultures, such as music, dance, and art projects.	Students will recognise and appreciate the unique qualities and interests of each individual, adding to the richness of the country as a whole.	Evaluate Strategic Thinking	<b>COLLAGE MAKING MY STATE, MY PRIDE!</b> Make a collage on a chart paper using pictures of the following State animal State flower State tree State bird State festival Popular food Decorate the collage neatly and write the name of the state.	

BHARATIYA VIDYA BHAVAN, KOCHI							
SCHEME OF WORK FOR THE YEAR 2025-2026							
CLASS	II						
SUBJECT	ENVIRONMENTAL STUDIES						
MONTH	FEBRUARY						
LESSON	UNIT 4 CHAPTER 3: THE CROW (ORAL)						
TOPIC	<ul style="list-style-type: none"> <li>❖ Celebrating inner beauty and individuality.</li> <li>❖ Confidence and positive image.</li> <li>❖ Types of birds around us.</li> </ul>						
CURRICULAR GOALS	CG-6 Children develop a positive regard for the natural environment around them						
COMPETENCIES	C-6.1 Shows care for joy in engaging with all life forms.						
SUB-TOPIC	CONCEPTS	GENERAL COMPETENCIES	SPECIFIC COMPETENCY	LEARNING OUTCOME	COGNITIVE LEVELS (AS PER DOK)	ACTIVITY/ACTIVITIES	ASSESSMENT QUESTIONS
THE CROW (ORAL)	Celebrating inner beauty and individuality.  Confidence and positive image.  Types of birds around us.	Recognises and understands one's own emotions, strengths, and weaknesses.	Appreciates others' viewpoints and experiences.  Demonstrates positive self-esteem and confidence.	<ul style="list-style-type: none"> <li>Students will explore the meaning of inner beauty and valuing individual qualities.</li> <li>Students will understand the importance of accepting others for their differences.</li> </ul>	Recall and Reproduction Skills or concepts	Speak five sentences on the topic, <b>My Favourite Bird</b> (GD)	
MY FAVOURITE BIRD (GD)							

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SCHEME OF WORK FOR THE YEAR 2025-2026															
CLASS	II														
SUBJECT	ENVIRONMENTAL STUDIES														
MONTH	MARCH														
REVISION															

BVM, ELAMAKKARA

<b>DOMAIN 2: Socio – Emotional Development</b>	
<b>CLASS II, HPC ACTIVITY</b>	
<b>TERM 1</b>	
<b>UNIT 3</b>	
<b>CHAPTER 1: COME BACK SOON MEANS OF TRANSPORT</b>	
Curricular goals: CG-1 Children develop habits that keep them healthy and safe.	Competency/ Competencies: C1.5 Shows awareness of safety in movements and acts appropriately.
<b>ACTIVITY (INDIVIDUAL)</b>	
<p>"My Transport Craft &amp; Story"</p> <p>Objective: Students will identify a mode of transport (land, water, or air).Create a craft or drawing of it.Display and speak a few lines describing it.</p> <p>Activity Duration: 60 min</p>	
<b>Activity Flow</b>	
<b>Time</b>	<b>Steps</b>
<b>10 min</b>	<p>Brief Introduction</p> <p>Quick discussion with visual aids (pictures or toys of cars, boats, planes, etc.).</p> <p>Ask questions like: “What is your favorite way to travel? Why?”</p>
<b>20 min</b>	<p>Creative Craft/Drawing Time</p> <p>Each student picks one type of transport.</p> <p>They draw, color, or create a paper model (e.g., folding paper to make a car, boat, or airplane).</p>
<b>20 min</b>	<p>Let's Talk or Write</p> <p>Students write or speak 3–5 simple sentences about their chosen vehicle.</p> <p>Name of the transport</p> <p>Where it travels</p> <p>Why they like it</p>
<b>10 min</b>	<p>Wrap-Up &amp; Display</p> <p>Teacher summarizes land, water, and air transport.</p> <p>Collect and display the crafts on a class board or table.</p>
<b>ASSESSMENT QUESTIONS</b>	
<p>Awareness:</p> <ol style="list-style-type: none"> <li>Does this toy move on land, water, or in the air? (Beginner level)</li> <li>What kind of transport do we use to go far away quickly?(Proficient level)</li> <li>How can we use vehicles without harming the environment?(Advanced level)</li> </ol>	
<p>Sensitivity:</p> <ol style="list-style-type: none"> <li>What should you say to a driver or helper who takes you somewhere?(Beginner level)</li> <li>Why is it important to share your toy vehicles with others?(Proficient level)</li> <li>Why should we never throw trash out of a car or bus window?(Advanced level)</li> </ol>	

<b>Sensitivity</b>	1.Student responds with a simple word or phrase with help. 2.Student gives a simple reason with support or prompting. 3.Student gives a simple idea with help (e.g., "Because it makes dirt").	1.Student independently says or writes a polite phrase. 2.Student gives one clear reason independently. 3.Student gives one clear reason independently. Correct reason (e.g., "It pollutes the environment")	1.Student explains why saying thank you is important. 2.Student gives two or more reasons and explains them. Gives multiple reasons. 3.Student gives two or more reasons with explanations. Multiple reasons (e.g., "It makes the place dirty and harms animals.")
<b>Creativity</b>	1.Student gives a simple response with support (e.g., "Let's go!"). Needs prompting or choices. 2.Student gives one simple idea with support (e.g., "It will see people or buildings."). 3.Student gives one simple idea with help (e.g., "It goes fast to help people.")	1.Student gives one creative and clear sentence independently. 2.Student shares one or two things the train would see or learn. 3.Student describes what the toy looks like and how it helps in an emergency.	1.Student gives a detailed or funny response, possibly adding emotion/personality. 2.Student gives a thoughtful, creative answer with specific examples. 3.Student gives a creative and detailed description with features and purpose.

BVM, ELAMAKKARA

DOMAIN 2: Socio – Emotional Development	
CLASS II, HPC ACTIVITY	
TERM 2	
UNIT 5	
CHAPTER 2: HARMONY	
WE ARE ALL INDIANS	
CG-12 Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage
ACTIVITY (GROUP)	
COLLAGE MAKING MY STATE, MY PRIDE!  Objective: Students will create a colorful collage to showcase key symbols and culture of their state using pictures and labels.  Activity Duration: 60 min	
Materials Needed: Chart paper, Scissors, Glue stick, Pictures (cutouts from magazines, printed, or drawn) of: State animal, State flower, State tree, State bird, State festival, Popular food Color pens/sketch pens Decorative materials (optional – glitter, stickers, borders, etc.) Pencil, Eraser and Ruler Decorate the collage neatly and write the name of the state.	
Activity Flow	
Time	Steps
5 min	Introduction & Instructions Teacher explains the theme: "My State, My Pride" Shows an example (if possible)
10 min	Planning Time Briefly discusses what each category means (animal, flower, festival, etc.) Students choose the state (if not already assigned)
35 min	Collage Creation Teacher helps students list the 6 items they'll include on the collage. Students cut, arrange, and paste pictures on the chart Write labels for each picture Decorate the collage neatly
10 min	Wrap-up Time Add the state name clearly at the top. Check for neatness, correct labels, and complete information. Teacher collects or displays all collages on a wall or board
ASSESSMENT QUESTIONS	

