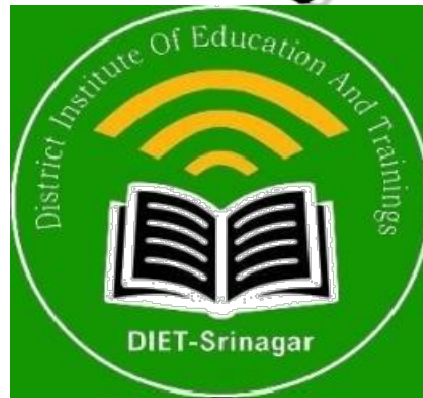


District Institute of Education & Trainings Srinagar



Syllabi & Courses of Study for Classes 1st to 5th

(Session: 2020)

PREFACE

Based on the findings of NAS 2017 and the suggestions received from the field teachers and other stakeholders, District Institute of Education & Trainings, Srinagar has conducted a series of workshops to review and revise the existing unitization of syllabi for classes 1st – 5th. The review & revision was a necessity because of the fact that JKBOSE has introduced revised textbooks, especially in English from the current academic session. Besides, the Academic Planner recently circulated by the worthy DSEK has been kept in consideration while finalizing the unitization of the syllabi. The workshops were attended by the eminent subject experts of the district as well as of the valley. Among the different activities and programmes of DIETs, the development of syllabi-cum-unitization is aimed at working out an academic schedule for the schools. The schedule facilitates the schools to plan their activities with an eye on learning objectives so that the academic calendar is meaningfully utilized in teaching and learning throughout the session.

The objectives highlighted are aimed at facilitating the teachers to plan their classroom activities in a meaningful and productive manner. The teachers while planning for the classroom transactions must keep in mind the Learning Outcomes as the new trend of assessment of students under CCE. The assessment (internal or external) is done mainly on the basis of Learning Outcomes. The National Achievement Survey -2017 was also based on Learning Outcomes, the result of which has come in the form of District Report Cards. This is also to bring in the element of accountability and facilitation for effective monitoring.

The textbook development as per National Curriculum Framework-2005 is a continuous process at J & K Board of School Education. As such this document also requires revision and updating from time to time. Therefore, DIET welcomes any constructive suggestion/s from all the stakeholders to make this exercise more effective in future.

I am thankful to faculty members of SIE, DIETs and the Field subject experts especially the ones who were practically involved in getting this document set and wish all the best to my teachers and students in all endeavors of teaching-learning.

**Principal
DIET, Srinagar**

Guiding Principles of Curriculum Development:

- ❖ *Connecting knowledge to life outside school.*
- ❖ *Ensure that learning is shifted away from rote methods.*
- ❖ *Enriching the curriculum for overall development of children rather than remain textbook centric.*
- ❖ *Making Examination more flexible and integrated with classroom life.*
- ❖ *Nurturing and overriding identity informing by caring concern within the democratic polity of the country.*

(NCF 2005)

The Number of working days w.e.f 15th November 2019 to 31st October 2020 shall be 210 days (Right To Education compliant) excluding Winter break, summer break & other scheduled holidays.

Commencement of Academic Activities w.e.f 15th of November from Class 1st to 9th

Unit I Assessment w.e.f 9th March 2020

Unit II Assessment w.e.f 25th April 2020

Term I Examination w.e.f 2nd week of June 2020

U III Assessment w.e.f 1st week of August 2020

Term I Examination w.e.f 2nd week of October 2020

Declaration of Result/Progress Day on 25th October 2020

New Classification w.e.f 1st week of November 2020

Teaching of Term & Unit Syllabus	No. Of Teaching Days (Opportunity Days)
U-1	38 Days
U-2	37 Days
T-1	43 Days
U-3	38 Days
T-2	54 days
Total No. of Days	210 Days (RTE Compliant)

Suggestive Calendar of Activities

The calendar of activities is spelled out to achieve the desired goals; various activities could be undertaken as per the following suggestive schedule. The schools can add some more activities as per their local needs but calendar for the school for a particular academic year must be chalked out at the beginning of the academic session and should be displayed prominently in the school.

S. No	Date	Activity
01	First two days after Winter vacation	Celebrating Opening of Schools and preparations for the school activities& Sharing of winter Experience. Interaction with Students and Parents. Devising Activity Calendar for the Academic session.
02	March 21st 2020	Arbor Day (Nauroz) Plantation Day, plants like Chinars, Deodars to be planted in the premises of the school
03	March 22nd 2020	World Water Day, Organising Awareness drives, Debates, Painting Competitions on the theme of conservation of Water Resources
04	April 7th, 2020	World Health Day, Health & Hygiene Camps to be organised in collaboration with NRHM & nearest Primary Health Centres, Community Awareness programmes, Street Theatre will be some of the suggestive activities.
05	May 6th 2020	World mathematics Day
06	May 8th , 2020	Celebration of Red Cross Day to inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly.
07	May 31st2020	World Anti-Tobacco Day- students to be engaged in Anti-Tobacco Awareness Campaign
08	June 1st2020	Programmes on Beti Bachao Beti Padao
09	June 5th2020	Celebration of World Environment Day, Seminars, debates in collaboration With Department of Environment. Painting competitions, poster writing competitions, Rallies etc. will be some of the suggestive activities.
10	June 26th2020	Anti-Drug Abuse Day-Debates & Seminars, a visit to Drug De-addiction Centre are some suggestive activities.
11	August 21st2020	Peace & Non-Violence Day-Debates & Seminars, Group Discussions
12	August 29th2020	National Sports Day- Awareness about sports & Games
13	5th September 2020	Teacher's Day- Essay Writing on Teachers
14	7th September 2020	Kashmir against Flood Day- Commemorating Floods and the courageous response of people. Group Discussions on causes & preventive measures for floods
15	2nd -8th October 2020	Wildlife Week- Awareness about importance of conservation of Wildlife, our local Fauna.
16	November 14th2020	Children's Day- celebrations to reiterate the importance of being a child.
17	After T2 Exam	Progress Day, Cultural and other Programmes displaying skills of students and Declaration of results in front of community and Parents.
18	3rd December 2020	International Disability Day- celebrating this special day for the Specially-abled classmate to inculcate feeling of empathy and togetherness.

Syllabus for

CLASS 1st

Content Load	Diagonal Linkage for class 1st				
	Evaluation				
	Unit 1	Unit 2	Term 1	Unit 3	Term 2
Unit 1=10%	6%	...	4%	...	...
Unit 2=20%	...	14%	6%	...	...
Term 1=20%	...	...	20%	...	...
Unit 3=15%	...	...	...	10%	5%
Term 2=35%	...	...	...	...	35%
Total= 100%	6%	14%	30%	10%	40%

Course	Percentage of Syllabus to be achieved	Contents	LEARNING OUTCOMES	SUGGESTED PEDAGOGICAL PROCESSES AND TIPS FOR TEACHING.	SCHEME OF ASSESSMENT
Unit I	10%	1. Letter Sounds	1. To know the sounds and names of the letters. 2. To produce the sounds each letter makes. 3. To recognize pictures & identify the letter sounds	Make the students to listen to the sound of each letter. Allow the students to say the sounds & words. Allow the students to read letters and words. Learners should be allowed to do scribbling, Strokes - slanting, sleeping & vertical.	The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in term exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.
Unit II	20%	2. Sounds Together	1. To know & produce the vowel sounds. 2. To produce the sound each letter makes.	Make the students to listen to short and long vowel sounds. Allow the students to say vowel and consonant sounds. Allow the students to read sight words. Learners should be allowed to write uppercase letters as in the workbook.	
Term I	20%	3. Words Together	1. To speak simple words and sentences. 2. To use 'a' & 'an'. 3. To use 'and', this, that, these, those, in, on, under, I, my, you, your, he, she, etc.	Make the students to listen to the different words and sentences. Learners should be allowed to produce words and sentences. Allow the students to read words and sentences. Allow the students to write lowercase letters as in the workbook.	
Unit III	15%	4. Meet me	1. To be able to introduce yourself. 2. To ask/ answer personal questions.	Make the students to listen to information. Learners should be allowed to take part in role play, to talk about oneself. Allow the students to read words and sentences. Allow the students to write two letter words.	
Term II	35%	5. At Home 6. Hello School 7. Mehr and Monkey	1. To learn the names of different relations in a family and understand their roles. 2. To understand the roles and responsibilities in school. 3. To share experiences with friends and classmates. 3 To use polite expressions. 4. To identify noun/s.	Allow the students to listen to information. Learners should be allowed to take part in role play, to talk about oneself. Allow the students to read words and sentences. Allow the students to write three letter words.	

Note: The teachers shall apply different methods and materials to enable children to develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through a variety of activities viz. games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing, etc. that are imbibed through Art Integrated Learning Approach.

Course	Contents	LEARNING OUTCOMES/ GOALS
Unit I	Shapes & Space	<p>To develop the understanding of the shapes and spatial relationship.</p> <p>To develop the organizational understanding of the things around a child in and outside the school.</p> <p>To develop language vocabulary related to the mathematical concepts used in day to day life viz. inside-outside, bigger-smaller, biggest-smallest, top-bottom, nearer-farther ,nearest-farthest, above-below, on-under.</p> <p>To identify different objects and their distinguishable features.</p> <p>Three dimensional shapes: visual recognition of a spherical, cylindrical, cuboids and conical shapes.</p> <p>Ideas of rolling and sliding. Two dimensional shapes: visual recognition of circle, square, rectangle and triangle. To be able to colour different shapes for development of writing Skill.</p>
Unit II	Number One to Nine	<p>Matching, sorting, classifying and ordering concrete objects. Conceptual understanding of numbers one to nine and zero. Compare the things on the basis of their number.</p> <p>Develop the vocabulary: more, less, as many as, the same number.</p> <p>To be able to write the numbers 1-9.</p>
	Addition	<p>To develop the concept of putting (combining) collections together where attention is focused on the number of objects in the collection.</p> <p>To learn the commutative aspect of addition. Verbal problems related to addition.</p> <p>Verbal problems related to addition.</p>
Term I	Subtraction	To develop the three aspects of the concept of subtraction viz. taking away, comparison and complementary addition. Verbal problems related to subtraction.
	Number from Ten to twenty	<p>The concept of grouping the objects in groups often (10) by concretization. The conceptual understanding of Numbers Ten to Twenty.</p> <p>To be able to add and Subtract the numbers up to twenty.</p>
Unit III	Measurement	<p>To be able to compare two objects on the basis of their length. To be able to compare two objects on the basis of their weight.</p> <p>Ordering three or more objects according to length.</p> <p>Ordering three or more objects according to weight.</p> <p>Development of vocabulary: as long as, as tall as, as thick as, as heavy as, as light as,.</p>
	Number from Twenty-one to fifty	<p>Group the things in tens and ones. Use of abacus is important for the concept of tens.</p> <p>To be able to write numbers from 21 to 50 along with their connectional understanding.</p>
Term II	Data handling	<p>To be able to write the name of color of different paper strips and group them in pairs.</p> <p>To be able to measure the length of arm or other body parts using paper strips.</p>
	Pattern	Development observation relationships of and connections and to make deductions, generalizations and predictions.
	Numbers	To group the number up to 100 in Tens and ones and add. Representation of Numbers. To be able to write the numbers up to 100.
	Money	To provide children experiences in dealing with collections of Coins and notes. To differentiate the currency as per their value.
	How Many	<p>To be able to count the numbers, recognize the number name.</p> <p>To be able to identify bigger or smaller number.</p>
	Time	To be familiarized with certain time-based activities that help them to understand the concept of time (day, night, morning, evening etc.) and meaning of terms like earlier -later.

درجہ اول بہارستان اردو

تقسیم نصاب و میقات برائے امتحان	عنوان	تدریسی طریقہ کار و مشق	آموزشی ماحصل
نوازل: ۲۵ نومبر سے ۳۰ نومبر تک	تصاویر کے ذریعے حروف تہجی کی پہچان 'ٹ' سے 'ت' تک	معلم حروف تہجی کو لے کر فلش کارڈ کا استعمال کریں گے تاکہ حروف تہجی کی شناخت واضح ہو۔ کتاب میں دی گئی تصاویر سے اصل میں شکل کا پہلا حرف مطلوب ہے۔ معلم کا پی پر حروف کا خاکہ بنا کے دیں گے اور بچے اُن میں بنیادی رنگ بھر کر اُن کی شناخت کریں گے۔ معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں گے۔ نظم کو صحیح تلفظ اور رزتم میں پڑھائیں۔	طلباء توجہ کے ساتھ دوسروں کی باتیں سنتے ہیں اور غور کرنے کے ساتھ ساتھ بولتے بھی ہیں جیسے آپ کا نام کیا ہے؟ آپ کہاں رہتے ہیں؟ وغیرہ۔ طلباء رنگوں کو پہچانتے ہیں سنی ہوئی باتوں کو دہراتے ہیں، تصویر دیکھ کر پہچانتے ہیں
نوروم ۱۶ اپریل سے ۲۱ اپریل تک	'ٹ' سے 'خ' تک	معلم حروف تہجی کو لے کر فلش کارڈ کا استعمال کریں گے تاکہ حروف تہجی کی شناخت واضح ہو۔ کتاب میں دی گئی تصاویر سے اصل میں شکل کا پہلا حرف مطلوب ہے۔ معلم کا پی پر حروف کا خاکہ بنا کے دیں گے اور بچے اُن میں بنیادی رنگ بھر کر اُن کی شناخت کریں گے۔ معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں گے۔ نظم کو صحیح تلفظ اور رزتم میں پڑھائیں۔	سنی ہوئی آوازوں میں فرق کر سکتے ہیں۔ بعض مشکل آوازوں کو بار بار دہراتے ہیں۔
میقات اول ۳ جون سے ۱۳ جون تک	'ڈ' سے 'ص' تک	معلم حروف تہجی کو لے کر فلش کارڈ کا استعمال کریں گے تاکہ حروف تہجی کی شناخت واضح ہو۔ کتاب میں دی گئی تصاویر سے اصل میں شکل کا پہلا حرف مطلوب ہے۔ معلم کا پی پر حروف کا خاکہ بنا کے دیں گے اور بچے اُن میں بنیادی رنگ بھر کر اُن کی شناخت کریں گے۔ معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں گے۔ نظم کو صحیح تلفظ اور رزتم میں پڑھائیں۔	توجہ اور صحیح تلفظ کے ساتھ پڑھتے ہیں۔ سنی ہوئی باتوں کو بولتے ہیں۔ بے ترتیب حروف کو ترتیب دیتے ہیں۔

<p>موسم ۱۱ جولائی سے ۲۱ جولائی تک</p>	<p>’ض‘ سے ’ف‘ تک</p>	<p>معلم حروف حجبی کو لے کر فلش کا رڈ کا استعمال کریں گے تاکہ حروف حجبی کی شناخت واضح ہو۔ کتاب میں دی گئی تصاویر سے اصل میں شکل کا پہلا حرف مطلوب ہے۔ معلم کا پی پر حروف کا خاکہ بنا کر دیں گے اور بچے اُن میں جلیا دی رنگ بھر کر اُن کی شناخت کریں گے۔ معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں گے۔ نظم کو صحیح تلفظ اور ترتیب میں پڑھائیں گے۔</p>	<p>پڑھتے وقت اُردو کی تمام آوازوں کو صحیح طریقے سے ادا کرتے ہیں۔</p>
<p>مقام دوم ۱۵ اکتوبر سے ۱۵ اکتوبر تک</p>	<p>’ق‘ سے ’ے‘ تک اور شکلوں کو ناموں کے ساتھ جوڑنا</p>	<p>معلم حروف حجبی کو لے کر فلش کا رڈ کا استعمال کریں گے تاکہ حروف حجبی کی شناخت واضح ہو۔ کتاب میں دی گئی تصاویر سے اصل میں شکل کا پہلا حرف مطلوب ہے۔ معلم کا پی پر حروف کا خاکہ بنا کر دیں گے اور بچے اُن میں جلیا دی رنگ بھر کر اُن کی شناخت کریں گے۔ معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں گے۔ نظم کو صحیح تلفظ اور ترتیب میں پڑھائیں گے۔</p>	<p>تصاویر کو دیکھ کر جملے بناتے ہیں۔ ذخیرہ الفاظ کو بڑھاتے ہیں۔</p>

مضمون: کائنات
جماعت: اول

جماعتھ: اوّل

[illegible]

Syllabus for

CLASS 2nd

Content Load	Diagonal Linkage for class 2 nd				
	Evaluation				
	Unit 1	Unit 2	Term 1	Unit 3	Term 2
Unit 1=10%	6%	...	4%	...	...
Unit 2=20%	...	14%	6%	...	...
Term 1=20%	...	...	20%	...	...
Unit 3=15%	...	...	...	10%	5%
Term 2=35%	...	...	...	...	35%
Total= 100%	6%	14%	30%	10%	40%

Course	Percentage of Syllabus to be achieved	Contents	LEARNING OUTCOMES	SUGGESTED PEDAGOGICAL PROCESSES AND TIPS FOR TEACHERS	Scheme of Assessment
Unit I	10%	1. My Mom 2. Our Helpers	<ul style="list-style-type: none"> * Learners will identify rhyming words. *Learners will pronounce words with the sound. {al} * Write some sentences about his/her mother. *Read simple words and sentences. *Use a/an *Name the people who help us. 	1. Sing/recite songs/poems/rhymes with action, like: Brush your teeth, Brush your teeth, brush them everyday Father, mother. Brush them every day. 2. Prepare charts/pictures/flash cards and display them in the classroom. Ask the learner to identify the pictures and say about them in English/home language.	The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in term exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.
Unit II	20%	3. Rain 4. The Snow Adventures	<ul style="list-style-type: none"> *Sing the poem with actions. *Listen to instructions and draw the pictures. *Read and understand a text. *Understand the concepts of the noun and the pronoun. *Responds to comprehension question. *Write a few sentences on winter season. 	1. Enrich vocabulary particularly about the months of the year mainly through activities. 2. Instruct the learners to draw the picture of the snowman. Ask them in which month they see snow. 3. Participate in role play, enactment of skills about different sounds of animals.	
Term I	20%	5. Let's Play 6. Birbal's Wit 7. Shapes	<ul style="list-style-type: none"> * Expresses verbally his/her views about the benefits of games/sports. * Know the vocabulary of sports articles/ players. *Pair rhyming words. * Understand the sequence of the story and indentify the characters. *Identify and draw different shapes. * Use simple adjectives related to shapes, sizes, etc. 	Ask children verbally in home language/English questions like: Name the games you like. Who is your favourite player? Use ABL method to develop the concept of adjective.	

Unit III	15%	8. The wind and the Sun 9. My Senses	<ul style="list-style-type: none"> * Understand the sequence of the story and indentify the characters. * Retell the story in their own words. * Know masculine/Feminine genders. *Sing the poem with actions. *Pair rhyming words. * Match and categorize things according to senses. 	<ol style="list-style-type: none"> 1. Use role play to develop vocabulary among learners. 2. Enrich vocabulary in English mainly through telling and re-telling stories /folk tales. 3. Use matching items to develop the concept of masculine/ feminine among learners. 	
Term II	35%	10. The Fox and the Chick 11. My Beautiful Tree 12. Our Chinar Tree	<ul style="list-style-type: none"> * Identify characters in the story. *Understand the sequence in the story. * Comprehend the questions related to the story. * Retell and role play the story. * Have clear idea of singular/plural nouns. *Identify different parts of a tree. *Draw your favourite tree and colour it. * Write a few sentences on a tree. *Develop vocabulary related to the Chinar. *List various uses of The Chinar. *Draw the Chinar and Name its different parts. * Use prepositions like in, on, at, under, etc in sentences. 	<ol style="list-style-type: none"> 1. Use role models by dividing students into different groups as birds, animals etc. to comprehend the story. 2. Write some easy sentences and make use of singular and plural nouns. 3. Use simple sentences and highlight prepositions like in, on, at, etc. 	

Note: The teachers shall apply different methods and materials to enable children develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through a variety of activities viz. games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing, etc.

Course	Content	LEARNING OUTCOMES/GOALS
Unit I	Counting in Groups	To develop the concept of counting by arranging the objects in groups. Concept of counting by 2s, 3s, 4s ... to lay the foundation of multiplication and division. To develop the concept of sequence of numbers. To develop the concept of ascending and descending order and the number in between.
Unit II	How Much Can You Carry	To develop understand of the concept of weight (heavy and light). To compare weights of different things by holding them in their hands. To be able to use simple balance to compare heavier and lighter objects. To develop the understanding and observation skill about the things in the surroundings by comparing their weights.
	Counting in Tens	To develop the concept of grouping things in 2's, 3's, 4's, 5's etc. To develop the concept of counting by grouping things in tens. To develop the concept of skip counting in 2's, 3's, and 4's, 5's etc., by using number line, tables and patterns. To develop the concept of regrouping the numbers from ones to tens.
	Tens and ones	To develop the concept of tens (place value) by using currency (play money). To develop the concept of grouping of numbers as tens and ones. Use place value in writing and comparing two-digit numbers.
Term I	My Fun Day	To develop the knowledge about days of week and months of year. Concept of today, yesterday and tomorrow. To have the knowledge about calendar with emphasis on sequence of days and months. To have the Knowledge about the month and the climate & fruits grown in that month (Hot, Cold & Rain/Snow).
	Jugs and Mugs	To understand the concept of Volume. To be able to measure the capacity of containers available in and outside the school using cup, spoon, Mug, etc To have a reasonable idea of volume of different liquids used in day to day life.
	Add Our Points	To develop the concept of addition orally (mental calculation). To develop the concept of addition of numbers less than 9 by suitable rearrangement.
Unit III	Lines and Lines	To distinguish between straight line and curved lines. To develop the concept of horizontal, vertical and slanting lines. To be able to draw lines and pictures.
	The Longest Step	To be able to measure the length/ distance using uniform non-standard units like a rod, pencil etc. Comparing the lengths of different objects.
Term II	Give and Take	To develop the concept of addition and subtraction by grouping things into tens and ones. To develop the concept of addition and subtraction through money transaction while shopping. To develop the concept of addition and subtraction in columns. To solve the daily life problems based on addition and subtraction.
	Birds Come, Birds Go	To develop the concept of addition and subtraction using the concept of tens and ones To develop the concept of breaking a number into the sum or difference of two numbers.
	How Many Ponytails	To develop the concept of multiplication by using the things in your surroundings. To develop the multiplication tables by using numbers and patterns.

درجہ دوم بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	مدرسی طریقہ کار و مشق	آموزشی ماحصل
نہاول: ۲۵ نومبر سے ۳۰ نومبر تک	حروف حجبی سے آوازیں بنانے کی مشق پڑھنا اور لکھنا	اسباق کی تفہیم و تدریس، حروف ہجا سے الفاظ بنانے کا عمل۔ دو حرفی، سہ حرفی اور چار حرفی الفاظ کی بناوٹ۔ مختصر حروف حجبی کی پہچان۔ صحیح ترتیب میں نقطوں کو جوڑ کر مختلف شکلیں بنا کر رنگ بھروانا۔	طلباء چھوٹی چھوٹی نظموں، کہانیوں کو غور سے سنتے اور سمجھتے ہیں۔ ہدایات اور آسان اظہار خیال کو سمجھتے ہیں۔
نور دوم ۱۶ اپریل سے ۲۱ اپریل تک	اچھے بچے بلبل کا بچہ چڑیا کے بچے	اسباق کی تفہیم و تدریس۔ حروف ہجا سے الفاظ بنانے کا عمل۔ الفاظ کے معنی سمجھنا اور طلباء کا تلفظ صحیح کروانا۔ مشق: خوشخط لکھنا، الفاظ یاد کروانا۔	طلباء اچھی عادتوں کے بارے میں جانکاری رکھتے ہیں۔
میقات اول ۳ جون سے ۱۴ جون تک	بولوبو جاگو جاگو گڈیا رانی تندرستی بڑا نعمت ہے آؤ ہم سب پیڑ لگائیں	اسباق کی تدریس و تفہیم کے ذریعے سوالات کا حل نکالنا۔ اُردو لکھنے اور بولنے کی صلاحیت پیدا کرنے کے علاوہ ان اسباق سے اقدار اور اخلاقیات سے متعلق ہدایات اخذ کروانا۔ مخصوص ضرورت والے طلباء کے لیے تصویروں کا استعمال کرنا۔ مختلف الفاظ پر جملے بنانا، مثلاً قلم، کتاب، اسکول وغیرہ۔ روزانہ صفحہ لکھوانا۔	طلباء مختلف رشتوں کے بارے میں جانتے ہیں۔ ذاتی تجربات کی کہانی یا سبق کے ساتھ ہم آہنگ کرتے ہیں۔ اردو آوازوں کو صحیح طریقے سے ادا کرتے ہیں۔

نوسوم ۱۶ جولائی سے ۲۱ جولائی تک	مرغابولا میری آئی	اسباق کی تدریس و تفہیم کے ذریعے سوالات کا حل نکالنا۔ طلباء کو گروہوں میں بانٹ کر ان سے مختلف مشقیں کرانا۔ معیار کے مطابق قصے، کہانیوں کو پڑھنے کا ماحول بنانا۔	پڑھی اور سنی ہوئی باتوں کو اپنی زبان میں لکھتے ہیں
مہقات دوم ۱۵ اکتوبر سے ۲۵ اکتوبر تک	خرگوش اور گینڈا ہفتے کے دن سال کے مہینے ایک سے سو تک گنتی پہیلیاں	اسباق کی تدریس و تفہیم۔ تلفظ کی مشق۔ ہفتے کے دنوں اور سال کے مہینوں کے نام لکھوانا۔ ایک سے سو تک گنتی لکھوانا۔ بچوں سے پہیلیوں کے جواب پوچھنا۔ روزانہ صفحہ لکھوانا۔ لفظوں کو جملوں میں لکھوانا۔	اردو الفاظ اور جملوں کو صحیح صحیح بولتے اور سمجھتے ہیں۔ قصوں، کہانیوں وغیرہ کو سمجھ کر پڑھتے ہیں۔

مضمون: کاشتر جماتھ: دؤیم

Course/Period	Content	Learning Outcome (پچھن تر)
یونٹ اکھ	صفحہ (1-6)	مولہ اچھرن مٹزان دلی۔ ژ، ن، ے حرفن مٹزان۔ گوڈ نکر ژور صد اے اچھر ورتاؤ۔ کاشتر لکھنس گن توجہ دین۔ کتاہ مٹس آغازس مٹز درج ”وستان مٹد خاطر نوٹ“ چھ وستان دس لازمی پڑن۔
یونٹ ب	صفحہ (7-10)	گوڈ نکر وہ صد اے اچھر لفظن مٹز ورتاؤ۔ کتاب مٹد ستن پرتاؤ۔ پائون جانا وارن تہ مٹن مٹد ناو پچھناؤ۔ شکلن مٹد مدتہ پچھناؤ۔
فہم اکھ	صفحہ (11-18)	ا، آ، اُ، اِ، ای آواز ورتاؤ۔ لوکڑ لوکڑ جملہ پرتاؤ۔ لکھنس پٹھ زیا دزور دین۔ یمن صفن مٹد ستن پرتاؤ۔ آواز بوڈس پٹھ ورتاؤ تھ سرن پرتاؤ پتہ تیار کرن۔
یونٹ تری	صفحہ (19-27)	ا، اِ آواز ورتاؤ۔ کینہہ آواز جملن مٹز ورتاؤ۔ یمن صفن پٹھ ستن پرتاؤ۔ لکھنس پٹھ ژور توجہ دین۔ جسمہ کمن تان مٹد ناو پچھناؤ تہ ورتاؤ۔ کاشتر کاتھہ باتھ پچھناؤ۔
فہم ب	صفحہ (28-36)	دوین مٹد ناو پرتاؤ۔ پائون پون تہ سبزی یں مٹد ناو لکھنس۔ ستن پرتاؤ تہ یمن مٹد لیلہ یا دھاونہ۔ اکہ پٹھہ دین نام گزند لکھناؤ۔ کتھ باتھ پچھناؤ۔ کاشتر وطنی ترانہ زبانی یاد کرناؤ۔

Syllabus for

CLASS 3rd

Content Load	Diagonal Linkage for class 3 rd				
	Evaluation				
	Unit 1	Unit 2	Term 1	Unit 3	Term 2
Unit 1=10%	6%	...	4%	...	...
Unit 2=20%	...	14%	6%	...	...
Term 1=20%	...	...	20%	...	...
Unit 3=15%	...	...	...	10%	5%
Term 2=35%	...	...	...	...	35%
Total= 100%	6%	14%	30%	10%	40%

COURSE	PERCENTAGE OF SYLLABUS TO BE ACHIEVED	CONTENTS	LEARNING OUTCOMES	PEDAGOGICAL PROCESSES AND TIPS FOR TEACHERS	SCHEME OF ASSESSMENT
Unit I	10%	1. Happy Trees 2. Nina and the Baby Sparrow	1. To know about the importance of trees. 2. To realize the importance of inter-dependence. 3. To identify main idea and draw conclusion in English/home language.	1. Ask the learners to play the role of a tree, wood cutter and gardener. 2. Divide the learners into four groups and ask each group to act as different professionals. So that they come to know the importance of interdependence.	The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in term exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.
Unit II	20%	1. How creatures Move 2. The Ship of the Desert 3. My Home	1. To develop vocabulary related to movement of various creatures. 2. To understand the importance of existence of living beings. 3. To introduce pronoun. 4. To understand the concept of sweet home.	1. Give the idea of two legged/four legged animals and reptiles. 2. Narrate the stories about the importance of different creatures. 3. Ask the learners to draw and colour the picture of their home.	
Term I	20%	1. Where There is a Will, There is a Way 2. Rain of the Night 3. The Story of the Road	1. To understand that hard work brings success. 2. To develop the concept of rhyming words. 3. Enrich the vocabulary of vegetables. 4. To give the knowledge of sound words.	1. The teacher will ask questions that the learners have read in the lessons/poems. 2. Divide the class into pairs and ask them to produce different sounds of birds, like, caw caw, chirp chirp etc.	
Unit III	15%	1. Don't Tell 2. He is My Brother 3. Sea Song	1. To listen and read the poem independently. 2. Express orally her/his opinion/understanding about the story and characters of the story in English/home language. 3. To identify rhyming words, like, sand—hand, air—clear, two—true. .	1. Listen to and communicate oral/written texts. 2. Collect books for independent reading in English and other languages. 3. Recite poems in English with proper intonation.	
Term II	35%	1. A Little Fish Story 2. The Balloon Man 3. The Yellow Butterfly 4. What's in the Mail Box 5. My Silly Sister	1. Read small texts, short stories in English with comprehension that is, identifies main idea, details and sequence and draws conclusion in English. 2. Recite poems individually/ in groups with correct pronunciation and intonation. 3. Use jumbled letters to make meaningful words. 4. Listen and speak briefly on burning issues like, conservation of nature. 5. Listen with comprehension, a story in English. 6. To develop the concept of adjectives.	1. Participate in role play, enactment of skits. 2. Recite poem in English with intonation and gestures. 3. Take the learners in a garden and aware them about the conservation of nature. 4. Use nouns, pronouns and adjectives in speech and writing.	

Note: The teachers shall apply different methods and materials to enable children develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through a variety of activities viz. games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing, etc. that are imbibed through Art Integrated Learning Approach.

Course	Contents	LEARNING OUTCOMES/ GOALS
Unit I	Fun with Numbers	To develop the concept of estimation. To be able to write numbers in descending and ascending order. To be able to express the numbers in expanded form such no. of hundreds, no. of tens and no. of ones.
Unit II	Give and Take	To be able to add two/ three-digit numbers. To be able to use addition in the given situation.
	Fun with Give and Take	To have the understanding of subtraction. To be able to subtract two/three-digit numbers. To be able to add/subtract small amounts of money with or without regrouping. To be able to use addition and subtraction in different mathematical problems.
Term I	Time Goes on	To have the understanding of time. To be able to identify the particular day and date from the colander. To be able to read the clock/watch. To be able to relate their experience with time.
	Shapes and Designs (Geometrical Shapes)	To be able to recognize basic 2D shapes such as Rectangle, square, circle, triangle etc. To have the competence of relating different familiar objects with geometrical shapes. To have concept of curved and straight lines. Formation of shapes with the help of objects.
	How Many Times	To develop the concept of multiplication from repeated addition. To be able to count the objects without actual counting which are put in rectangular form.
Unit III	Length-Mass or Weight and Capacity	To be able to measure the objects using non standard units such figure, hand span, cubit, foot. To have the competence of measuring different objects with the help of tape and scale. To be able to weigh the objects using standard units. To be able to measure the capacity of different containers using standard capacity container.
Term II	Can We Share?	To be able to share the objects equally among given number. To be able to divide two-digit number by a single digit number.
	Rupees and Paisa	To be able to identify various notes and coins. To have the skill of calculating the amount to be paid for the purchase of different things. To be able to frame cash memo.
	Fractional Numbers	To have the idea of parts of the whole. To be able to divide the objects in different desirable parts. To be able to represent the fractional parts in terms of fractional numbers.

Class: 3rd**Subject: EVS**

Sequence of chapters: Family & Friends (Friends include animals and plants)-> Food-> Shelter-> Water-> Travel-> Work

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U1	4. Our First School	Concept of a family; Family as a support system, Ideas about relationships; roles in a family.	Family as a support system. Values and habits, skills learnt at homes, relationships, roles in a family, family etiquettes.	Child's daily life experience; Family members.	Observation, enquiry about family relations from adults, discussion Make a family tree of your own family.
	10. Sharing Our Feelings	Sensitivity to the old and physically challenged; Introduction to the sense of hearing and sight; sensitization to the fact that the body ages, also that some children may not hear/see all or may be partially affected. Basic idea about Braille.	Sharing things and feeling with some particular family member, Feelings, Empathy and Compassion for the old and physically challenged – Basic idea about Braille.	Meri bahen sun nahin sakti' a book by Bharat Vigyan Samiti or any other material on differently abled Children.	Reading and discussion; Making different kinds of sounds and expressing likes and dislikes about them; blindfold act, visiting any local institution that deals with the blind or any other institution. List of problems faced by CWSN.
U2	1. Poonam's Day Out	Exploring children's ideas of an 'animal'. Exploring children's ideas of crawling animals, flyers and insects. Exploring children's ideas of birds-their living places, eating habits, common features like feathers and sounds produced by them.	Exploring children's ideas of animals –their living places – eating habits-common features, sounds, movements.	Child's daily life experience, observation, stories/poems on Animals.	Observation of diversity of animals around you, listing, Discussion about what they eat, where they live, relative size of animals they have seen, pictures in books, animals heard about. Drawing pictures of favourite animals. Observation, of ants, flies, spiders, crickets, cockroaches, earthworms, lizards and other animals.
	The Plant Fairy	Exploring children's ideas about a 'plant'. Plant diversity; size, where they grow, shape, colour, aroma etc.; dependence on plants for everyday life. Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves trunk and bark of plants in immediate surroundings.	Exploring children's ideas about a 'plant'-Leaf diversity-colour, shape, texture aroma etc. Plants at present & Extinct Plants (Brief idea),importance of trees, compassion for plants.	Child's daily life. Experience observation information from grandparents/ elders, a sample/picture of a plant which is unusual in the local surroundings.	On scrap book paste at least 10 animals; 10 colours and 10 Leaves; also 10 trees with local and beautiful names. Observation of different plants around, compare and classification based on simple characters; Discussion about things made of plants, pencil prints of barks, leaf Prints.
	5. Foods We Eat	Food , basic ideas about various plant used as food; food from animals. Different tastes Appreciation of cultural diversity in food.	Food , Types of food and tastes , its significance, balanced food, food habits, regional/cultural differences in food habits ;	Songs/poems on food or lack of food;	Listing and discussing about food we do or do not eat; tabulating food we take from different plants and animals. Observing and drawing different parts of plants eaten.
	7. What is Cooking?	What do you eat that is not cooked? What is eaten only when cooked? How do you cook food? What do you cook it on? What are the different kinds of vessels used	Types of food. Food may be eaten raw or cooked – steamed, boiled, fried etc Different fuels, types of	Songs/poems on Food or lack of food;	Listing raw and cooked food; discussion on cooking methods / materials. Ask mother how to cook your favorite dish. List components of vegetables and

		forcooking? What are they made of? Is water used in all forms of cooking? Which food is cooked without using water?	stoves; Types of vessels used in cooking, different shapes (regional/ traditional), different materials, etc. ,		fruits Salad.
T1	14. A house Like This	Different types of houses Need for shelter, need for living together. Need for shelter to provide protection from heat, cold, rain and problems faced.	Houses/shelters are built & decorated in different ways in different cultures & climate, Diversity.	Pictures of different types of houses; easily available materials for model making.	Draw a picture of your house Project: Prepare model of different types of houses.
	3. Water	Availability of water and use of water at home and surroundings, Local sources of water. Plants too need water. Use of water in different activities.	Water, Uses of water. Water sources, Water bodies, clean water for drinking, Water for plants and animals. Use of water in different activities.	Child's daily life experience, local knowledge.	Listing the sources of water, Exploring by asking questions from elders or people around, Discussion.
	8. From Here to There	Need for travel, travel within the locality and beyond Different modes of transport; short distance, long distance, newer ways of traveling.	Different modes of transport- Journey by trains-Scenes; Sounds, noise etc. Different vehicle we travel, emergency vehicles,	Pictures of modes of transport.	Collect pictures of different modes of transport; classify them into different types of transport; Make a list of water transport in J&K.
	9. Work We Do	To meet basic needs human beings make things; , important buildings and their role e.g. Shop, Hospital etc , clock and time , activities we do at a particular time.	Different occupations, important buildings and their role idea of working time and leisure time ,	local knowledge.	Discussion on different kinds of works and buildings.
	The Story of Food	roles in the family, Cooking and gender/ caste.	Family members and the work they do, cooking food, different types of food.	Everyday experience, local knowledge.	Discussion. Listing of food items bought from the market/grown at home.
U3	Families Can Be Different	Who all live with you at home? How are they related to each other? Do you have relatives who do not live with you? Have they always been there?	Concept of a family; diversity in family types; Ideas about relationships; Activities done together in the family, Simple family tree (three generations).	Child's daily life experience; Family members.	Observation, enquiry about family relations from adults, discussion.
	Our Friends – Animals	Exploring children's ideas of an 'animal, Human-animal relation, pet animals	Animals as our friends- Compassion for animals, Sensitivity about cruelty to animals, pet Animals. Different modes of feeding of Animals.	Child's daily life experience, observation, stories/ poems on animals	Observation of diversity of animals around you, listing, Discussion about what they eat, where they live relative size of animals they have seen, pictures in books, animals heard about. Drawing pictures of favourite animals.
T2	Drop by Drop	Measurement of volume in terms of non-standard units such as buckets, pots, etc. Estimates of quantities used for different domestic activities; safe handling of water.	Water scarcity-wastage and recycling- Water harvesting, judicious use of water.	Child's daily life experience, bottles of Different shapes / sizes / materials.	Drawings of different containers. Measurement activities; demonstration to help the understanding of conservation of volume. Touching

		Containers made of different shapes and materials to store water for different purposes; Conceptual development of conservation of volume.			different containers and discussing about their material.
	Flying High	Exploring children's ideas of birds-their living places, eating habits, common features like feathers and sounds produced by them.	Birds and their sounds; Beaks; eggs; food or Feeding habits.	Child's daily life experience, observation, Stories / poems on birds.	Drawings of birds; mimicking different neck movements and sounds of birds, collecting feathers.
	Games We Play	Leisure; games in school and outside, past and present; for some play is work.	Leisure- games in school and outside-past and present-for some play is work, Traditional games (brief idea).	Traditional and local games; folk toys.	Listing, classifying indoor and outdoor games.
	Left- Right	Introduction to the concept of giving directions with respect to any landmark; also a preliminary mapping process, further use of use of symbols, use of a scale.	Concept of Directions- mapping-Symbols and Signs.	Local map /chart of the school and its neighborhood.	Roadmap from home to school.
	Here Comes a Letter	Communication, communicating with someone who is away from home. Technology.	Communication-Letters- people associated with post office- uses of telephone.	Letter, mobile etc.	Assignment: To ask students to enlist modern means and ways of communication.
	A Beautiful Cloth	Cloth , designs on cloth, colours of cloth, effect of culture and weather on cloth.	Diversity in types of clothing we wear, designs on cloth, cloth having different colours	Local dresses.	Ask questions regarding dresses students wear on the days of festivals.
	Web of Life	Interdependence of things in the environment.	Man surrounded by environment, Day: sun, light, water, animals, plants Night: moon, stars, rats, house.	Daily Experience.	List the things we get from animals, plants, water and soil.

درجہ سوم بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوان	تدریسی طریقہ کا روشنی	آموزشی ماحصل
نبراول: ۲۵ نومبر سے ۳۰ نومبر تک	حمد چنار	طلباء میں سننے، بولنے اور پڑھنے کی معیاری صلاحیت پیدا کرنے کے لیے سوالات کا استعمال جن سے تفہیم اسباق بھی ہو جائے۔ نیز تصاویر دکھا کر معلم اپنے طریقہ تدریس کو اور دلچسپ بنا سکتے ہیں۔ صحیح تلفظ اور ترنم کے ساتھ پڑھائی۔ روزانہ صفحہ کا اہتمام اور الفاظ کے کھولنے کی مشق کرانا۔	طلباء اپنی بات کو خود اعتمادی اور روانی کے ساتھ اپنی زبان میں کہتے اور لکھتے ہیں۔
نوروم ۱۶ اپریل سے ۲۱ اپریل تک	حضرت محمدؐ کوئل ہمسایہ	اسباق کی مکمل تدریس مع تفہیم، اس ضمن میں معلم مشقی سوالات کے جوابات طلباء سے تلاش کرائیں گے۔ ہر سبق کے ذریعے انسانی اقدار کو اجاگر کریں گے۔ مشقی سوالات کے علاوہ حضرت محمدؐ سے متعلق طلباء کو زبانی سوال و جواب کے ذریعے معلومات بڑھائیں گے۔ معلم طلباء کو اسم، کلمہ اور مہمل کے بارے میں بھی جانکاری فراہم کریں گے۔ طلباء کو مذکر مونث کے حوالے سے متعلق جانکاری فراہم کی جائے گی	طلباء اپنے آس پاس میں پائے جانے والے چند پرندوں کے نام جانتے ہیں۔ اسم کے کہتے ہیں یہ جانتے ہیں مذکر اور مونث میں فرق کر سکتے ہیں

<p>طلباء کسی کھیل تماشہ کے بارے میں بیان کرتے ہیں۔ چند کھلاڑیوں کے نام جانتے ہیں۔ طلباء واحد جمع جانتے ہیں۔ لظم وغیرہ کو ترنم کے ساتھ پڑھتے ہیں۔</p>	<p>تفہیم اسباق، مناسب لب و لہجہ میں لظم کی قرأت کرنا (ترنم میں) عملی قواعد سکھانا، فعل کے بارے میں جانکاری دینا۔ مذکر مونث، حروف، واحد، جمع۔ لفظوں کو الٹ کر نئے لفظ بنانا سکھانا۔ روزانہ صفحہ لکھوانے کا اہتمام کرنا۔</p>	<p>ہمارے کھیل راکھی کا تہوار برسات عید الفطر</p>	<p>میقات اول ۴ جون سے ۱۴ جون تک</p>
<p>طلباء خوشخط لکھتے ہیں۔ سنی ہوئی باتوں اور دیکھی ہوئی چیزوں کے متعلق اپنے تاثر کا اظہار کرتے ہیں</p>	<p>اسباق کی مکمل تفہیم و تدریس۔ چھوٹے چھوٹے جملے بنانا۔ حروف ملا کر لکھنے کا فن۔ کلمہ اور مہمل کے بارے میں جانکاری فراہم کرنا۔ لظم کو ترنم کے ساتھ پڑھانا۔ مذکر اور مونث سکھانا اور روزانہ صفحہ لکھوانے کا اہتمام کرنا۔</p>	<p>حضرت علیؓ بادل اور تارے حبہ خاتون</p>	<p>نوسوم ۱۶ جولائی سے ۲۱ جولائی تک</p>
<p>طلباء لظم کو ترنم میں پڑھتے ہیں۔ طلباء کئی جانوروں کے نام بول سکتے ہیں۔ کسی بھی عنوان پر چند جملے لکھ سکتے ہیں یا گفتگو کر سکتے ہیں۔ اپنی پسند اور نا پسند کا اظہار کرتے ہیں۔</p>	<p>اسباق کی مکمل تفہیم و توضیحات کے ساتھ روزانہ صفحہ کا اہتمام کرنا۔ متضاد الفاظ کی جانکاری فراہم کرنا۔ حروف کو جوڑنے اور توڑنے کی مشق کروانا۔ روزانہ صفحہ لکھوانے کا اہتمام کرنا۔</p>	<p>ہمارا وطن نخا خرگوش ابوالکلام آزاد اٹھ باندھ کر کیوں ڈرتا ہے لیچر</p>	<p>میقات دوم ۱۵ اکتوبر سے ۲۵ اکتوبر تک</p>

مضمون: کاشٹر جماعت: تہتم

Course/Period	Content	Learning Outcome (پیکھن تر)
یونٹ اکھ	آواز تہ آواز نشانہ، دُعا (نظم)، گلاؤ شری	مداءے اچھرن ہنر زان - دینہ آستین سبق ہنر سوان ہنر جواب لکھن - نو لفظ بناؤ - لکھن پٹھہ ژو رتوہ دُسن - پچہ ا / لا آواز پکھناؤ -
یونٹ ب	سوئھ، بولہ، سون وطن	دینہ آستین سبق ہنر سوان ہنر جواب لکھن - پشن ہنر ناو لکھن - اچھر رلا وھ نو لفظ بناؤ - (سوئس) پٹھہ سھہ جملہ لکھناؤ - مداءے اچھرن ہنر ژو ر وناو - شکلہ و جھہ لفظ رلاؤ - سہل سہل جملہ لکھناؤ - وچ پائ ر زان شری دُسن - گنہ اکس چیز متعلق شری پانے پاوھ جملہ لکھن پکھناؤ - او تہ او آواز پکھناؤ -
فہرم اکھ	سون بدن، بدی صفا، چارو اے، ماحول تھان صاف	دینہ آستین سبق ہنر سوان ہنر جواب لکھن - لفظن ہنر اچھرن یون یون کرؤ - جسمہ کین انگن ہنر ناو لکھناؤ - مداءے اچھر وناو س مزانو - نو جملہ بناؤ - اکہ پٹھہ تر بس نام لفظن مزانو لکھناؤ - گنہ تہ موضوع پٹھہ شری بحث کرناؤ - بدیہ کین انگن ہنر شکلہ کاپی پٹھہ بناؤ تہ تہمن جھلف رنگ کرؤ - او تہ او آواز پکھناؤ -
یونٹ ترے	شر تہ چھپ پوٹر، درگور، لالچ	دینہ آستین سبق ہنر سوان ہنر جواب لکھن - لفظ رلا وھ لوکڑ موکڑ شری باتھ کپو / لفظ رلا وھ نو لفظ بناؤ - دینہ باناوارن تہ چارواہن ہنر ناو لکھناؤ - شری گندن تماشو تر رنہناؤ - دلیلہ بوزناوہ -
فہرم ب	رڈ عادت، ایڈن، سہین، آلو	دینہ آستین سبق ہنر سوان ہنر جواب لکھن - بچن قدر خوش خط لکھن مزان پاد کرن - نوین لفظن ہنر زان تہ لکھن پٹھہ ژو رتوہ دُسن - رشتن متعلق زان دُسن - ماحولس پٹھہ بچن تہ کتھ کرؤ - گوڈ لوگ تہ پتہ لوگ، صحیح چھار کتھ غلط سوال کرناؤ - چارواہن تہ کیاہ سلو کھو کرن تہ اتھ پٹھہ شری کتھ باتھ کرناؤ - اے، اے، لبہ آواز پکھناؤ -

Syllabus for

CLASS 4th

Content Load	Diagonal Linkage for class 4 th				
	Evaluation				
	Unit 1	Unit 2	Term 1	Unit 3	Term 2
Unit 1=10%	6%	...	4%	...	...
Unit 2=20%	...	14%	6%	...	...
Term 1=20%	...	...	20%	...	...
Unit 3=15%	...	...	...	10%	5%
Term 2=35%	...	...	...	...	35%
Total= 100%	6%	14%	30%	10%	40%

Course	Contents	LEARNING OUTCOMES	Suggested Pedagogical Processes and Tips for teaching (Note: the teacher is suggested to adopt any of the following pedagogical approaches to achieve the given learning outcomes or any other innovative approach best suited to his/her context.)	Scheme of Assessment
Unit I	1. Budsha - The Great 2. The Blind Boy	The learner – <ul style="list-style-type: none"> participates in role play, enactment, dialogue and dramatisation of stories read and heard listens to simple instructions, announcements in English made in class/school and act Accordingly enrich vocabulary in English mainly through telling and re-telling stories/folk tales writes/types dictation of short paragraphs (7-8 sentences) Use of punctuation marks/ use of link words. 	The learner may be provided opportunities in pairs/groups/ individually and encouraged to – <ul style="list-style-type: none"> participate in role play, enactment, dialogue and dramatisation of stories read and heard. listen to simple instructions, announcements in English made in class/school and act accordingly. participate in classroom discussions on questions based on the day today life and texts he/she already read or heard about. 	The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in terminal exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.
Unit II	1. Mansar Lake 2. All Things Bright and Beautiful 3. Ladakh, the Land of Passes	<ul style="list-style-type: none"> participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc Listens and speaks briefly on a familiar issues like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela or a hill station learn English through posters, charts, etc., in addition to books and children's literature start using dictionary to find out spelling and meaning Corrects sentences having grammatical errors 	<ul style="list-style-type: none"> learn English through posters, charts, etc., in addition to books and children's literature read independently and silently in English/ Braille, adventure stories, travelogues, folk/fairy tales etc. understand different forms of writing (informal letters, lists, stories, diary entry etc.) learn grammar in a contextual and integrated manner and frame grammatically correct sentences. notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. 	
Term I	1. Resting on a Bridge 2. With A Little Bit of Luck 3. An Evening Prayer	<ul style="list-style-type: none"> read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. shares riddles and tongue-twisters in English. expresses orally her / his opinion / understanding about the story and characters in the story, in English/ home language. recites poems individually/ in groups with correct pronunciation and intonation. understand different forms of writing. (informal letters, lists, stories, diary entry etc.) learn grammar in a contextual and integrated manner and frame grammatically correct Sentences. notice the use of nouns, pronouns, adjectives, 	<ul style="list-style-type: none"> enrich vocabulary in English mainly through telling and re-telling stories/folk tales. start using dictionary to find out spelling and meaning. practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. infer the meaning of unfamiliar words from the context. take dictation of words /phrases / sentences/ short paragraphs from known and unknown texts. 	

		<p>prepositions and verbs in speech and writing. and in different language activities.</p> <ul style="list-style-type: none"> • take dictation of words/phrases/ sentences / short paragraphs from known and unknown texts. 	<ul style="list-style-type: none"> • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/pictures/comic strips with or without words and interpret them. • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. 	
Unit III	1. Tom and his New Medicine 2. The Naughty Boy 3. Against Idleness and Mischief	<ul style="list-style-type: none"> • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. • infer the meaning of unfamiliar words from the context • develops imagination/creativity through story telling. • recites poems (Clearly and Fluently). 		
Term II	1. From Alice in Wonderland 2. Robin Hood 3. Foreign Lands 4. Be Adventurous 5. What Animals Do	<ul style="list-style-type: none"> • look at cartoons/pictures/comic strips with or without words and interpret them. • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. • develops language through conversation and storytelling. 		

Note: The teachers shall apply different methods and materials to enable children develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through a variety of activities viz. games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing, etc. that are imbibed through Art Integrated Learning Approach.

Course	Contents	LEARNING OUTCOMES/ GOALS
Unit I	Building with Bricks	To be able to identify different patterns, faces and shapes of bricks. To be able to know how the edges of bricks is used to make triangles, arches, dome. Etc. To be able to know how bricks are made.
	Long and Short	To be able to estimate the distance between the objects. To have the understanding of different units of length and their use.
Unit II	A Trip to Bhopal	To be able to count numbers in tens, hundreds and thousands. To be able to measure time in hours, days and years. To be able to divide, multiply, add and subtract Numbers. To be able to solve puzzles on given Numbers.
	Tick Tick Tick	To have the understanding of time. To be able to both analogue and Digital clocks. To be able to compare 12 and 24-hour clock. To have the concept of Morning, Mid-Day, Evening, Night, After Noon, Before Noon.
Term I	The Way the World looks	To be able to recognize things that look different difficulty in shape and size when looked from different views, distances and angles. Should learn about different direction and there relative positions.
	The Junk Seller	To be able to multiply; One digit by one digit, Two digit by one / two-digit, Three digit by one / two / three-digit numbers To understand the terms: Buying, Selling, Profit, loss, costly, cheap, etc.
	Jugs and Mugs	To have the understanding of volume. To have the understanding of litre and milli-litre. To be able to measure the liquid quantities through different measuring vessels.
Unit III	Carts and Wheels	To have the understanding of circular shapes. To be able to identify radius, diameter, circumference in different circular objects. To be able to find the centre of circular objects through different activities. To be able to identify circular objects from the environment and the estimation of their radii and circumference.
	Halves and Quarters	To have the conceptual understanding of fractions. To be able to divide different objects into two/three/four/..... equal parts.
Term-2	Play with Patterns	To be able to recognize different patterns. To have conceptual understanding of coding and decoding by using letters for numbers and vice versa.
	Tables and Shares	Conceptual understanding of multiplication through activities. To be able to use multiplication in different problems. To have the concept of division. To be able to divide a two-digit number by a single digit number.
	How Heavy How light	To have the concept of mass. Units of Mass. To be able to weigh different quantities using different measuring units. To be able to compare heavier and lighter objects using different activities.
	Fields and Fences	To have the understanding of perimeter. To be able to calculate the perimeter of tabletop, wall, floor, book, etc Concept of area and its estimation using geoboard / square grid paper.
	Smart Charts	To have the understanding of data. To be able to collect data and be able to organize the same in tabular form.

Class: 4th

Subject: EVS

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U1	Going to School	Concept of different roads. Different types of bridges. Use of animals for transport; sensitivity towards animals. Using Shikara, horse- cart, bullock-cart or bicycle to go near places like school. Roads in different seasons like in rainy season or in winter.	Why going to school, Different modes of reaching school, difficulties faced in different terrains.	Child's daily life Experience.	Make different paths by using bricks and stones and then walk on them. Try to make a map of a short – cut way to your school.
	Chuskit Goes to School	differently abled/ children with special needs ,Sensitivity to people who are differently abled/ children with special needs ,Empathy with them.	Chuskit is a differently abled girl, wheel-chair, eager to go to school, Sensitivity to people who are differently abled/ children with special needs, Empathy with them.	"Meri bahen sun nahin sakti" a book by Bharat Vigyan Samiti or any other material on differently abled children.	visiting any local institution that deals with the differently abled children. Make a list of ways by which you can help a C.W.S.N in your school.
U2	Living and Non- living Things	Living and Non-living Things, recognizing Living and Non- living Things, features of Living and Non-living Things.	Characteristics of living and non-living things plant movements, preparing of food by plants.	Daily experience.	Daily experience.
	Ear to Ear	Exploring children's ideas of an 'animal'. Exploring children's to different body parts of animals. Animal body features: animals have external ears, hair on their body, animals laying eggs, Animals giving birth to young ones.	Some animals have external ears, hair on their body, animals laying eggs, animals giving birth to young ones.	Child's daily life experience, Observation, stories/ poems on animals.	Activity: Collect pictures of animals with/ without hair. Observation of diversity of animals around you, listing, Drawing pictures of favourite animals.
	From the Window	Different land forms, languages, clothing, food habits.	Travel by train- its description, different people, their clothing, language, train crossing tunnel, river etc.	Travelogue describing the place they have come from; description of a train / ship / plane journey.	Reading and listening, discussion, writing about a traveling experience of oneself or visiting relatives.
T1	Changing Families	Change with time in people residing together. changes in family (e.g. due to birth, marriage, transfer, etc.). Family tree today. From the mother's body; mother-child relationship; Discussion: Equal importance of baby girl and boy, Social evil of early marriages.	Relationships change with time – Family tree, different events in family.	Kya tum meri amma ho? (NBT story).	Discussion: Equal importance of baby girl and boy, Social evil of early marriages. Write a [paragraph on your importance in your family.

	Safe Drinking Water	Natural sources; inland water and sea water; potable water; diarrhea and other common water borne diseases, safe handling of water, purification of water. Different public activities at water bodies; protection of water bodies. Water fit for drinking.	Natural sources, inland and sea water-Safe handling and use of water- purification of water Activity: Observe sources of water in your vicinity.	Film, photographs of dams / canals / tanks / ponds etc., local knowledge.	Campaign: Awareness through rallies by students for safe drinking water. Discussion, and writing letters / making posters highlighting the misuse of the water body. List of water – borne disease in Kashmir.
	A Busy Month	Birds, Birds make nests for laying eggs. Nesting habits of different birds vary. Different materials are used for nests.	Birds make nests for laying eggs - Nesting habits of different birds vary-different material are used for nest-birds have different teeth, beaks, claws and feet for different needs.	Child's observation; visuals; nest of any bird.	Activity: Collect details including pictures of birds found around us.
	A visit to J & K	Socio-cultural background of J & K.	Life and culture of Jammu and Kashmir State.	Local knowledge.	Activity: Write sentences on culture of J & K. Make a project on copper utensils of J&K.
U3	How Days and Nights are Formed	Planet-Earth, rotation, revolution, Formation of days and nights.	Formation of days and nights, movement of earth.	Pictures , models etc.	Experiment : formation of days and nights using a torch/candle and a ball/globe.
	Abdul in the Garden	Plants need water; roots absorb water and hold it to the ground. Roots eaten normally by people like carrots, radish, sweet potato, and during famine. Aerial roots of some plants.	Roots hold plants to the ground-Roots like carrot, radish eaten by people- Aerial roots of some plants, Plants need water.	Child's observation, information about the roots eaten by people; pictures / specimens of roots.	Observation, collection, drawing of roots of different types, Observing trees/plants whose roots are affected by activities like construction/paving/plastering.
	Eating Together	Community eating; Mid day meal (where applicable). Cultural diversity in foods associated with special occasions like festivals, family celebrations / ceremonies etc. Boarding school.	Community eating-Mid day Meal-Cultural diversity in foods associated with special occasions like festivals, concept of togetherness.	Everyday experience, local knowledge.	Discussion on occasions at which there is community eating; Activity: List foods we use on different occasions and festivals. List food items eaten in a Wazwan.
T2	Food and Fun	Taste, tongue; foods rich in Minerals and vitamins. Raw food, cooked food, boiling, steaming, roasting, frying, Baking.	Food-taste and nutrients, cooked food.	Child's daily life experience; Family members.	Observe cooking of mid-day meals.

	The World in My Home	Exploring children to good and bad. Shaking hands with children is good but no one can touch your chest or legs etc except your mother, it is a bad thing. Never take advantage of anybody's mistake.	Family as a microcosm- family values-decision making-caste, religion perceptions etc-emotional response to a caress/slap, 'good' and 'bad' touch.	Stories, religion etc.	Debate: like Is stealing ice cream in your home without permission good or bad.
	Home and Abroad	Different land forms, languages, clothing, food habits, currency, some idea of another country.	Different land forms, languages clothing, food habits, currency, some idea of another country.	Travelogue describing the place they have come from; description of a train/ship/plane journey.	Reading and listening, discussion, writing about a traveling experience of oneself or visiting relatives.
	Defence Officer: Wahida	When you dream big, you act big and when you act big, you become big.	High ambition needs rigorous hard work- Nature of job in armed forces.	Stories, videos.	Discussion on My aim in life. List of self defence activities.
	From Home to Market	How parents work to earn for your studies, journey of food.	Journey of food from field to market, then to house- fruits, vegetables, cereals, pulses, oil seeds, spices grown by farmers.	Daily experience.	Make a rate list of different food items.

درجہ چہارم بہارستان اُردو

تقسیم انصاب و میقات برائے امتحان	عنوان	مدرسی طریقہ کار و مشق	آموزشی ماحصل
بہار اول: ۲۵ نومبر سے ۳۰ نومبر تک	حمد تفاقی	اسباق کی مکمل تدریس و تفہیم تو ضیحات کے ساتھ واحد جمع، اسم اور جملے بنانا سکھانا۔ ترنم کے ساتھ پڑھنا سکھانا۔ اخبار کے تراشے، ریڈیو وغیرہ سننے اور سنانے کی ترغیب دینا۔ ہم معنی الفاظ تلاش کرنے کی مشق کروانا	طلبا، نظم، گیت، کہانی، لطیفے، ریڈیو وغیرہ سن کر اور سمجھ کر لطف اندوز ہوتے ہیں۔ لب و لہجہ کے فرق کو سمجھتے ہیں۔
ثدوم ۱۱ اپریل سے ۲۱ اپریل تک	درخت کی فریاد سچا انصاف کہنا بڑوں کا مانو	اسباق کی مکمل تدریس و تفہیم تو ضیحات کے ساتھ۔ بنیادی قواعد کی جانکاری فراہم کرنا مثلاً لفظ، کلمہ، مہمل، متضاد، اسم صفت وغیرہ۔ معنی کی مناسبت سے جملوں کو جوڑنا، لفظوں سے جملے بنانا، مختلف رشتوں کے نام بتانا، مختلف عنوانات پر دو دو چار چار جملے لکھوانا۔	آس پاس بولی جانے والی اُردو زبان کو سننے اور سمجھتے ہیں۔ اردو کی تمام آوازوں اور لفظوں کو صحیح طریقے سے ادا کرتے ہیں۔
میقات اول ۴ جون سے ۱۴ جون تک	مٹی کا تیل شیخ العالم گاندھی جی راستہ چلنے کے قاعدے	درسی اسباق کی تدریس و تفہیم اور تو ضیحات۔ بنیادی قواعد پڑھانا۔ لفظ، کلمہ، مہمل، واحد جمع، مذکیر و نا مذکر اور متضاد الفاظ سکھانا۔ اسم نکرہ، اسم معرف اور ضمیر کی جانکاری فراہم کرنا۔ مشق۔ مختلف موضوعات پر چھوٹے مضامین لکھوانا۔ لفظوں کے جملے بنانا۔ الفاظ کی جوڑ توڑ سکھانا۔	دوسروں کے خیالات کو سمجھ کر اپنے الفاظ میں بیان کرتے ہیں۔ مباحثہ اور تقریری مقابلے میں شرکت کرتے ہیں۔

		<p>نوسوم ۱۶ جولائی سے ۲۱ جولائی تک</p> <p>بڑے چلو ہوائی جہاز</p> <p>اسباق کی تدریس و تفہیم تو ضیحات کے ساتھ۔ نثر کو مناسب لب و لہجہ اور روانی کے ساتھ پڑھنے کی اہمیت کا احساس دلایا جائے اور اس سے لطف حاصل کرنے کے لیے بار بار سمجھ کر پڑھنے کی تاکید کی جائے۔ اسم نکرہ اور اسم معرفہ سمجھانا۔ جملے بنانے کی مشق۔ چھوٹے چھوٹے مضامین لکھنے کی مشق کروانا۔</p>	<p>مہقات دوم ۱۵ اکتوبر سے ۱۲ اکتوبر تک</p> <p>کسانوں کا گیت پانی بچا اور بچنوں تاج محل حضرت بل</p> <p>اسباق کی مکمل تدریس و تفہیم تو ضیحات کے ساتھ۔ الفاظ کو سمجھنے اور پڑھنے کے ساتھ ساتھ جملوں میں استعمال کروانا۔ متضاد الفاظ، ہم آواز الفاظ، زمانے کے لحاظ سے اسم کی قسمیں سمجھانا۔ چھوٹے چھوٹے مضامین لکھوانا۔ بنیادی قواعد کی مشق کروانا وغیرہ۔</p> <p>پڑھی ہوئی نظموں اور اسباق کو لکھتے اور ان پر اپنی پسندیدگی کا اظہار کرتے ہیں</p>	
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Syllabus for

CLASS 5th

Content Load	Diagonal Linkage for class 5 th				
	Evaluation				
	Unit 1	Unit 2	Term 1	Unit 3	Term 2
Unit 1=10%	6%	...	4%	...	...
Unit 2=20%	...	14%	6%	...	...
Term 1=20%	...	...	20%	...	...
Unit 3=15%	...	...	...	10%	5%
Term 2=35%	...	...	...	...	35%
Total= 100%	6%	14%	30%	10%	40%

Course	Contents	LEARNING OUTCOMES	Suggested Pedagogical Processes and Tips for teaching	Scheme of Assessment
Unit I	1. The Fowler and the Quails 2. The Idiot Box	<p>The learner –</p> <ul style="list-style-type: none"> • answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. • use the dictionary for reference. <p>Moral, Unity/harmony ---- day to day conversation, Pairs of words.</p> <p>Substitution, imperative sentences.</p> <p>Modern craze for television: humour, fun, wisdom, presence of mind.</p> <p>Animals and their homes, phrasal verbs, simple past, narration (wh- questions).</p>	<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to–</p> <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs. • participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard. • look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. 	<p>The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in term exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.</p>
Unit II	1. Birbal, the wise 2. The Shadow 3. Gulliver among the Lilliput	<ul style="list-style-type: none"> • reads independently in English storybooks, news items/ headlines, advertisements, etc. talks about it, and composes short paragraphs. • attempts to write creatively (stories, poems, posters, etc)Child's inner spirit, rhyming words, recitation of poem with proper tone pronunciation, opposite words. <p>Satire on society with an element of humour / Synonyms, reflexive pronouns Language through fun and laughter.</p>	<ul style="list-style-type: none"> • prepare speech for morning assembly, group discussions, debates on selected topics, etc. • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms. 	
Term I	1. From The Pied Piper of Hamelin 2. The Man Who Swallowed a Snake 3. You are Old, Father William	<ul style="list-style-type: none"> • conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. • writes and speaks on peace, equality etc suggesting personal views. • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers. • writes informal letters, messages and e-mails wisdom and intelligence use of had, might have, irregular verbs , narration (yes/ no type questions). <p>Language through pleasure and fun , making of compound words Sense of inclusiveness ----- use of would.....& used to...</p>	<ul style="list-style-type: none"> • understand the use of synonyms, such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context. • relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/ cultural context. • read independently and silently in English/ Braille, adventure stories, travelogues, folk / fairy tales etc. • find out different forms of writing (informal letters, lists, stories leave application, notice etc.) 	
Unit III	1. The Man Who Empowered the Blind	<ul style="list-style-type: none"> • reads text with comprehension, locates details and sequence of events. 	<ul style="list-style-type: none"> • learn grammar in a context and 	

	2. The Eagle 3. The Prodigal Son	<ul style="list-style-type: none"> • connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences Love of birds --- rhyming words Love and forgiveness of parents Prepositions ---for ,to, about, at, on etc Sense of pleasure --, rhyming words 	<p>integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.)</p> <ul style="list-style-type: none"> • use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc. 	
Term II	1. The Fountain 2. The Cat's Paradise 3. Paper Boats 4. Pangong Tso 5. This Land of Ours	<ul style="list-style-type: none"> • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers • writes a 'mini biography' and 'mini autobiography' • reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries • appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc Animal story -----concept of clause Childhood memories (Innocence) Love for country Dialogue learning (short form of words) -- won't , shan't, etc 	<ul style="list-style-type: none"> • take dictation of sort texts such as lists, paragraphs and dialogues. • enrich vocabulary through crossword puzzles, word chain etc. • look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. • write a 'mini biography' and 'mini autobiography'. 	

Note: The teachers shall apply different methods and materials to enable children develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through a variety of activities viz. games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing, etc. that are imbibed through Art Integrated Learning Approach.

Course	Contents	LEARNING OUTCOMES/GOALS
Unit I	The Fish Tale	To have knowledge about different sizes, shapes and weights of fishes. Must be able to compare between sizes of fishes with other organisms. To be able to learn to learn comparative assessment of numbers and speed. To be able to measure distance, speed and time when two of the three numbers are given. To be able to understand large numbers like lacs, crores, etc. understand the concept of selling and buying.
Unit II	Shapes and Angles	To have Concept of shape, size and the angles. To have the concept of line segments and parts of angle.
	How Many Squares	To have Understanding of perimeter. To be able to calculate the perimeter of rectangle, square etc..
	How Many Squares Parts and Wholes	To have the concept of area. To be able to calculate the area of rectangle and square using geoboard. To have Understanding of the parts of the whole.
Term I	Be My Multiple I will be your factor	To have the understanding of multiples understanding of Common factors.
	Can you see the pattern	To have the understanding of patterns (Number patterns and picture patterns).
	Tenths and Hundredths	To have the understanding of decimals. To be able to compare decimals and fractions. To be able to represent fractional graphically.
	Does it Look Same	To have Understanding of Equivalent fractions and their graphical interpretation. To have the concept of mirror images of different English Alphabet. To be able to Add, Subtract and multiply the fractional numbers. To have the understanding of the similar figures.
Unit III	Mapping your Way	Should understand the need for a scale. Understand the use of cardinal direction on maps and sketches. To be able to measure length, breadth and area. To be able to understand the nearer, farther point from a reference.
	Boxes and Sketches	To have concrete concept of area. (Geo board may also help). To be able to construct the cube, cuboid, cone, cylinder using charts/ papers.
Term II	Area and its Boundary	To be able to understand the different dimensions of the figure by using different scales. To be able to measure length, breadth and height by different activities.
	Smart Charts	To have the understanding of different charts. To be able to frame different charts from the environment.
	Way to Multiply and Divide	To be able to divide a number by another numbers.
	How Big How Heavy	To have the conceptual understanding of weight and volume of the different objects.

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U1	Super Senses	Sense, Sense organs, Explain the super senses And unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.	Sense organs-Comparison with humans - activities such as eating, sleeping, seeing, hearing, smelling etc.	Child's daily life Experience.	observe animals for the unique/unusual sense of sight, smell, hear, sleep, and respond for etc. and their response to light, heat, sound etc. List reason why dogs are used for guiding.
	From Tasting to Digesting	Tasting food; chapatti / rice becomes sweeter on chewing; digestion begins in the mouth; glucose is a sugar. Proper food-every child's right.	Tasting food becomes sweeter on chewing-Digestion begins in the mouth. Glucose is a sugar; Proper / Balanced food,	Child's experience; some samples of food items; story of someone on a glucose drip.	Discussion; importance of proper chewing of food, improper food habits Make a list of taste of different food items we eat during the day.
U2	Seeds and Seeds	Seed germination, root and shoot axis, baby plant, storage of food in the seed; seed dispersal.	Seed germination, root and shoot axis, baby plant, storage of food in the seed, seed dispersal, germinating time for different seeds.	Seeds, germinated seeds	Activity" Detect condition suitable for germination. Assignment: Students to collect different seeds. Activity: "Chana germination.
	Experiments with Water	Basic observations and classification related to floatation and solubility in water; oil and water are liquids that do not mix; basic concepts about liquids; litre as unit of measurement of volume.	Basic observation and classification related to floating and Sinking... solubility in water-oil and water are liquids that do not mix, basic concepts about liquids.	Various materials to experiment with, such as, sugar, stone, oil, salt, sand etc. Story of the donkey and the salt/cotton bag.	Hands-on activity to observe solubility in water, floatation; discussion, interpretation.
	Our Health Services	Health Mela, Red Cross Society, Blood Bank, mobile van, diseases, vaccination.	Community health services-its different types. Activities on Health awareness to be done, Vaccination.	Pictures etc.	Request your BMO to send a team of doctors for general checkup of students.
	A Treat for Mosquitoes	Stagnant and flowing water; mosquitoes and malaria. Blood test, Anaemia, bad habits invite mosquitoes and mosquitoes invite diseases.	Malaria-causes-detection and preventive measures, Anaemia.	Health worker or a doctor. Newspaper articles on malaria etc.	Interaction with a community doctor; observation of site of stagnant/flowing water. Make a list of ways by which we can protect ourselves from mosquitoes.
T1	First Aid	First Aid, Cuts and burns, heat stroke, bleeding nose, insect bite: Do's and Don'ts.	First aid, its components – situations necessitating first aid.	First Aid kit.	Check the various components of First Aid and memorise them. Make a first aid box for you class.
	Rocks and Minerals	Rock, main types of rocks: igneous, sedimentary, metamorphic rocks, minerals, minerals contained in rocks, petroleum.	Rocks, types-minerals and metals.	Local knowledge.	Collect different types of rocks Make a list of rocks used in making jewelry.
	Up You Go!	Mountains, expeditions and the spirit of adventure; some idea of training for high altitude.	Mountains, expeditions and the spirit of adventure-some idea of training for high altitude.	Excerpt from the autobiography of Bachendri Pal.	Climbing a nearest hill Tracking in a nearby Hill.

	A Shelter So High	Variation in shelter: regional difference, difference due to climate and materials available, economic status, etc. Need for living close to others, the idea of neighborhoods.	Variation in shelter -regional difference-difference due to climate and material available, economic status.	Different houses in different climates and regions. Pictures of villages, colonies etc.	Assignment: Collecting cut outs of different houses from newspapers, pasting them on charts and discussing them. Write and draw the area you live in, find out about people who work for everybody.
	The Earth	Earth, formation of Earth, Layers of Earth, how mountains are formed? Volcano, earthquake, Formation of days and nights, seasons-its effects on us-Solar and lunar eclipses.	Earth-its structure-earth quakes, its causes – Formation of days and nights, seasons – its effects on us-Solar and lunar eclipses.	Videos.	Activity: Making a model of earth showing crust, mantle and core inside the earth.
U3	When the Earth Shook!	Difficult times, Disaster and trauma of losing one's home; community help; Hospitals, police stations, ambulance, shelters, fire station, first aid.	Disasters and trauma of losing one's home-community help; Relief and Rehabilitation; Preventive and precautionary measures to adopt during disasters.	Newspaper clippings.	Discussion, finding out about the hospital, police station, fire station, etc. Make a project on your own experience of an earthquake.
	Across the Wall	Importance of team spirit in games, gender stereotyping. Some idea of other countries and national teams. Gender, class stereotyping in play.	Importance of team spirit, obedience -gender, class stereotyping in play different types of games.	some national and international players.	Prepare your team and organize a cricket tournament in our school.
	Like Father, Like Daughter	family influences (traits/ features /habits / practices), need for living together.	Relationships-Impact of larger socio economic forces are changing family structure, resemblances in the family, traits.	Local examples , twins.	List some traits and habits that you got from your mother and father.
T2	A Seed Tells a Farmer's Story	germination of seeds, conditions suitable for germination, grains to roti, Improvements and changes in growing crops-over use of natural resources.	Improvements and changes in growing crops-over use of natural resources.	Child's daily life experience, observation, stories/ poems on birds.	Activity : Study germination of seeds, experiment to determine conditions suitable for germination; Observations in any farm Discussion with farmers on crop yields from different seed varieties.
	Whose Forests	Forest, Right to forest act, Public / private ownership of trees/forests. Sacred groves; people's movements to protect their forests.	Tribal life-effects of deforestation-communities dependent on forest produce.	Poetry regarding forests.	survey and identify any 'green belt' in your neighbourhood. Discussion: Timber smuggling, a curse for J&K forests.
	On the Move Again	On different types of farmers. Hardships faced by subsistence farming, including seasonal migration. Need for irrigation, fertilizers How to overcome difficulties associated with migration etc. Many have to stay away from their families to feed their families.	Shifts in habitation-migration-Associated difficulties.	Story of a child missing school because of his/her family's seasonal migration.	Discussion : e.g. job for which father stays away from family for months.

	Who will do this Work?	Dignity of Labour Dependence of society on such essential services. Choice of work as a societal value.	Dignity of labour - dependence of society on such essential services.	Sayings of great people.	Activity: Encouraging children for self help. Do cleaning in your school.
	Sunita in Space	The sky in the day and night. Basic exposure to the aerial view of the earth, sunrise, moonset, moonrise, spaceship, living in space.	The sky in the day and night- basic exposure to the aerial view of the earth.	Story of Rakesh Sharma/ Kalpana Chawla.	Imagine yourself in a spacecraft giving an interview about what you see from there!
	Air: Its Uses and Pollution	Air, Importance of air, pressure, constituents of air, air pollution, Sources of Air Pollution.	Air, composition, uses-Pollution, sources, effects, measures to check it.	Newspaper cuttings, daily life experience.	Project: Enlist the Sources of Air Pollution in the surroundings.
	Clothing and Culture	Developing sensitivity among students towards their culture, Cultural diversity of India.	Diversity in culture- environment effects culture.	Pictures.	Discussion: Respecting cultural diversity.

درجہ پنجم بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوان	مدرسی طریقہ کار و مشق	آموزشی ماحصل
براول: ۲۵ نومبر سے ۳۰ نومبر تک	بچے کی دُعا انصاف	اسباق کی مکمل تدریس و تفہیم، صحیح تلفظ کے ساتھ مشقی سوالات مکمل کرانا تو ضیحات اور مرکبات کی مشق کرانا۔ گرامر۔ واحد جمع، کلمہ مہمل، متضاد الفاظ اور اسم کی جانکاری دینا	پڑھے ہوئے سبق کے بارے میں اپنے خیالات کا اظہار کرتے ہیں نظموں اور گیتوں کو ترنم میں پڑھتے ہیں
فردوم ۱۶ اپریل سے ۲۱ اپریل تک	انٹرنیٹ گفتگو کے آداب تصویر کشمیر	اسباق کی تدریس و تفہیم صحیح تلفظ کے ساتھ۔ مشقی سوالات۔ تذکیر و تانیث۔ محاورات۔ مکالمہ بازی۔ متضاد الفاظ، واحد جمع۔ اسم، فعل، حرف، کلمہ اور مہمل کی جانکاری دو بارہ فراہم کرنا۔ درخواست لکھوانا۔	اپنے خیالات کو مربوط اور اعتماد کے ساتھ پیش کرتے ہیں۔ قواعد کے اعتبار سے جملوں کو صحیح طریقے سے ادا کرتے ہیں
میقات اول ۴ جون سے ۱۴ جون تک	دوستی بابا غلام شاہ بادشاہ سُدھ مہادیو ریل گاڑی	اسباق کی تدریس و تفہیم تو ضیحات کے ساتھ۔ دیئے گئے اسباق کے قواعد کی تقاضے پورا کرنا۔ مشقی سوالات کو مکمل کرنا۔ مصرع اور شعر سے واقف کرانا۔ مکالمہ بازی۔ بناوٹ کے لحاظ سے اسم کی جانکاری فراہم کرنا	نظم اور نثر کو درست لب و لہجے اور روانی کے ساتھ سمجھ کر پڑھتے ہیں۔ درسی کتابوں کے علاوہ دوسری کتابوں کو بھی پڑھتے ہیں

<p>فوسوم</p> <p>۱۶ جولائی سے ۲۱ جولائی تک</p> <p>گرونا تک</p> <p>ہوا</p> <p>بی بی فاطمہ</p>	<p>اسباق کی مکمل تدریس، تفہیم، توضیحات کے ساتھ</p> <p>مشقی سوالات مکمل کرنا</p> <p>بلند خوانی اور خاموش خوانی</p> <p>اسم اور اس کے اقسام</p> <p>واحد جمع، مذکیر و تانیث، متضاد الفاظ، اسم صفت کی جانکاری</p>	<p>طلباء اپنے خیالات، تجربے اور تخلیقی صلاحیتوں کا اظہار</p> <p>تحریری شکل میں کرتے ہیں</p>
<p>میقات دوم (۱۵ سبق)</p> <p>۱۵ اکتوبر سے ۲۵ اکتوبر تک</p> <p>لداخ سے ایک خط</p> <p>ڈاکٹر امید کر</p> <p>میری کیوری</p> <p>شام</p> <p>قلعہ باہو</p>	<p>دیئے گئے اسباق کی مکمل تفصیل و تشریح، الفاظ کو جملوں میں استعمال</p> <p>کرنا، مشقی سوالات مکمل کرنا، بلند خوانی اور خاموش خوانی</p> <p>اضداد، اسم، فعل، حرف، واحد جمع، مذکیر و تانیث، چند حروف کا</p> <p>استعمال۔ خط لکھنے کی جانکاری۔ وغیرہ</p>	<p>اپنے خیالات کو اعتماد کے ساتھ پیش کرتے ہیں۔</p> <p>خط لکھنا جانتے ہیں</p>

کاشتر مضمون پانژمہ جمائاباچہ

عنوان	پرباوتنگ طرحہ تہ کام	پنچھن تر
<p>وئٹ اکھ</p> <p>۲۵ نومبر پنچھ ۲۰ نومبر تام</p>	<p>دوبہ آحتبن سبقن ہند بن سوالن ہندی جواب لیکھن۔ ماوت کتھ چہر</p> <p>ومان تیج زان وڈی۔ گنہ تہ موضوعس پٹھ پانوه پانوه جملہ</p> <p>تیکھناوڈی۔ گشپر ہند بن پانوں بزرگھائرن ہندی نا ویکھناوڈی۔</p>	<p>دعا (لظم)</p> <p>شیخ العالم</p>
<p>وئٹ پڑ</p> <p>۱۳/۱ اپریل پنچھ ۲۱/۱ اپریل</p> <p>تام</p>	<p>دوبہ آحتبن سبقن ہند بن سوالن ہندی جواب لیکھن۔</p> <p>ماحول کتھ روز صاف اتھ سلسلس منر شری پانی پانے سوچناوتھ پراں۔</p> <p>پانوه جملہ لیکھناوڈی۔ جمائنا تیج زان وڈی۔ متضادلفظ پنچھ ناوڈی۔</p> <p>اچھر راکھ وٹھ لفظ بناوڈی۔ لظم ترنمس منر پڑی پنچھ ناوڈی۔</p>	<p>ماحول</p> <p>کتھ</p> <p>اسی شری</p>
<p>ژم اکھ</p> <p>۱ جون پنچھ ۱۳ جون تام</p>	<p>دوبہ آحتبن سبقن ہند بن سوالن ہندی جواب لیکھن۔ معنی دار جملہ</p> <p>بناوڈی۔ صحیح ترنمس منر جملہ لیکھن۔ لفظ تملسن منر ورتاوڈی۔ شر بن منر</p> <p>درخاس لیکھنگ فن پادکزن۔ مختلف ناوت بن منر زان وڈی۔ محاور پنچھ</p> <p>ناوڈی۔ اکہ پٹھ ہند بن تام گزند پرباوڈی تہ لیکھناوڈی۔</p>	<p>شاہد رہ شریف</p> <p>کمپیوٹر</p> <p>عہد</p> <p>ہیر تھ</p>

<p>یونٹ خزانے</p> <p>۱۶ جولائی ۱۶ جولائی</p> <p>نام</p>	<p>سون وطن (نظم)</p> <p>کاپس</p> <p>وقاداریا ر</p>	<p>دنیہ آحتمین سبقن ہند بن سوالن ہندی جواب لیکھنی:</p> <p>نظم ترنمس مفر پر فی ہنچہ ماؤ فی تہ شعرن ہند نثر لیکھن پچھناؤ فی -</p> <p>واحدناؤ تہن تہ جمع ناؤ تہن ہنز زان - اشارناؤ فی ہنچہ ماؤ فی - لفظن</p> <p>مملہ بناؤ فی - کنبہ تہ عنوانس پتھہ کیثہہ ہملہ لیکھ ماؤ فی مگر عنوان گوہ</p> <p>ضرور آسن - پیراگراف لیکھن ہنچہ ماؤ فی - صفت کتھ چہ ومان تیج</p> <p>زان و فی -</p>	<p>نثری چہ ترنمس مفر پر ان -</p> <p>ہم چہ واؤ حدناؤ تہن تہ جمع ناؤ تہن مفر فرق کران -</p> <p>لفظن چہ ہملہ تہ بناوان -</p>
<p>ٹرمز</p> <p>۱۵ اکتوبر ۱۵ اکتوبر</p> <p>نام</p>	<p>کشتوار</p> <p>کور بن ہندی کارنامہ</p> <p>وید (نظم)</p> <p>زالن گیس ورتاؤ تک طریقہ</p> <p>مہاراجہ گلاب سنگھ</p>	<p>دنیہ آحتمین سبقن ہند بن سوالن ہندی جواب لیکھنی - چھٹی لیکھنی - لفظ</p> <p>تملن مفر ورتاؤ فی - خالی چاپہ پر و تھ معنی دارا تمباس بناؤن - متضاد</p> <p>لفظ - کتابہ مفر درج کھیلن ہندی ناؤ تہ تمسن ہنچہ ژورژ ورتہملہ لیکھنی -</p> <p>سوالیہ ہملہ بناؤ فی ، واؤ حدناؤ فی ، جمع ناؤ فی - زناؤ فی تہ ماؤ ناؤ فی ہنچہ</p> <p>ماؤ فی - رشتن ہندی ناؤ - جاناؤرن تہ جاناؤرن ہندی ناؤ - ہنچہ نس ہیڈ</p> <p>ماسٹر ہند ناؤ اکہ دوہ کہہ روہ صہہ باپتھ درخاس لیکھن پچھناؤ فی -</p>	<p>نثری چہ چہہ تہ درخاس مفر فرق کر فی زان - یمن</p> <p>چہ متضاد لفظن ہنز زان تہ -</p> <p>یمن چہ رشتن ہند بن ناؤن ہنز تہ خبر تہ جاناؤرن</p> <p>ہند بن ناؤن ہنز تہ -</p>