

**SYLLABUS
FOR
PRIMARY CLASSES
(CLASSES 1ST TO 5TH)**



**DISTRICT INSTITUTE OF EDUCATION & TRAININGS
BEERWAH BUDGAM**

PREFACE

Based on the findings of NAS 2017 and the suggestions received from the field teachers and other stakeholders, District Institute of Education & Trainings, Budgam 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 mathematics and Urdu 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 DIET, 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 DIET 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, Budgam

Guiding Principles of Curriculum Development:

- ❖ *Connecting knowledge to life outside school.*
- ❖ *Ensure that learning is shifted away from rote & 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)

Suggestive Academic Calendar

Commencement of academic activities = 1st Nov.2018 of classes 1st – 5th

<i>Unit I Assessment</i>	<i>25th Nov.</i>
<i>Unit II Assessment</i>	<i>20th April</i>
<i>Term 1st Assessment</i>	<i>2nd Week of June 2019</i>
<i>U III Assessment</i>	<i>1st week of August</i>
<i>Term 2nd Assessment</i>	<i>2nd Week of October 2019</i>
<i>Deceleration of Result</i>	<i>25th of October 2019</i>
<i>New Classification</i>	<i>1st week of Nov. 2019</i>

Besides the schools must celebrate the following activities in addition to the activities prepared by the schools in the respective school-wise activity calendar:

<i>S.No</i>	<i>Name of the activity</i>	<i>Date</i>
<i>01</i>	<i>Observance of the World Health Day</i>	<i>7th April</i>
<i>02</i>	<i>World Mathematics Day</i>	<i>6th May</i>
<i>03</i>	<i>Red Cross Day</i>	<i>18th May</i>
<i>04</i>	<i>Programme on BetiBachaubetiPadhau</i>	<i>1st June</i>
<i>05</i>	<i>Teachers Day</i>	<i>5th September</i>
<i>06</i>	<i>Children Day</i>	<i>14th November</i>
<i>07</i>	<i>Organization / celebration of sports week</i>	<i>The schools will incorporate in the school activity calendar after due consultation with sports Department</i>
<i>08</i>	<i>Inter School Cross country Race</i>	

Syllabus for CLASS 1st

Content Load	Diagonal Linkage for class 1 st				
	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%

Class: Ist

English (CHANT -I)

DIET BEERWAH

Course	Percentage of Syllabus to be achieved	Contents	LEARNING OUTCOME/S	SUGGESTED PEDAGOGICAL PROCESSES AND TIPS FOR TEACHING.	SCHEME OF ASSESSMENT
Unit I	10%	1. Letter Sounds	<p>Learners will be able to . . .</p> <p>To know the sounds and names of the letters. To produce the sounds each letter makes. To recognize pictures & identify the letter sounds</p>	<p>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</p>	<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	20%	2. Sounds Together	<p>To know & produce the vowel sounds. To produce the sound each letter makes.</p>	<p>Make the students to listen to short and long vowel sounds Allow the students to say vowel and consonant sounds Allow the students to reading sight words Learners should be allowed to write uppercase letters as in the workbook</p>	
Term I	20%	3. Word Together	<p>1. To speak simple words and sentences. To use 'a' & 'an'. To use 'and', this, that, these, those, in, on, under, I, my, you, your, he, she, etc.</p>	<p>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.</p>	

Unit III	15%	4. Meet me	To be able to introduce yourself. 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. To share experiences with friends and classmates. 3 To use polite expressions. To identify noun	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 variety of activities viz games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing etc.

Class: 1st

Sub: Mathematics

DIET BEERWAFF

Course	Contents	Learning 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.</p> <p>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.</p> <p>Conceptual understanding of numbers one to nine and zero.</p> <p>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) collection 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	<p>To develop the three aspects of the concept of subtraction viz: taking away, comparison and complementary addition. Verbal problems related to subtraction.</p>

Number from Ten to
twenty

The concept of grouping the objects in groups of ten (10) by concretization.

The conceptual understanding of Numbers Ten to Twenty.

To be able to add and subtract the numbers up to twenty.

DIET BEER WAFF

Unit (III)	Measurement	<p>To be able to compare two objects on the basis of their length.</p> <p>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 a abacus is important for the concept of tens</p> <p>To be able to write numbers from 21 to 50 along with their connective 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 to find 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 collection 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

نقصیم نصاب و میقات برائے امتحان	عنوان	تدریسی طریقہ کار و مشق	آموزشی ماحصل
نبر اول: ۲۵ نومبر سے ۳۰ نومبر تک	تصاویر کے ذریعے حروف تہجی کی پہچان ’ڑ‘ 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 ترتیب 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
نبر دوم ۱۶ اپریل سے ۱۷ 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 ترتیب میں پڑھائیں۔	سنی ہوئی آوازوں میں فرق کر سکتے ہیں۔ بعض مشکل آوازوں کو بار بار دہراتے ہیں۔
میقات اول ۳ جون سے ۱۲ 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 ترتیب میں پڑھائیں۔	توجہ اور صحیح تلفظ کے ساتھ پڑھتے ہیں۔ سنی ہوئی باتوں کو بولتے ہیں۔ بے ترتیب حروف کو ترتیب دیتے ہیں۔

<p>پہلے ۱۱ جولائی سے ۲۱ جولائی تک</p>	<p>’ض‘ سے ’ف‘ تک</p>	<p>معلم حروف صحیح کو نئے کرفٹش کارڈ کا استعمال کریں گے تاکہ حروف صحیح 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 بنا کے دیں گے اور پیچے ان میں بنیادی رنگ بھر کر ان کی شناخت کریں گے۔ معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں گے۔ نظم کو صحیح تلفظ اور ترجمہ میں پڑھائیں گے۔</p>	<p>پڑھتے وقت اردو کی تمام آوازوں کو صحیح طریقے سے ادا کرتے ہیں۔</p>
<p>بیقات دوم ۱۵ اکتوبر سے ۲۵ اکتوبر تک</p>	<p>’ق‘ سے ’س‘ تک اور شکلوں کو ناموں کے ساتھ جوڑنا</p>	<p>معلم حروف صحیح کو نئے کرفٹش کارڈ کا استعمال کریں گے تاکہ حروف صحیح 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 بنا کے دیں گے اور پیچے ان میں بنیادی رنگ بھر کر ان کی شناخت کریں گے۔ معلم بچوں سے روزانہ صفحہ لکھوانے کا اہتمام کریں گے۔ نظم کو صحیح تلفظ اور ترجمہ میں پڑھائیں گے۔</p>	<p>تصاویر کو دیکھ کر جملے بناتے ہیں۔ ذخیرہ الفاظ کو پڑھاتے ہیں۔</p>

Syllabus for

CLASS 2nd

DIET BELURMAH

Content Load	Diagonal Linkage for class2 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%

Class: 2nd

Sub: English (Tulip Series Book II)

Course	Percentage of Syllabus to be	Contents	LEARNING OUTCOMES	SUGGESTED PEDAGOGICAL PROCESSES AND TIPS FOR TEACHERS	SCHEME OF ASSESSMENT
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DIET BEEERWAH

	achieved				
Unit I	10%	<ol style="list-style-type: none"> 1. Health and Hygiene 2. Monkeys are not litter bug 	<p>Learners will be able to</p> <ol style="list-style-type: none"> 1. To use simple adjectives related to cleanliness, health and hygiene. 2. Speak/talk about healthy habits, e.g. washing hands, brushing etc. 3. To identify nouns by looking at the pictures. 	<ol style="list-style-type: none"> 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. 	<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	20%	<ol style="list-style-type: none"> 1. The Months 2. Snowfall 3. Animals are our friends 	<ol style="list-style-type: none"> 1. To know about seasons- Climate and weather patterns. 2. To know about months of a year and days of a week. 3. To respond orally in home language/English about the experiences of winter. 4. To develop vocabulary related to animal sounds. 5. To have the concept of nouns. 	<ol style="list-style-type: none"> 1. Enrich vocabulary particularly about the months of the year mainly through. 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%	<ol style="list-style-type: none"> 1. Abu Ali Counts his Donkeys 2. First Day at School 3. Haldi's Adventure 	<ol style="list-style-type: none"> 1. Express opinion verbally about the characters, story line etc in English or home language. 2. To develop the value of honesty among learners. 3. To develop school related vocabulary. 4. To name different animals. 5. To identify nouns in the lesson. 	<ol style="list-style-type: none"> 1. Ask learners verbally in home language/English verbally simple questions, like, What did you see in your school? Did you enjoy your first day at school? How do you go to school. 2. Use ABL method to develop the concept of noun.
Unit III	15%	1. I am lucky	<ol style="list-style-type: none"> 1. To use facial expressions. 	<ol style="list-style-type: none"> 1. Ask learners to sing a beautiful poem with actions.

		<p>2. I Want</p> <p>3. The Wind and the Sun</p>	<p>2. Listen to polite forms of expression, like, If I were a _____, I would fly. _____, I would teach.</p> <p>3. To identify the characters and the sequence of events in a story.</p> <p>4. Use pronouns, like, he, she, It, I, you etc.</p>	<p>2. Use role play in order to develop vocabulary among learners.</p> <p>3. Divide the learners into groups and ask each group to play role as per the instructions, like:</p> <table border="1" data-bbox="1234 219 1564 479"> <thead> <tr> <th>Groups</th> <th>Roles</th> </tr> </thead> <tbody> <tr> <td>First Group</td> <td>Teachers</td> </tr> <tr> <td>Second Group</td> <td>Birds</td> </tr> <tr> <td>Third Group</td> <td>Medical Staff</td> </tr> <tr> <td>Fourth Group</td> <td>Animals</td> </tr> </tbody> </table> <p>e.g. If I were a horse I would run fast.</p>	Groups	Roles	First Group	Teachers	Second Group	Birds	Third Group	Medical Staff	Fourth Group	Animals	
Groups	Roles														
First Group	Teachers														
Second Group	Birds														
Third Group	Medical Staff														
Fourth Group	Animals														
Term II	35%	<p>1. A Smile</p> <p>2. On my Blackboard I can Draw</p> <p>3. The Mouse and the Pencil</p> <p>4. Granny, Granny, Please Comb my Hair</p> <p>5. The Magic Porridge</p>	<p>1. Learning through fun and action.</p> <p>2. To draw something related to the poem.</p> <p>3. To say different rhyming words.</p> <p>4. To develop value of love, parental care and affection.</p> <p>5. Narration of folk tales.</p>	<p>1. Ask the learners anything they are interested in.</p> <p>2. Ask them in English or home language what happens when you smile at someone.</p> <p>3. Ask learners to say at least words/sentences about their grandparents in English/home language.</p>											

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 variety of activities viz games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing etc

Class: 2nd

Subject: Mathematics

Course	Content	Learning Goals
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DIET BEERWAFF

Unit I	<i>Counting in Groups</i>	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	<i>How Much Can You Carry</i>	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 observations skill about the things in the surroundings by comparing their weights.
	<i>Counting in Tens</i>	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.
	<i>Tens and ones</i>	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	<i>My Fun day</i>	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)
	<i>Jugs and Mugs</i>	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.
	<i>Add Our Points</i>	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	<i>Lines and Lines</i>	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.
	<i>The Longest Step</i>	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	<i>Give and Take</i>	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.
	<i>Birds Come Birds Go</i>	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.
	<i>How many Ponytails</i>	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	تدریسی طریقہ کار و مشق	آموزشی ماحصل
براول: ۲۵ نومبر سے ۳۰ نومبر تک	حروف گچی سے آوازیں بنانے کی مشق پڑھیے اور لکھیے	اسباق کی تفہیم و تدریس، حروف ہجا سے الفاظ بنانے کا عمل۔ دو حرفی، سہ حرفی اور چار حرفی الفاظ کی بناوٹ۔ مختصر حروف گچی 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۔
خروم ۱۶ اپریل سے ۲۱ اپریل تک	پتھے نیچے بلبل کا پتہ چڑیا کے پچے	اسباق کی تفہیم و تدریس۔ حروف ہجا سے الفاظ بنانے کا عمل۔ الفاظ کے معنی سمجھانا 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 ۱۳ جون تک	ولوں پو جاگو جاگو گند پارانی تندرستی ہزار نعمت ہے آؤ ہم سب بیچ 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۔

<p>پڑھی اور سنی ہوئی باتوں کو اپنی زبان میں لکھتے ہیں</p>	<p>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 قیسے، کہانیوں کو پڑھنے کا ماحول بنانا۔</p>	<p>مرغابولا میری امی</p>	<p>نوسوم ۱۶ جولائی سے ۲۱ جولائی تک</p>
<p>اردو الفاظ اور جملوں کو صحیح بولتے اور سمجھتے ہیں۔ قصوں، کہانیوں وغیرہ کو سمجھ کر پڑھتے ہیں۔</p>	<p>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۔</p>	<p>خزگوش اور گینڈا ہفتے کے دن سال کے مہینے ایک سے سو تک گنتی پہیلیاں</p>	<p>برقعات دوم ۱۵ اکتوبر سے ۲۵ اکتوبر تک</p>

مضمون: کاشغر جماتھ: دویم

Learning Outcome (پہچھن تر)	Content	Course/Period
	نوٹ: اچھرن ہنزان روٹی۔ ژ، ن، ے حرفن ہنزان۔ گوڈ نکو ژور صد اے اچھرورتاؤنی۔ کاشغر لیکھنس گن توجہ دین۔ کتابہ ہندس آغازس مژورج ”ووستادان ہند خاطر نوٹ“ چھ ووستادس لازمی ہرن۔	یونٹ اکھ صفحہ (1-6)
	گوڈ نکو وصد اے اچھو لفظن مژورتاؤنی۔ کتابہ ہندس سبت پرناؤنی۔ پائون جانا وارن تہ مہون ہندس ناو کچہ پچھناؤنی۔ شکلن ہند مدتہ کچہ جملہ ونہ ناؤنی۔	یونٹ ز صفحہ (7-10)
	ا، ا، ا، ا، ای آواز ورتاؤنی۔ لوکڑ لوکڑ جملہ ہناؤنی۔ لیکھنس پٹھ زیا دزور دین۔ مین صفن ہندس سبت پرناؤنی۔ آواز بوڈس پٹھ ورتاؤتھ مژورین پرناونہ باپتھ تیار کرنی۔	فرم اکھ صفحہ (11-18)
	ا، ا، آواز ورتاؤنی۔ کینہہ آواز جملن مژورتاؤنی۔ مین صفن پٹھ سبت پورپاٹھ پرناؤنی۔ لیکھنس پٹھ ژو توجہ دین۔ جسمہ کین تان ہندس ناو پچھناؤنی تہ ونہ ناؤنی۔ کاشغر کاہہ باتھ کچہ گو ناؤنی۔	یونٹ ترے صفحہ (19-27)
	دوہن ہندس ناو پرناؤنی۔ پائون پوٹن تہ سبزی یں ہندس ناو لیکھنس۔ سبت پرناؤنی تہ تمن ہنڈ لیلہ یا دتھاونہ۔ اکہ پٹھہ دین تام گزند سکھناؤنی۔ کھہ باتھ پچھناؤنی۔ کاشغر وطنی ترک زبانی یاد کرناؤنی۔	فرم ز صفحہ (28-36)

Syllabus for
CLASS 3rd

Content Load	Diagonal Linkage for class3 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%

Class: 3rd

Sub: English (Tulip Series Book - III)

COURSE	PERCENTAGE OF	CONTENTS	LEARNING OUTCOMES	PEDAGOGICAL PROCESSES AND	SCHEME OF
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	SYLLABUS TO BE ACHIEVED			TIPS FOR TEACHERS	ASSESSMENT
Unit I	10%	<ol style="list-style-type: none"> Happy trees Nina and the baby Sparrow 	<ol style="list-style-type: none"> To know about the importance of trees. To realize the importance of inter dependence. To identify main idea and draw conclusion in English/home language. 	<ol style="list-style-type: none"> Ask the learners to play the role of a tree, wood cutter and gardener. 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. 	<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	20%	<ol style="list-style-type: none"> How creatures move The Ship of the Desert My Home 	<ol style="list-style-type: none"> To develop vocabulary related to movement of various creatures. To understand the importance of existence of living beings. To introduce pronoun. To understand the concept of sweet home. 	<ol style="list-style-type: none"> Give the idea of two leg/four legged animals and reptiles. Narrate the stories about the importance of different creatures. Ask the learners to draw and colour the picture of their home. 	
Term I	20%	<ol style="list-style-type: none"> Where there a will, there is a way Rain of the Night The Story of the Road 	<ol style="list-style-type: none"> To understand that hard work brings success. To develop the concept of rhyming words. Enrich the vocabulary of vegetables. To give the knowledge of sound words. 	<ol style="list-style-type: none"> The teacher will ask questions that the learners have read in the lessons/poems. Divide the class into pairs and ask them to produce different sounds of birds, like, kawkaw, Chirp chirp etc. 	
Unit III	15%	<ol style="list-style-type: none"> Don't tell He is my brother Sea Song 	<ol style="list-style-type: none"> To listen and read the poem independently. Express orally her/his opinion/understanding about the story and characters of the story in English/home language. To identify rhyming words, like, sand-hand, air-clear, two-true. . 	<ol style="list-style-type: none"> Listen to and communicate oral/written texts. Collect books for independent reading in English and other languages. Recite poems in English with proper intonation. 	

Term II	35%	<ol style="list-style-type: none"> 1. A little Fish Story 2. The Balloon Man 3. The Yellow Butterfly 4. What's in the Mail box 5. My Silly Sister 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	
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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 variety of activities viz games, puzzles, jigsaw, matching, Questioning, debating, discussing, role playing and dramatizing etc

Class: 3rd

Sub: Mathematics

Course	Contents	Learning 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 calendar. 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 nonstandard units such as figure, handspan, 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.
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		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 give n 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.		