■ CBSE • TERM 2 • 8-WEEK PLAN

Term 2 English Curriculum Map

A complete, easy-to-follow 8-week unit breakdown for **Class 5** and **Class 6**, built around the NCERT readers (Marigold for Class 5; Honeysuckle & A Pact with the Sun for Class 6). Every week maps Reading, Grammar and Writing goals with concrete examples and a classroom engagement idea — designed to stay structured for the teacher and genuinely fun for the students.

Prepared by	Vidhi Pahuja — English Teacher & Curriculum Designer
Applicable to	CBSE Class 5 (Marigold) & Class 6 (Honeysuckle / A Pact with the Sun)
Duration	8 Weeks — Term 2
Includes	Weekly overview tables · detailed unit breakdown · examples · engagement ideas · revision & assessm

■ **Reading** | ■ **Grammar** | ■ **Writing** | ■ **Engagement Idea**

How to Use This Map

Each class section opens with an **8-week overview table** for quick lesson-planner reference, followed by a **detailed weekly breakdown**. Every week includes the NCERT unit/poem, specific reading activities, a grammar topic with a worked example, a writing task with a word-count target, and one classroom engagement idea to keep the lesson lively. Week 8 in both classes is reserved for revision and a Term-end mock assessment.

CLASS 5

English — Term 2 Overview (NCERT Marigold)

8-week snapshot: theme, reading text, grammar focus, and writing goal for each week.

Wk	Weekly Theme	Reading Focus	Grammar Focus	Writing Goal
1	Adventure & Survival	Robinson Crusoe Discovers a Footprint — sequencing, inference	Simple Past Tense (revision)	Diary entry as a stranded islander
2	Light, Shadow & Imagination	My Shadow (poem) — rhyme, imagery	Adjectives (describing words)	Descriptive paragraph: “My Shadow Friend”
3	Feelings in Poetry	Crying (poem) — mood, rhythm	Prepositions (in, on, under, near)	A 4-line original rhyming poem
4	Comparing People	My Elder Brother — character study	Comparative & Superlative degree	Compare-and-contrast paragraph (two people)
5	Words & Vocabulary Play	The Wonderful Words — dialogue, new vocabulary	Synonyms & Antonyms; dictionary skills	Short story using 5 “wonderful words”
6	People & Community	Sing a Song of People (poem) — professions	Punctuation (capitals, full stops, commas)	Paragraph: “People Who Help Us”
7	Folk Tales & Morals	Malu Bhalu (folk tale) — sequencing, moral	Conjunctions (and, but, because, so)	Retell the folk tale in your own words
8	Revision & Assessment	Unseen passage practice (timed comprehension)	Consolidation of all Term 2 grammar topics	Informal letter + Term-end mock paper

Class 5 — Detailed Weekly Breakdown

1

WEEK 1 — ADVENTURE & SURVIVAL

Robinson Crusoe Discovers a Footprint

■ READING

- Read the chapter aloud in role — pause at the footprint scene and ask, “What would YOU feel finding a footprint on an empty island?”
- Practise sequencing: give students 6 jumbled event-cards from the story and have them arrange them in order.
- Inference skill: “Why does Crusoe feel afraid instead of hopeful?” — discuss evidence from the text.

✒■ GRAMMAR

- Revise Simple Past Tense (regular & irregular verbs: walked, found, saw, ran).
- Example: “Crusoe __ (find) a footprint on the sand.” → found
- Quick game: ‘Past Tense Relay’ — call a verb, students race to shout its past form.

✍■ WRITING

- Prompt: “Imagine you are stranded on an island for one day. Write a diary entry about what you saw, felt, and did.”
- Model opening line given: “Dear Diary, today I found something that changed everything...”
- Target: 80–100 words, correct diary format (date + Dear Diary + signature).

■ ENGAGEMENT IDEA Turn the classroom into an ‘island’ corner — students draw a giant footprint and write one adjective on it describing how Crusoe felt.

2

WEEK 2 — LIGHT, SHADOW & IMAGINATION

My Shadow (Poem)

■ READING

- Read the poem with expression; clap the rhyme pattern together to feel the rhythm.
- Discuss imagery: “How does the poet make a shadow feel like a real playmate?”
- Find rhyming pairs in the poem (e.g., see/me, head/bed) as a quick pair-work activity.

✒■ GRAMMAR

- Introduce/revise Adjectives — words that describe nouns (tall, funny, quick, silly).
- Example: “The shadow is a ___ friend.” (funny / silly / quiet)
- Activity: 'Adjective Basket' — students pick a chit with a noun and add 2 adjectives to it.

✍■ WRITING

- Prompt: Write a short descriptive paragraph titled ‘My Shadow Friend’ using at least 5 adjectives.
- Encourage sensory details: What does your shadow do when you jump, dance, or hide?
- Target: 60–80 words with a clear beginning, middle and end.

■ ENGAGEMENT IDEA Shadow tracing on chart paper under a lamp/sunlight, then label the shadow with adjectives — a hands-on grammar-meets-art activity.

3

WEEK 3 — FEELINGS IN POETRY

Crying (Poem)

■ READING	✏■ GRAMMAR	✍■ WRITING
• Choral reading of the poem to feel its playful rhythm and repetition. • Discuss: “Why do people cry? Is crying always sad?” — connect to feelings vocabulary. • Identify the rhyme scheme (AABB) with colour-coded highlighting.	• Prepositions of place: in, on, under, near, beside, between. • Example: “The tears rolled down ___ her cheeks.” (on) • Activity: 'Preposition Charades' — act out a position while classmates guess the preposition.	• Prompt: Write your own 4-line rhyming poem about any feeling (happy, excited, sleepy, shy). • Give a simple rhyme-pair bank on the board to support weaker writers (day/play, run/fun). • Celebrate every attempt by reading a few poems aloud — keeps it low-pressure and fun.

■ ENGAGEMENT IDEA ‘Emotion Charades’ — students act out a feeling silently while the class guesses and uses it in a sentence with a preposition.

4

WEEK 4 — COMPARING PEOPLE

My Elder Brother

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read and discuss the sibling relationship — ask students to relate it to their own siblings/cousins/friends. • Character mapping: list 3 traits of the narrator and 3 traits of the elder brother on the board. • Discuss the humour in the story — how does the writer make an everyday situation funny?	• Comparative & Superlative degree: tall → taller → tallest; good → better → best. • Example: “My brother is ___ (tall) than me, but my father is the ___ (tall) of all.” • Activity: Compare classroom objects/students' heights (respectfully) using the three degrees.	• Prompt: Write a compare-and-contrast paragraph about two people you know (siblings, friends, or two teachers). • Provide a simple frame: ‘Both ___ and ___ are... However, ___ is more ___ than ___.’ • Target: 80–100 words using at least 3 comparative/superlative forms.

■ ENGAGEMENT IDEA 'Twin Detectives' game — in pairs, find 3 similarities and 3 differences between each other and present them using comparative degree.

5

WEEK 5 — WORDS & VOCABULARY PLAY

The Wonderful Words

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read the dialogue-style chapter with two students voicing the characters. • Vocabulary hunt: list 8 'wonderful' new words from the text and guess meanings from context first. • Discuss: “Why do we sometimes need many different words for the same idea?”	• Synonyms & Antonyms + basic dictionary/thesaurus skills. • Example: happy → synonym: joyful, antonym: sad. • Activity: 'Word Ladder' — start with a simple word (big) and build a ladder of synonyms (large, huge, enormous, gigantic).	• Prompt: Write a short story (5–6 sentences) that uses at least 5 of this week's 'wonderful words'. • Encourage students to circle their chosen words in a bright colour before submitting. • Peer-share: read stories in pairs and spot each other's 'wonderful words'.

■ ENGAGEMENT IDEA 'Word Treasure Hunt' — hide word cards around the room; students collect them and use each in a sentence for bonus points.

6

WEEK 6 — PEOPLE & COMMUNITY

Sing a Song of People (Poem)

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read the poem and list all the professions/people mentioned (bakers, cobblers, tailors, etc.). • Discuss: “Which person in our own community would you add to this poem, and why?” • Notice how the poem uses rhythm to imitate a busy, bustling street — read it at a brisk pace together.	• Punctuation revision: capital letters, full stops, commas in a list. • Example: fix the sentence — “the baker the tailor and the cobbler work hard” → “The baker, the tailor, and the cobbler work hard.” • Activity: 'Punctuation Detective' — find and correct 5 punctuation errors in a short passage.	• Prompt: Write a paragraph titled ‘People Who Help Us’ describing 3 community helpers and what they do. • Insist on correct punctuation in every sentence — this ties grammar and writing goals together. • Target: 70–90 words, at least one list with commas.

■ ENGAGEMENT IDEA 'Guess My Job' mime game — a student acts out a profession from the poem while classmates guess and spell it correctly.

7

WEEK 7 — FOLK TALES & MORALS

Malu Bhalu (Folk Tale)

■ READING	═■ GRAMMAR	✍■ WRITING
• Read the folk tale as a story-telling session — use voices for different characters. • Sequencing activity: retell the story using only 6 picture cards in the correct order. • Discuss the moral of the story and connect it to real-life honesty situations.	• Conjunctions: and, but, because, so — joining ideas smoothly. • Example: “Malu Bhalu was hungry, ___ he ate the honey.” (so) • Activity: Sentence-joining worksheet — combine two short sentences using the correct conjunction.	• Prompt: Retell the folk tale in your own words in 6–8 sentences, using at least 2 conjunctions. • Remind students: a good retelling has a beginning, a problem, and an ending — not just a list of events. • Bonus: illustrate one scene from your retelling.

■ ENGAGEMENT IDEA 'Story Chain' circle — each student adds one sentence to retell the tale aloud before writing it individually.

8

WEEK 8 — REVISION & ASSESSMENT

Term 2 Wrap-Up

■ READING	═■ GRAMMAR	✍■ WRITING
• Timed unseen-passage practice (150–180 words) with 5 comprehension questions, mixing factual and inference-based questions. • Quick oral revision quiz: recall 1 poem line, 1 story character, and 1 new word from each unit covered this term. • Buddy reading: pairs read each other's favourite passage from the term and explain why they liked it.	• Consolidation worksheet covering all 7 grammar topics from Weeks 1–7 (tenses, adjectives, prepositions, degrees, synonyms/antonyms, punctuation, conjunctions). • Mixed-practice quiz — 10 short questions, one from each topic, for quick diagnostic feedback. • Address common errors as a whole-class 'error hospital' — fix sentences together on the board.	• Informal letter writing: “Write a letter to a friend describing your favourite story from this term and why.” • Full Term-end mock paper: 1 unseen passage + 1 grammar section + 1 writing task, under timed conditions. • End with a reflective sentence from each student: “The best thing I learnt this term was...”

■ ENGAGEMENT IDEA 'Term 2 Quiz Bowl' — teams compete answering rapid-fire questions from every unit; winning team gets to choose the first story for Term 3!

CLASS 6

English — Term 2 Overview (NCERT Honeysuckle / A Pact with the Sun)

8-week snapshot: theme, reading text, grammar focus, and writing goal for each week.

Wk	Weekly Theme	Reading Focus	Grammar Focus	Writing Goal
1	Inclusion & Empathy	A Different Kind of School — inference, empathy	Modals (can, could, should, must)	Diary entry as a new student
2	Humour & Imagination in Poetry	Where Do All the Teachers Go? (poem) — humour, imagery	Adverbs (manner, time, place)	Imaginative paragraph: “Where Do... Go?”
3	Self & Identity	Who I Am — 4 short narratives, self-reflection	Pronouns (personal, possessive)	Autobiographical paragraph: ‘Who I Am’
4	Honesty & Fair Play	Fair Play — moral reasoning, character judgement	Conjunctions & linking words	Opinion paragraph: ‘Is honesty easy?’
5	Dreams & Aspirations	Vocation (poem) — comparison, imagery	Degrees of Comparison (revision, advanced)	‘My Dream Job’ paragraph
6	Setting & Atmosphere	A Game of Chance — setting, inference	Active & Passive Voice (introduction)	Descriptive paragraph: a fair / mela scene
7	Nature & Survival	Desert / Desert Animals — factual comprehension	Articles & Prepositions (revision)	Short factual report on an animal
8	Revision & Assessment	Unseen passage practice (timed comprehension)	Consolidation of all Term 2 grammar topics	Formal letter/notice + Term-end mock paper

Class 6 — Detailed Weekly Breakdown

1

WEEK 1 — INCLUSION & EMPATHY

A Different Kind of School

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read the story and pause to discuss: "What surprises the visiting children about this school?" • Inference practice: "Why does the author want us to feel surprised, and then thoughtful?" • Connect to real life: discuss how classmates with different abilities can be included in games and group work.	• Modals: can, could, should, must — expressing ability, possibility and obligation. • Example: "We ___ include everyone in our games." (should/must) • Activity: Rewrite classroom-rule sentences using appropriate modals.	• Prompt: "Imagine it's your first day at a new school. Write a diary entry about your feelings and one kind thing someone did for you." • Model structure on the board: Date → Dear Diary → Body → Signature. • Target: 100–120 words with at least 2 modal verbs used correctly.

■ ENGAGEMENT IDEA 'Kindness Circle' — each student writes one anonymous kind sentence about a classmate; read a few aloud to build classroom empathy before writing.

2

WEEK 2 — HUMOUR & IMAGINATION IN POETRY

Where Do All the Teachers Go? (Poem)

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read the poem with dramatic pauses — enjoy the playful, mysterious tone. • Discuss: "What funny/impossible idea does the poet imagine about teachers?" • Identify rhyme and rhythm patterns; read stanza by stanza in groups.	• Adverbs of manner, time and place (quickly, yesterday, everywhere). • Example: "The teacher disappeared ___ (suddenly) after the bell rang." • Activity: 'Adverb Auction' — students bid imaginary points to build the most vivid sentence using adverbs.	• Prompt: Write an imaginative paragraph continuing the poem's idea — 'Where do all the teachers really go?' • Encourage humour and creativity, but insist on at least 3 adverbs used correctly. • Target: 80–100 words.

■ ENGAGEMENT IDEA 'Teacher Mystery Theatre' — small skits imagining a funny secret life for a teacher, performed for the class.

3

WEEK 3 — SELF & IDENTITY

Who I Am

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read the four short narratives across the week, one per lesson, discussing what each child in the text values most. • Character mapping: list what makes each of the four narrators' identities unique. • Discuss: “What is something that makes YOU, you?” as a reflective class conversation.	• Pronouns: personal (I, he, she, they) and possessive (my, his, her, their). • Example: “___ dream is to become a pilot; ___ has worked hard for it.” (My / she) • Activity: Pronoun-substitution worksheet — replace repeated nouns with correct pronouns.	• Prompt: Write an autobiographical paragraph titled ‘Who I Am’ — include one hobby, one dream, and one thing you're proud of. • Provide sentence starters: ‘I am someone who...’, ‘One thing I'm proud of is...’ • Target: 90–110 words with correct pronoun use throughout.

■ ENGAGEMENT IDEA 'Identity Collage' — students draw/paste 4 small symbols representing themselves, then explain them orally using pronouns correctly.

4

WEEK 4 — HONESTY & FAIR PLAY

Fair Play

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read the story and discuss the central dilemma: “What would you have done in the girl's place?” • Moral reasoning circle: is it ever okay to bend the rules? Why or why not? • Character judgement: list evidence from the text that shows honesty is valued.	• Conjunctions & linking words: because, although, however, so that. • Example: “She returned the ball ___ it was the right thing to do.” (because) • Activity: Sentence-combining practice using at least 4 different linking words.	• Prompt: Write a short opinion paragraph — ‘Is it always easy to be honest? Give reasons.’ • Model a simple opinion structure: Opinion → Reason 1 → Reason 2 → Example → Conclusion. • Target: 90–100 words, at least 2 conjunctions used to link ideas.

■ ENGAGEMENT IDEA 'Honesty or Not?' — read out short real-life dilemma cards; students vote and defend their choice in one spoken sentence using ‘because’.

5

WEEK 5 — DREAMS & ASPIRATIONS

Vocation (Poem)

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read the poem and discuss the child's wish to have simpler, more 'ordinary' jobs than his own future. • Compare imagery: how does the poet make the fisherman's/flower-seller's life seem appealing? • Discuss: “What job seems exciting to you, and why?”	• Degrees of Comparison — advanced revision (irregular forms: good/better/best, far/further/furthest). • Example: “Being a pilot seems ___ (exciting) than being a shopkeeper, but being an astronaut is the ___ (exciting) of all!” • Activity: 'Dream Job Debate' — compare two professions using comparative/superlative forms.	• Prompt: Write a paragraph titled ‘My Dream Job’ explaining what you want to be and why, using at least 2 comparative/superlative forms. • Encourage specific, vivid reasons rather than one-line answers. • Target: 90–110 words.

■ ENGAGEMENT IDEA 'Career Charades' — act out a profession silently; the class guesses and then compares it with another job using degrees of comparison.

6

WEEK 6 — SETTING & ATMOSPHERE

A Game of Chance

■ READING	✏■ GRAMMAR	✍■ WRITING
• Read the story and build a sensory map of the fair setting — sounds, sights, smells mentioned in the text. • Inference: “Why does the narrator feel both excited and cautious at the fair?” • Discuss the moral about games of chance and spending wisely.	• Introduce Active & Passive Voice with simple, concrete examples. • Example: Active — “The man ran the game.” Passive — “The game was run by the man.” • Activity: Voice-conversion relay — convert 5 active sentences to passive in teams.	• Prompt: Write a descriptive paragraph about a fair, mela, or festival you have visited or imagined — appeal to at least 3 senses. • Remind students to use vivid adjectives and at least one passive-voice sentence. • Target: 100 words.

■ ENGAGEMENT IDEA 'Sensory Fair Walk' — close eyes while the teacher describes fair sounds/smells aloud; students jot down words that come to mind before writing.

7

WEEK 7 — NATURE & SURVIVAL

Desert / Desert Animals

■ READING	═■ GRAMMAR	✍■ WRITING
• Read the informational text/poem and extract 5 facts about how animals or plants survive in the desert. • Factual comprehension practice: distinguish between fact and opinion in the text. • Discuss: “What is the most surprising desert survival adaptation you learnt?”	• Articles (a, an, the) and prepositions — revision through the desert theme. • Example: “___ camel can survive without water for ___ long time.” (A / a) • Activity: Fill-in-the-blanks worksheet using desert-themed sentences.	• Prompt: Write a short factual report (5–6 sentences) on a desert animal of your choice, including how it survives. • Provide a simple report frame: Name → Habitat → Special feature → Fun fact. • Target: 80–100 words in clear, factual (not story-style) language.

■ ENGAGEMENT IDEA 'Desert Survivor' quiz-game — teams answer rapid true/false questions about desert facts from the lesson.

8

WEEK 8 — REVISION & ASSESSMENT

Term 2 Wrap-Up

■ READING	═■ GRAMMAR	✍■ WRITING
• Timed unseen-passage practice (180–200 words) with 5–6 comprehension questions, mixing factual, inferential and vocabulary-based questions. • Quick oral revision: recall one memorable line, one character, and one new word from each unit this term. • Buddy reading and discussion of favourite text from the term, with reasons.	• Consolidation worksheet covering all 7 grammar topics (modals, adverbs, pronouns, conjunctions, degrees, voice, articles/prepositions). • Mixed diagnostic quiz — one question per topic for quick feedback before the mock test. • Whole-class 'error hospital' — fix common mistakes together on the board.	• Formal writing task: a short formal letter or notice (e.g., to the Principal requesting a school trip, or a notice for a lost item). • Full Term-end mock paper: 1 unseen passage + 1 grammar section + 1 writing task, under timed conditions. • End with a reflective sentence from each student: “The best thing I learnt this term was...”

■ ENGAGEMENT IDEA 'Term 2 Quiz Bowl' — teams compete with rapid-fire questions from every unit; winners choose the first story for Term 3!

Teacher's Notes

- Pacing is flexible — adjust week order to match your school's academic calendar or PTM/exam dates; the sequence is designed so units can be reshuffled without breaking grammar progression.
- Differentiation tip: for mixed-ability classrooms, keep the same reading text for all students but offer tiered writing word-count targets (shorter for beginners, with a bonus challenge line for advanced writers).
- Formative checks: a 5-minute ‘exit ticket’ at the end of each lesson (one sentence using the day's grammar point) gives quick, low-effort feedback on understanding.
- Week 8 in both classes is intentionally kept as revision + assessment — use it to identify gaps before Term 3 planning begins.
- All engagement ideas are designed to take 5–10 minutes and use minimal materials (chart paper, chits, or simple mime/role-play) so they're easy to fit into a normal period.

Prepared by Vidhi Pahuja — English Teacher & AI-Powered Content Creator. This curriculum map may be freely adapted for your own classroom use.